

Course Overview for English Language Arts

Grade 2

Marking Period 1:

Reading: During the first marking period, second graders engage in choral, echo, and partner reading to build comprehension and fluency. They respond orally to comprehension questions and respond in writing to some questions. Students read simple fantasy books, realistic fiction books, and several nonfiction science books to focus on text structures. Students listen to a variety of fiction and informational texts that are read aloud by the teacher to help build knowledge and vocabulary.

Writing: Second graders review requirements of a good sentence, narrative writing, informational writing, and opinion writing through shared and modeled writing lessons. They engage in a shared research project.

Spelling and word work: Second graders learn grade appropriate vocabulary and words with the following spelling patterns: vowel-consonant-e (vce) as a review from grade one, /a/ /ace/ /ar/ /i/ /ice/ /ir/ /or/ /ar/ /er/ /ur/ /ir/ /ay/ /ai/ /e/ /ea/ /ee/.

Handwriting: Students work to improve letter formation for printing and work to build fluency in handwriting. They practice their printing by writing words and sentences.

County Assessments: In the fall, students are administered Acadency Oral Reading Fluency (previously DIBELS Next) and Measures of Academic Progress (MAP) in reading to determine strengths and areas of need.

Marking Period 2:

Reading: During the second marking period, second graders continue to engage in choral, echo, and partner reading to build comprehension and fluency. They continue to respond orally to comprehension questions and to respond in writing to some questions. Students read mysteries, realistic fiction, and nonfiction historical texts. Students continue to listen to a variety of texts that are read aloud by the teacher to build knowledge and vocabulary.

Writing: Second graders engage in a narrative writing unit and research unit through shared and modeled writing lessons.

Spelling and word work: Second graders continue to learn grade appropriate vocabulary and words with the following spelling patterns: /i/ /i_e/ /y/ /igh/ /ild/ /o/ /o_e/ /oa/ /ow/ /u/ /u_e/ /ue/ /ui/ /ew/ /ar/ /a_e/ /ai/ /are/ /air/ /er/ /ea/ /ee/ /ear/.

Handwriting: Students work to improve letter formation for printing and to build fluency in handwriting. They practice their printing by writing words and sentences.

County Assessments: In the winter, students are administered Acadience Oral Reading Fluency (previously DIBELS Next) and Measures of Academic Progress (MAP) in reading to determine progress, strengths, and areas of need.

Marking Period 3:

Reading: During the third marking period, second graders continue to engage in choral, echo, and partner reading to build comprehension and fluency. They continue to respond orally to comprehension questions and to respond in writing to some questions. Students read realistic fiction, biographies, and another mystery book. Students continue to listen to a variety of texts that are read aloud by the teacher to build knowledge and vocabulary.

Writing: Students engage in a narrative writing unit and opinion writing unit through shared and model writing lessons.

Spelling and word work: Second graders continue to learn grade appropriate vocabulary and words with the following spelling patterns: /er/ /ea/ /ee/ /ear/ /ir/ /i/ /e/ /igh/ /ire/ /or/ /o_e/ /oa/ /ore/ /qu/ /squ/ /th/ /thr/ /st/ /str/ /sp/ /spl/ /ch/ /dge/ /ge/ /o/ /oy/ /oi/ /oo/ /ow/ /ou/.

Handwriting: Students continue to build fluency in printing and begin to learn a few letters for cursive handwriting.

Marking Period 4:

Reading: During the fourth marking period, second graders continue to engage in choral, echo, and partner reading to build comprehension and fluency. They continue to respond orally to comprehension questions and to respond in writing to some questions. Students read mysteries paired with historical information books. Students continue to listen to a variety of texts that are read aloud by the teacher to build knowledge and vocabulary.

Writing: Students complete an opinion writing unit and learn to write a compare and contrast response through shared and modeled writing lessons. They also complete a culminating book review.

Spelling and word work: Second graders continue to learn grade appropriate vocabulary and words with the following spelling patterns: /a/ /au/ /aw/ /al/ /sh/ /ch/, s and x with plurals, irregular plurals, and y-ie plurals.

Handwriting: Students continue to build fluency in printing and continue to learn more letters for cursive handwriting.

County Assessment: In the spring, students are administered Acadience Oral Reading Fluency (previously DIBELs Next) and Measures of Academic Progress (MAP) in reading to determine progress, strengths, and areas of need.