

Havre Public School English Language Arts 2nd-Grade

Course Information:

Course: 2nd Grade English Language Arts

Time: 1 year

Length: 90 minutes per day

Essential Understanding:

In Grade 2, instructional time should focus on five critical areas: (1) Reading; (2) Informational Text; (3) Writing; (4) Speaking and Listening; and (5) Language.

Student Objectives:

Reading: Foundational Skills

Phonics and Word Recognition

- I can show what I have learned about letters and sounds by figuring out words.
- I can read long and short vowels correctly in words.
- I can spell and read vowel teams.
- I can read longer words with long vowel sounds.
- I can read words with prefixes and suffixes.
- I can find words that don't follow normal spelling rules, but are common.
- I can read second grade words that aren't spelled the way they sound

Fluency

- I can read and understand books at my level well.
- I can read and understand second grade books.
- I can read second grade books aloud like a teacher would read them.
- I can stop when I am reading and fix words that I mess up or don't sound right.

Reading: Literature

Key Ideas and Details

- I can ask and answer who, what, where, when, why and how questions to show that I understand stories.
- I can remember and tell different kinds of stories and share what the author is trying to teach.
- I can describe how characters in a story react to important events in the story.

Craft and Structure

- I can tell how words in stories, poems or songs can give them rhythm and help people understand them better.
- I can describe how a story is written including the important parts of a beginning and an ending.
- I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud.

Integration of Knowledge and Ideas

- I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story.
- I can tell how two or more tellings of a story can be the same and different.

Range of Reading and Level of Text Complexity

- I can read and understand second grade stories and poems by myself.

Reading: Informational Text

Key Ideas and Details

- I can ask and answer who, what, where, when, why and how questions to show that I understand stories.
- I can tell the main idea of a piece of nonfiction, including the focus of important paragraphs.
- I can make connections between different events in history.
- I can make connections between different science ideas.
- I can make connections between the different steps in a set of directions.

Craft and Structure

- I can figure out the meanings of words when I am studying a second grade topic.
- I can understand and use all the helpful parts of nonfiction books to find important facts and details quickly.
- I can tell the author's main purpose in nonfiction writing.

Integration of Knowledge and Ideas

- I can use diagrams and pictures to help me understand nonfiction.
- I can describe how reasons support the points that an author is trying to make.
- I can tell how the important points in two pieces of nonfiction about the same topic are the same and different.

Range of Reading and Level of Text Complexity

- I can read and understand second grade nonfiction by myself.

Writing

Text Types and Purposes

- I can write my opinion about a topic and give reasons for my thinking.
- I can write to teach about a topic by giving facts and definitions about the topic.
- I can write to tell an organized story with details about events, thoughts, and feelings.

Production and Distribution of Writing

- I can listen to others' ideas to revise and edit my writing and make it better.
- I can use a computer or tablet to publish my writing.

Research to Build and Present Knowledge

- I can help my class explore books and write about what we learn.
- I can work with friends to make and record notes about science experiments.
- I can use what I have learned to answer questions or I can find out the answers somewhere else.

Speaking and Listening

Comprehension and Collaboration

- I can show that I know how to have good conversations with my friends and teachers.
- I can listen, wait to take my turn and be respectful when I am having conversations.
- I can make conversations better by making connections between others' comments.
- I can ask questions during conversations to help me understand what is being shared.
- I can talk about the important ideas and details after I listen to someone read or speak.
- I can ask and answer questions about what a speaker says to help me understand the information better.

Presentation of Knowledge and Ideas

- I can tell or share a story with important details to help others understand.
- I can speak loudly, clearly and in complete sentences when I tell or share a story.
- I can make a recording of a story or poem.
- I can use drawings or other things like that to help people understand me better.
- I can speak and share my ideas in complete sentences when someone asks me a question.

Language

Conventions of Standard English

- I can show that I know how to use words correctly when I write and speak.
- I can use collective nouns (a group of people, a pride of lions).
- I can make and use irregular plural nouns correctly (feet, children, teeth, mice, fish).
- I can use reflexive pronouns (himself, myself, ourselves).
- I can make and use common regular verbs (sat, hid, told).
- I can use adjectives and adverbs correctly.
- I can make and use complete simple and compound sentences.
- I can show that I know how to write sentences correctly.
- I can use capital letters at the beginnings of holidays, product names and places on a map.
- I can use commas in greetings and closings of letters.
- I can use apostrophes to make contractions.
- I can use apostrophes to show possession.
- I can use spelling patterns I have learned to write words.
- I can use tools like a dictionary to check and correct my spelling.

