

WGSD Curriculum – English Language Arts

2nd Grade

Reading

High Priority Standards (MLS)

- 2.R.1.A.b – Develop and demonstrate reading skills in response to text by: asking and responding to relevant questions.
- 2.R.1.A.d - Develop and demonstrate reading skills in response to text by: retelling a story’s beginning, middle and end and determining their central message, lesson or moral.
- 2.R.1.A.e - Develop and demonstrate reading skills in response to text by: monitoring comprehension and making connections and adjustments when understanding breaks down.
- 2.R.1.B.a-c - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- 2.R.1.B.d - Develop an understanding of vocabulary by: using antonyms and synonyms.
- 2.R.1.B.e - Develop an understanding of vocabulary by: locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases.
- 2.R.1.B.f - Develop an understanding of vocabulary by: distinguishing meaning among closely related verbs and adjectives.
- 2.R.1.B.g - Develop an understanding of vocabulary by: recognizing that some words have literal and non-literal meanings.
- 2.R.1.D.a – Reading independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate.
- 2.R.1.D.b - Reading independently for multiple purposes over sustained periods of time by: producing evidence of reading.
- 2.R.2.A.a – Read, infer, analyze, and draw conclusions to: describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson.
- 2.R.2.A.b - Read, infer, analyze, and draw conclusions to: describe main characters in works of fiction, including their traits, motivations, and feelings.
- 2.R.2.A.e - Read, infer, analyze, and draw conclusions to: describe cause and effect relationships.
- 2.R.2.C.a - Read, infer, analyze, and draw conclusions to: identify characters, setting, acts, and scenes in plays.
- 2.R.3.A.a - Read, infer, analyze, and draw conclusions to: identify the main idea of sections of text and distinguish it from the topic.
- 2.R.3.A.b - Read, infer, analyze, and draw conclusions to: demonstrate understanding by locating facts to answer and/or ask questions.
- 2.R.3.A.e - Read, infer, analyze, and draw conclusions to: follow written multi-step directions.
- 2.R.3.A.f - Read, infer, analyze, and draw conclusions to: describe connections between and state the order of the events or ideas.
- 2.R.3.B.b - Read, infer, analyze, and draw conclusions to: ask and answer questions to clarify meaning.
- 2.R.3.B.c - Read, infer, analyze, and draw conclusions to: explain examples of sensory details.
- 2.R.3.C.a - Read, infer, analyze, and draw conclusions to: explain main ideas and supporting details.
- 2.R.3.C.b - Read, infer, analyze, and draw conclusions to: describe the connection between events and retell sequence of events.
- 2.R.3.C.c - Read, infer, analyze, and draw conclusions to: describe the connection between identify problems and solutions.
- 2.RF.1.A.a – Develop print awareness in the reading process by: understanding that sentences are organized into paragraphs to convey meaning.
- 2.RF.3.A.a-j - Know and apply grade-level phonics and word analysis skills in decoding words.
- 2.RF.4.A.a - Read with sufficient accuracy and fluency to support comprehension.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- demonstrating knowledge of grade appropriate ways to solve words.
- determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content by choosing flexibly from an array of strategies.

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- describing how characters respond to major events and challenges.
- describing the connection between a series of events, ideas or concepts, or procedures in a text.
- explaining the theme or main idea of a text using details to support his/her thinking.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - applying word analysis skills (e.g., phonics, word patterns) to recognize new words.
 - describing the characters, setting, and major events in a story.
 - retelling stories and demonstrating understanding of their central message or lesson.
 - identifying the main topic and retelling key details of a text.
- recognizing and recalling specific vocabulary, such as: moral, fable, folktale, fluency, self-monitor, reread, word parts, vowel teams, prefixes, suffixes, known word parts, main idea/topic, poem, rhyme, repeated lines, definition, dictionary.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Print Concepts

Students will:

- understand that sentences are organized into paragraphs to convey meaning.

Phonics/Word Analysis

Students will:

- use common syllable patterns to decode words including r-controlled vowels.
- recognize, make or write words using phonograms with short vowel patterns (CVC: pet) and long vowel patterns (CVCe: bike), or words with double vowel letter (moon, green).
- recognize, make or write words using vowel teams (sigh, weigh, about, soil) and vowel –r combinations (car, her, first, sport, burn).
- take apart and make one- and two-syllable words with a variety of patterns (d-ay, dr-ip, drag –on, ti-ger) in reading and writing.
- use syllable breaks to spell and read longer words.
- clap syllables to hear the breaks in one, two and three syllable words.
- work flexibly with base words, taking apart and making new words by changing letters and adding prefixes and suffixes (tie/tied/untie).
- recognize word patterns that look the same but sound different (dear, bear) and that sound the same but look different (said, bed).
- read irregularly spelled words (i.e., said, break, friend).

