

Language Arts Literacy Grade 2

PURPOSE

The components of the Language Arts Literacy curriculum are developed through listening, speaking, reading, writing and viewing. The focus of the second grade program is to continue building independence in these five areas. Through a sequential approach, building upon the skills learned in grade one, new concepts are related to prior learning, allowing students to see how the parts interconnect. With this course of instruction, students will develop communication tools that they can use effectively.

Students will continue to develop their skills in decoding, vocabulary, comprehension and fluency skills. The second grade students will be immersed in a literature rich environment to facilitate an awareness of print materials as sources of information and enjoyment. The students will use listening and speaking skills to participate in classroom discussions. They will use a variety of strategies to read new words and will continue to develop an understanding of character, setting, theme, and story sequence in a variety of classic and contemporary literature. Students will demonstrate comprehension of fiction and nonfiction through classroom discussion and will continue to develop their ability to communicate ideas in writing. They will develop spelling and grammar skills appropriate for their developmental level. Students will read in trade books, and technology support materials to enhance their independent reading level.

Phonemic awareness, vocabulary development, study skills, and literature appreciation are integrated throughout, in order to provide an eclectic program for the instruction of functional reading, while promoting reading enjoyment.

I. STUDENT OUTCOMES

A. Speaking (3.3)

STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

Students will:

1. continue to develop oral language, building upon the knowledge and skills learned in grade one, communicating ideas, choosing appropriate language for their audience, purpose and occasion. (3.3.A,C)
2. ask and answer relevant questions and contribute to class discussion. (3.3 B)
3. use vocabulary to describe ideas, feelings and experiences. (3.3.A, B)
4. read aloud with meaning and expression. (3.3 A)
5. respond to ideas and questions posed by others. (3.3 B)

6. support spoken language using props (3.3 D)
7. tell and retell stories and experiences in sequence.
8. participate in collaborative speaking activities, such as choral reading, plays, and reciting poems.
9. speak before a group to express thoughts and ideas, convey an opinion, present information and tell a story.

B. Listening (3.4)

STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

Students will:

1. understand and follow directions. (3.4.A,B)
2. listen attentively to other children and adults. (3.4.A,B)
3. listen for enjoyment and to obtain information. (3.4.A,B)
4. continue to develop phonemic awareness including discrimination, sequence, blending, segmentation and rhyme. (3.4.A,B)
5. develop listening strategies, such as asking relevant questions, retelling a story, taking notes, and making predictions to understand what is heard. (3.4.A,B)
6. increase ability to interpret messages, purposes and perspectives. (3.4.A, B)

B. Writing (3.2)

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

Students will: *Writing as a process (prewrite, draft, revising, editing, publishing)*

1. utilize acquired speaking, listening, reading, and viewing skills to assist with the writing process. (3.2.A)
2. write, as developmentally appropriate, from experiences, thoughts, and feelings. (3.2.A,B)
3. write, as developmentally appropriate, for a variety of purposes, such as to learn, to inform, to record, to entertain, to enjoy and to respond to reading. (3.2.B,D)
4. write on self-selected topics in a variety of literary forms.
5. write collaboratively and independently. (3.2.B,D)
6. employ a variety of strategies and activities for finding and developing ideas about which to write, such as brainstorming, listing, discussing, drawing, role-playing, note taking, and journal writing. (3.2.C)
7. establish and use criteria to revise content, and improve organization and clarity. (3.2.A)
8. publish writing in a variety of formats. (3.2.C)
9. Write legibly using manuscript and begin to develop cursive writing. (3.2.B,D)

D. Reading (3.1)

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Students will:

1. utilize acquired listening, speaking, reading, and viewing to assist with reading. (3.1.A)
2. listen and respond to text, and be able to describe the author's point of view. (3.1.E)
3. understand that reading can be for pleasure and to help us learn. (3.1.A,E)
4. use print concepts in developmentally appropriate ways. (3.1.A,B)
5. link their knowledge and experiences to bring meaning to the printed word. (3.1.A,E)
6. utilize structural cues. (3.1.C,F)
7. recognize appropriate high-frequency irregular words. (3.1.C, F)
8. use prior knowledge and experience to extend reading comprehension and critical analysis. (3.1.E,G)
9. read with improved fluency and expression. (3.1.D)
10. demonstrate comprehension through retelling and summarizing ideas and following written directions. (3.1.G)
11. identify elements of a story. (3.1.G)
12. identify literary forms. (3.1.G)
13. expand reading to include varied genre, such as trade books, magazines and newspapers and identify text as narrative or expository. (3.1.G)