Knowledge of Language

- I can write, speak, read and listen by using what I know about the English language.
- I can compare formal and informal ways that people speak English.
- I can figure out what words mean by using the strategies I know and by thinking about what I have read.
- I can use context clues to help me understand new words.
- I can use prefixes that I know to help me understand new words.
- I can use root words to help me understand new words.
- I can use the meanings of the two smaller words in a compound word to make a prediction about what it means.
- I can use glossaries, dictionaries or the internet to help me find the meanings of new words.
- I can figure out how words are related and how their meanings might be alike.
- I can find real life connections between words and the way they are used (foods that are spicy or juicy).
- I can tell the difference between similar verbs (toss, throw, hurl).
- I can tell the difference between similar adjectives (thin, slender, skinny, scrawny).
- I can use the new words I learn in different ways to show that I know what they mean.

Source: <http://www.thecurriculumcorner.com/thecurriculumcorner123/wp-content/pdf/ican/ican2ndelachecklists.pdf>

| Overview Unit 1 | Reading | Writing | Speaking & Listening | Language |
|--|---|---|--|---|
| <p>Anthology Stories</p> <p>Twin Club</p> <p>Exploring Space</p> <p>Henry & Mudge</p> <p>A Walk in the Desert</p> <p>Strongest One</p> | <p>Primary Focus Standards:</p> <p>RL.2.1 RI.2.1 RL.2.2 RI.2.2 RL.2.3 RI.2.3 RL.2.4 RI.2.4 RF.2.3.a,c,f RL.2.5 RI.2.5 RF.2.4.a,b RL.2.6 RI.2.6 RL.2.7 RI.2.7</p> <p>RI.2.9</p> | <p>Primary Focus Standards:</p> <p>W.2.1 W.2.2 W.2.3 W.2.5</p> <p>W.2.8</p> | <p>Primary Focus Standards:</p> <p>SL.2.1 a SL.2.2 SL.2.3 SL.2.4</p> <p>SL.2.6</p> | <p>Primary Focus Standards:</p> <p>L.2.1 e, f L.2.2 e L.2.3 a L.2.4 a L.2.5 a L.2.6</p> |
| | <p>Text Type:</p> <ul style="list-style-type: none"> · Realistic Fiction · Expository · Drama | <p>Writing Focus:</p> <ul style="list-style-type: none"> · Narrative writing · Routine writing | <p>Task Type:</p> <p>Respond to and interact with peers in small & whole group discussion</p> | <p>Skill Focus:</p> <p>Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</p> |

| Overview Unit 2 | Reading | Writing | Speaking & Listening | Language |
|---|---|--|--|--|
| <p>Anthology Stories</p> <p>Tara & Tiree</p> <p>Abraham Lincoln</p> <p>Scarcity</p> <p>Bremen Town</p> <p>One Good Turn</p> | <p>Primary Focus Standards:</p> <p>RL.2.1 RI.2.1 RL.2.2 RI.2.2 RL.2.3 RI.2.3 RF.2.3.a,b,c,e,f RL.2.4 RI.2.4 RF.2.4.a,b,c RL.2.5 RI.2.5 RL.2.6 RI.2.6 RL.2.7 RI.2.7 RI.2.8 RL.2.9 RI.2.9 RL.2.10 RI.2.10</p> | <p>Primary Focus Standards:</p> <p>W.2.2 W.2.3 W.2.5 W.2.6 W.2.8</p> | <p>Primary Focus Standards:</p> <p>SL.2.1 a,b,c SL.2.2 SL.2.3 SL.2.5 SL.2.6</p> | <p>Primary Focus Standards:</p> <p>L.2.1 a,b,f L.2.2 a,c L.2.3 a L.2.4 a,e L.2.5 a L.2.6</p> |
| | <p>Text Type:</p> <ul style="list-style-type: none"> · Literary Nonfiction · Informational · Expository · Drama/Fairy Tale · Folk Tale | <p>Writing Focus:</p> <ul style="list-style-type: none"> · Informative/explanatory writing · Shared research writing · Routine writing | <p>Task type:</p> <p>Respond to and interact with peers in small & whole group discussion</p> | <p>Skill focus:</p> <p>Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</p> |

| Overview Unit 3 | Reading | Writing | Speaking & Listening | Language |
|--|---|---|---|---|
| Anthology Stories Pearl & Wagner Dear Juno Anansi Rosa and Blanca A Weed is a Flower | Primary Focus Standards: RL.2.1 RI.2.1 RL.2.2 RI.2.2 RL.2.3 RI.2.3 RF.2.3.a,b,c,f RL.2.4 RI.2.4 RF.2.4.a,b,c RL.2.5 RI.2.5 RL.2.6 RI.2.6 RL.2.7 RI.2.7 RI.2.8 RL.2.9 RL.2.10 RI.2.10 | Primary Focus Standards: W.2.1 W.2.2 W.2.3 W.2.5 W.2.6 W.2.8 | Primary Focus Standards: SL.2.1 a,b,c SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6 | Primary Focus Standards: L.2.1 b,d,e L.2.2 a,c,d L.2.3 a L.2.4 a,b,d,e L.2.5 a,b L.2.6 |
| | Text Type: <ul style="list-style-type: none"> · Fantasy · Realistic Fiction · Folk Tale · Biography | Writing Focus: <ul style="list-style-type: none"> · Opinion writing · Informative/explanatory writing · Shared research writing · Routine writing | Task Type: Respond to and interact with peers in small & whole group discussion | Skill Focus: Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking |