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- determine the meaning of the new word when a prefix is added to a known word.
- use known root words to determine new words.
- use knowledge of known words to predict the meanings of compound words.
- recognize word patterns that look the same but sound different (dear, bear) and that sound the same but look different (said, bed).

Fluency

Students will:

- increase quick and easy recognition of words in reading.
- use letter-sound analysis from left to right to read increasingly more complex new words.
- use beginning and ending parts of words to solve them.
- use consonant and vowel sound-letter relationships to solve words.
- remove the ending from base words to solve new words.
- use known words and word parts (including onsets and rimes) to solve unknown words while reading.
- make connections between words by letters, sounds, or spelling patterns.
- use language structure, meaning and visual information in a coordinated way to solve words.
- take apart many new words “on the run” and compound words to solve them.
- connect words that mean the same or almost the same to derive meaning from the text, understand the text, and acquire new vocabulary.
- use context and pictures to derive the meaning of unfamiliar vocabulary and the meaning of new words.
- demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, use letter sequence, notice word parts, notice endings and prefixes etc.).
- look for and notice rhythm within a story (e.g., The Lady Who Swallowed A Fly).
- look and listen for rhyming words within a story, poem, or song.

Vocabulary

Students will:

- use information from illustrations to help them read unknown words.
- use sentence-level context clues for meaning and understanding.
- determine the meaning of a new word when a prefix is added to a known word.
- use known root words to determine new words.
- use knowledge of known words to predict the meanings of compound words.
- use glossaries and dictionaries (digital & print) to determine or clarify meanings of words and phrases.
- identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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- distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Comprehension

Students will:

- choose flexibly from a range of strategies to determine unknown vocabulary.
- use sentence-level context as a clues for meaning and understanding.
- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- classify literary works.
- identify the central message, lesson, or moral.
- self-monitor comprehension.
- use reading comprehension strategies –predicting, making connections, questioning, and inferring.
- use fix-up strategies such as looking at the pictures, getting your mouth ready, cross-checking, rereading.
- identify the literary elements of theme, setting, plot and character within literary works.
 - identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading.
 - identify the central message, lesson, or moral within a narrative.
 - identify the main topic of an informational text using key details to support thinking.
 - read fables and folktales and determine their central message, lesson, or moral.

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Text Elements and Structure

High Priority Standards (MLS)

- 2.R.1.A.a – Develop and demonstrate reading skills in response to text by: using text features to make and confirm predictions, or explain why not confirmed.
- 2.R.1.A.c - Develop and demonstrate reading skills in response to text by: seeking clarification, and using information/facts and details about stories and other texts and supporting answers with evidence from text.
- 2.R.1.C.a – Determine relevant connections between: text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction).
- 2.R.1.C.b - Determine relevant connections between: text to world (text ideas to experiences in the world).
- 2.R.2.A.c - Read, infer, analyze, and draw conclusions to: compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events.
- 2.R.2.A.e - Read, infer, analyze, and draw conclusions to: explain how the story changes based on who is telling the story.
- 2.R.2.A.f - Read, infer, analyze, and draw conclusions to: compare and contrast the differences in points of view of characters and how stories are narrated.
- 2.R.2.B.a - Read, infer, analyze, and draw conclusions to: describe how rhyme, rhythm, and repetition create imagery in poetry.
- 2.R.2.B.b - Read, infer, analyze, and draw conclusions to: use onomatopoeia.
- 2.R.2.C.b - Read, infer, analyze, and draw conclusions to: identify the elements of dialogue and use them in informal plays.
- 2.R.3.A.c - Read, infer, analyze, and draw conclusions to: use text features to locate specific information.
- 2.R.3.A.d - Read, infer, analyze, and draw conclusions to: explain common graphic features to assist in the interpretation of text.
- 2.R.3.B.a - Read, infer, analyze, and draw conclusions to: explain why a text is fiction or nonfiction.
- 2.R.3.C.d - Read, infer, analyze, and draw conclusions to: identify the author’s purpose.
- 2.R.3.C.e - Read, infer, analyze, and draw conclusions to: compare and contrast the most important points presented by text on the same topic.
- 2.R.4.A.a – Read to develop an understanding of media and its components by: explaining purposes of media.
- 2.R.4.A.b - Read to develop an understanding of media and its components by: describing techniques used to create media messages.
- 2.R.4.A.c - Read to develop an understanding of media and its components by: identifying various written conventions for using digital media.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- explaining how a text is organized.
- using various text features to gather information.
- noticing descriptive language, and describing how it contributes to enjoyment or understanding of a text.
- noticing multiple characters’ points of view.