E. Viewing and Media Literacy (3.5)

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

Students will:

1. utilize acquired listening, speaking, reading and writing skills to assist with viewing. (3.5.A,B)
2. respond to the use of illustrations to support the text.
3. use symbols, drawings, and illustrations to represent information that supports and/or enhances listening, speaking, reading and writing.
4. use simple charts, graphs, and diagrams.
5. distinguish between reality and fantasy in visual representations.
6. understand that information is conveyed through the use of symbols.

F. Workplace Readiness/Study Skills

Students will:

1. understand and begin to use written communication to affect the behavior of others.
2. adjust oral communication for different purposes.
3. select appropriate tools for specific purposes.
4. identify patterns and relationships and continue to develop understanding of the concept of classification.
5. begin to set goals for completing assignments and activities.
6. work cooperatively with others to accomplish a task.
7. evaluate their own actions and accomplishments.
8. use time efficiently and effectively.

II. CONTENT

A. Print Awareness/Phonological Awareness

B. Process Writing

- a. Prewrite, Draft, Revise, Edit, Publish
- b. Mechanics, Spelling, Handwriting
- c. Writing Forms, Audience, and Purpose

C. Word Identification

1. Phonics and Decoding
 - a. Phonemic Awareness
 - b. Sound/letter relationships
 - c. Blending sounds into words
 - d. Segmentation
2. Structural Analysis
 - a. Base word/Prefix/Suffix
 - b. Contractions
 - c. Compound words
 - d. Diphthongs and variant vowels
3. Vocabulary Development
 - a. Word recognition
 - b. Word meaning
 - c. Classification
 - d. Synonyms/Antonyms
 - e. Homophones
 - f. Identify parts of speech: nouns, verbs, root words, and affixes.

D. Fluency

1. Read both at the independent and instructional level.
2. Read orally from familiar text and increased silent reading.
3. Adjust reading rate based on purpose.
4. Demonstrate characteristics of fluent and effective reading.

E. Comprehension

1. Use prior knowledge and experience.
2. Establish purposes for reading.
3. Retell or act out events in stories.
4. Make and explain inferences: cause/effect, predictions and drawing conclusions.
5. Determine important ideas/details.
6. Identify similarities and differences in topics, characters, problems, solutions and themes.
7. Represent story information through maps, charts, time lines, graphs and graphic organizers.

F. Variety of Texts

1. Read fiction/nonfiction, poetry for pleasure and information.
2. Read classic and contemporary works in varied genre.
3. Read multicultural selections.
4. Read a variety of information from electronic sources.

G. Study Strategies/Inquiry and Research

1. Formulate and utilize alphabetical order.
2. Form relevant questions for research.
3. Identify book parts and use to locate information.
4. Use graphic organizers to locate and/or organize information.
5. Develop improved test taking skills.
6. Locate and use information from technology sources.
7. Interpret and use graphic sources of information.
8. Draw conclusions from gathered information.

9. Use appropriate reference materials and multiple sources to locate information

III. ACTIVITIES AND MATERIALS

A. ANTHOLOGY INSTRUCTION

1. Grade Two Anthology, Scholastic Literacy Place, 2000
2. Theme related trade books appropriate for leveled reading within a flexible

group setting and literature circles. Trade books noted in the teacher manual include multicultural reading in cross curriculum areas.

3. Guided Readers and Sprint Readers appropriate for students below grade level who need additional support and appropriate instructional material.
4. Technology components utilized to support and expand language arts instruction include, but are not limited to WiggleWorks Plus, Scholastic.com, and Scholastic Net.
5. Daily Oral Language, Great Source Education Group
6. Open Court Phonics Review Kit and Letter/Sound Cards

IV. EVALUATION

- A. Students will be prepared and ready to work.
- B. Students will prepare work neatly.
- C. Students will follow directions.
- D. Students will hand in completed assignments at the proper time.
- E. Students will study for and complete quizzes and tests successfully.
- F. Students will participate in class.
- G. The final grade represents the teacher's professional judgment of student performance, which includes all of the above in the evaluative process.

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