



Avon Grove Charter School
English Language Arts Skills
Grade Level: Second

AGCS uses Reading Wonders as its primary elementary ELA program. The purpose of this document is to provide an overview of the major concepts/skills at this grade level. Parents are the target audience of this resource, however students may also find it helpful as a skills checklist.

FOUNDATIONAL SKILLS

A student will be able to...

- Know and apply grade level phonics and word analysis skills in decoding words.
- Read with accuracy and fluency to support comprehension

READING INFORMATIONAL TEXT

A student will be able to...

- Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe the connection between a series of events, concepts, or steps in a procedure within a text.
- Use various text features and search tools to locate key facts or information in a text efficiently.
- Determine the meaning of words and phrases as they are used in grade level text, including multiple-meaning words.
- Explain how graphic representations contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content; choosing from a large range of strategies and tools.
- Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

READING LITERATURE

A student will be able to...

- Recount stories and determine their central message, lesson, or moral.
- Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe characters in a story respond to major events and challenges.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Describe the overall structure of a story, including describing how the beginning introduces the sotry and the ending concludes the action.

- Describe how words and phrases supply rhythm and meaning in a story, poem or song.
- Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
- Compare and contrast two or more versions of the same story by different authors or from different cultures.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from a range of strategies and tools.
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases
- Read and comprehend literary fiction on grade level, reading independently and proficiently.

WRITING-INFORMATIVE & EXPLANATORY

A student will be able to...

- *Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*
- Identify and introduce the topic.
- Develop the topic with facts and/or definitions.
- Group information and provide a concluding statement or section.
- Choose words and phrases for effect.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

WRITING-OPINION & ARGUMENTATIVE

A student will be able to...

- Write opinion pieces on familiar topics or texts.*
- Introduce the topic and state an opinion.
- Support an opinion with reasons that include details connected to the opinion.
- Create an organizational structure that includes reasons and a concluding statement.
- Use a variety of words and phrases to appeal to the audience.
- Demonstrate a grade appropriate command of the conventions of Standard English, grammar, usage, capitalization, punctuation and spelling.

WRITING-NARRATIVE

A student will be able to...

- Write narratives to develop real or imagined experiences or events.*
- Establish a situation and introduce a narrator and/or character.
- Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
- Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
- Choose words and phrases for effect.
- Demonstrate a grade appropriate command of the conventions of English grammar, usage, capitalization, punctuation, and spelling.

WRITING

A student will be able to...

- With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising, and editing.
- With guidance and support, use technology to produce and publish writing including in collaboration with peers.
- Participate in individual or shared research and writing projects.
- Recall information from experiences or gather information from provided sources to answer a question.
- Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING

A student will be able to...

- Participate in collaborative conversations with peers and adults in small and larger groups.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
- Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.