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Text Elements and Structure

- identifying the main purpose of a text, including what the author wants to answer, explain, or describe.
- connecting character, setting and plot to real-life.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying the elements of story structure, including setting, plot, character, problem and solution.
 - recognizing different literary forms.
 - identifying who is telling the story.
 - using readers' tools (table of contents, headings, and glossary) to find information.
- recognizing and recalling specific vocabulary, such as: recount, point of view, conclusion, bold print, captions, subheadings, index, diagrams.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- identify the central message, lesson, or moral within a narrative.
- identify the main topic of an informational text using key details to support thinking.
- comparing and contrasting the content and organization of selections.
- Use reading comprehension strategies such as making connections and asking questions.
- read fables and folktales and determine their central message, lesson, or moral.
- read a variety of texts to determine the central message, lesson, or moral.
- identify the main character and other characters within a story.
- make connections to characters in story, discuss similarities and differences between personal point of view vs. character point of view.
- determine the character's point of view.
- analyze character's actions and how they reflect their point of view.
- see that characters change throughout the piece (shown through their thoughts, feelings, actions).
- identify author purpose, entertain, inform.
- identify and describe how the beginning introduces a story and the ending concludes the action.

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Text Elements and Structure

- understand how stories build from beginning, middle, to end.
- describe how characters respond to events and challenges in a story.
- use the illustrations and words to understand characters, setting, or plot.
- locate and explain the use of text features (e.g., What does bold print mean? Where is the glossary?).
- describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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Writing

High Priority Standards (MLS)

- 2.W.1.A.a – Follow a writing process to plan a first draft by: brainstorming and recording key ideas using a graphic organizer.
- 2.W.1.B.a – Appropriate to genre type, develop a draft from prewriting by: sequencing ideas into clear and coherent sentences.
- 2.W.1.B.b - Appropriate to genre type, develop a draft from prewriting by: generating paragraphs with one main idea.
- 2.W.1.B.c - Appropriate to genre type, develop a draft from prewriting by: creating evidence of beginning, middle and end.
- 2.W.1.B.d - Appropriate to genre type, develop a draft from prewriting by: addressing an appropriate audience.
- 2.W.1.C.a – Reread, revise and edit draft with assistance from adults/peers, to: strengthen writing as needed by revising – main idea, details, word choice, sentence construction, event order, audience and voice.
- 2.W.1.C.b – Edit for language conventions.
- 2.W.2.A.a-e - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
- 2.W.2.B.a-e - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 2.W.2.C.a-f - Write fiction or non-fiction narratives and poems, which recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- 2.W.1.D.a - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 2.W.3.A.a-b - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- 2.W.3.A.c-e - Recall information from experiences or gather information from provided sources to answer a question.
- 2.L.1.A.a-h - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.L.1.B.a-i - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Goal

Students will be able to write to communicate for a variety of purposes and audiences.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- identifying appropriate format, audience and purpose.
- generating and organizing ideas (e.g, focus on one topic; organize writing to include beginning, middle and end; use descriptive words when writing about people, places, things, events).
- creating interest by using descriptive words and supporting details.
- using developmentally appropriate capitalization, grammar, spelling, and punctuation.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:

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- producing, illustrating and sharing a variety of compositions.
- organizing ideas into a logical sequence.
- recognizing correct capitalization, grammar, spelling, punctuation and capitalization in isolation.
- recognizing and recalling specific vocabulary, such as: evidence, linking words, concluding statement, narrative, temporal words, recount, introduction, definition, capitalization, dictionary, grammar, conventions, simple sentence, and compound sentence.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Writing Process:

Students will:

- strengthen writing as needed by revising and editing with guidance and support from adults and peers.
- use a variety of digital tools to produce and publish writing, including in collaboration with peers with guidance and support from adults.

Narrative

Students will:

- write narratives that recount a well elaborated event or short sequence of events.
- write a lot about a little; students will focus on a topic with guidance and support from adults.
- choose the action, talk, or setting that would make a good beginning
- use transition words (temporal words e.g., after, before, during, later) to signal event order.
- choose the action, talk, or feeling that would make a good ending.
- chooses the words that helps readers picture the story and characters

Information/Expository

Students will:

- write informational pieces that introduce a topic.
- write a beginning that introduces the subject or information.
- include facts and definitions to develop points.
- use linking words (e.g., because, and, also) to connect information.
- choose words that show expertise on the subject.
- provide a concluding statement or section.

Opinion

Students will:

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- write opinion piece that introduces a topic or book.
- state an opinion in the beginning.
- supply reasons that support opinion.
- use linking words (e.g., because, and, also) to connect opinion and reason.
- group information into organized parts.
- choose words to persuade readers.
- provide a concluding statement or section.

Language (Grammar) (L.1.A)

Students will:

- use nouns and pronouns in writing (2.L.1.A.a).
- use collective nouns (e.g., group) (2.L.1.A.b).
- use common irregular nouns (e.g., feet, children, teeth, mice, fish) (2.L.1.A.c).
- use reflexive pronouns (e.g., myself, ourselves) (2.L.1.A.d).
- use regular verbs (2.L.1.A.e)
- produce simple declarative, imperative, exclamatory, and interrogative sentences (2.L.1.A.f)
- use adjectives and adverbs in sentences (2.L.1.A.g)
- use helping verbs with regular verbs (2.L.1.A.h)

Language (Punctuation, Capitalization, Spelling) (L.1.B)

Student will:

- write legibly (print, cursive) (2.L.1.B.a).
- use dialogue that contains quotation marks (2.L.1.B.b).
- use an apostrophe to form contractions (2.L.1.B.c).
- capitalize days of the week, months, holidays (2.L.1.B.d).
- capitalize abbreviated titles of people (2.L.1.B.e).
- spell words using irregular spelling patterns (2.L.1.B.f).
- spell and use the plural of appropriate nouns by adding *-es* to nouns ending in *-s*, *-ss*, *-sh*, *-ch*, or *-x* (2.L.1.B.g)
- use nouns that change their spelling in plural form (2.L.1.B.h)
- arrange words in alphabetical order to the second letter (2.L.1.B.i)
- consult reference materials, including beginning dictionaries, as needed to check and correct spelling.

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Research

High Priority Standards (MLS)

- 2.W.3.A.a – Apply research process to: generate a list of open-ended questions about topics of interest.
 2.W.3.A.b – Apply research process to: create an individual question about a topic.
 2.W.3.A.c – Apply research process to: use their own questions to find information on their topic.
 2.W.3.A.d – Apply research process to: gather evidence from available sources, literary and informational.
 2.W.3.A.e – Apply research process to: record basic information from literary and informational in simple visual format.
 2.W.3.A.f – Apply research process to: present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- forming questions to answer about a topic.
- using text features to locate information in a variety of resources.
- recording and organizing information in order to communicate.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - generating research questions such as brainstorming, identifying key words, and group related ideas.
 - gathering and recalling some information.
- recognizing and recalling specific vocabulary, such as: forming questions, gather, information.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Target

Students will:

- participate in shared research and writing projects.
- read a variety of resources on a single topic.
- produce a report.

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- record observations.
- recall information from experiences or gather information to answer a question.

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Speaking and Listening

High Priority Standards (MLS)

- 2.SL.1.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules.
- 2.SL.1.A.b - Develop and apply effective listening skills and strategies in formal and informal settings by: following three-step instructions according to classroom expectations.
- 2.SL.2.A.a - Develop and apply effective listening skills and strategies in formal and informal settings by: demonstrating active listening, according to classroom expectations.
- 2.SL.3.A.a – Speak clearly and to the point using conventions of language when presenting individually or with a group by: taking turns in discussion with a shoulder partner, according to classroom expectations.
- 2.SL.3.A.b - Speak clearly and to the point using conventions of language when presenting individually or with a group by: confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.
- 2.SL.4.A.a - Speak clearly, audibly and to the point using conventions of language when presenting individually or with a group by: explaining a topic (student-chosen or teacher-assigned), while maintaining eye contact with audience.
- 2.SL.4.A.b - Speak clearly, audibly and to the point using conventions of language when presenting individually or with a group by: recalling and telling a story with details, including a beginning, middle, and end.
- 2.SL.4.A.c - Speak clearly, audibly and to the point using conventions of language when presenting individually or with a group by: using academic language and conventions.
- 2.R.1.B.h - Develop an understanding of vocabulary by: using conversational, general academic, and domain-specific words and phrases.

Learning Goal

Students will be able to share their thoughts with others by speaking and listening.

Proficiency Scale

- Innovating: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- expressing a complete thought with grade level-appropriate language and vocabulary for different occasions.
 - asking clarifying questions to gain or enrich understanding.
 - interpreting information presented and seeking clarification when needed.
 - creating simple multimedia or visuals when appropriate to clarify meaning.
- Approaching: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - expressing a complete thought with some details.
 - demonstrating understanding of information presented and seeking clarification when needed.

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Speaking and Listening

- forming questions to gain understanding.
 - recognizing and recalling specific vocabulary, such as: recount, facts, descriptive details, audio.
- Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- build on others' talk in conversations by linking their comments to the remarks of others.
- ask questions to clarify understanding.
- answer questions to demonstrate understanding.
- speak audibly.
- speak in complete sentences.
- stay on topic when speaking.
- listen to comprehend in a variety of situations, such as read alouds, media, and class discussions.
- participate in a variety of speaking and listening activities such as read alouds, media, and class discussions.
- include relevant, descriptive details.
- provide accurate descriptions of people, places, things, and events.
- add illustrations to clarify presented ideas.
- create audio recordings of stories or poems.