| Overview Unit 4 | Reading | Writing | Speaking & Listening | Language |
|--|---|--|---|---|
| Anthology Story Froggy Fable Life Cycle of a Pumpkin Soil The Night the Moon Fell The First Tortilla | Primary Focus Standards: RL.2.1 RI.2.1 RL.2.2 RI.2.2 RL.2.3 RI.2.3 RF.2.3.a,b,c,d,e,f RL.2.4 RL.2.4 RF.2.4.a,b,c RL.2.5 RI.2.5 RL.2.6 RI.2.6 RL.2.7 RI.2.7 RI.2.8 RI.2.9 RL.2.10 RI.2.10 | Primary Focus Standards: W.2.1 W.2.2 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8 | Primary Focus Standards: SL.2.1 a,b,c SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6 | Primary Focus Standards: L.2.1 b,e,f L.2.2 a,b,d,f L.2.3 a L.2.4 a,b,c,d,e L.2.5 a,b L.2.6 |
| | Text Type: <ul style="list-style-type: none"> • Fable • Expository Text • Myth • Legend | Writing Focus: <ul style="list-style-type: none"> • Opinion writing • Narrative writing • Shared research writing pieces • Routine writing | Task Type: Respond to and interact with peers in small & whole group discussion | Skill Focus: Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking |

| Overview Unit 5 | Reading | Writing | Speaking & Listening | Language |
|---|---|--|---|---|
| Anthology Stories Firefighter Carl the Complainer Bad Dog, Dodger Horace & Morris The Signmaker's Assistant | Primary Focus Standards: RL.2.1 RI.2.1 RL.2.2 RI.2.2 RL.2.3 RI.2.3 RF.2.3.b,d,e,f RL.2.4 RI.2.4 RF.2.4.a,b,c RL.2.5 RI.2.5 RL.2.6 RI.2.6 RL.2.7 RI.2.7 RI.2.9 RL.2.10 RI.2.10 | Primary Focus Standards: W.2.1 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8 | Primary Focus Standards: SL.2.1 a,b,c SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6 | Primary Focus Standards: L.2.1 f L.2.2 c,e L.2.3 a L.2.4 a,b,c,e L.2.5 a L.2.6 |
| | Text Type: <ul style="list-style-type: none"> • Literary Non-fiction • Realistic Fiction • Fantasy • Humorous Fiction | Writing Focus: <ul style="list-style-type: none"> • Opinion writing • Narrative writing • Shared research writing pieces • Routine writing | Task Type: Respond to and interact with peers in small & whole group discussion | Skill Focus: Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking |

| Overview Unit 6 | Reading | Writing | Speaking & Listening | Language |
|--|---|--|---|---|
| Anthology Stories Just Like Josh Gibson Red, White, and Blue A Birthday Basket for Tia Cowboys Grace for President | Primary Focus Standards: RL.2.1 RI.2.1 RL.2.2 RI.2.2 RL.2.3 RI.2.3 RF.2.3.b,d,f RL.2.4 RI.2.4 RF.2.4.a,b,c RL.2.5 RI.2.5 RL.2.6 RI.2.6 RL.2.7 RI.2.7 RI.2.8 RI.2.9 RL.2.10 RI.2.10 | Primary Focus Standards: W.2.1 W.2.2 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8 | Primary Focus Standards: SL.2.1 a,b,c SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6 | Primary Focus Standards: L.2.1 f L.2.2 a,b,c,e L.2.3 a L.2.4 a,c,d L.2.5 a L.2.6 |
| | Text Type: <ul style="list-style-type: none"> · Realistic Fiction · Informational Text | Writing Focus: <ul style="list-style-type: none"> · Opinion writing · Narrative writing · Shared research writing pieces · Routine writing | Task type: Respond to and interact with peers in small & whole group discussion | Skill Focus: Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking |

http://assets.pearsonschool.com/correlations/SFRS2013_WtS_CCSS_GRADE_2_final.pdf

Montana Content Standards:

Reading Standards: Foundational Skills (RF.2)

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.c Decode regularly spelled two-syllable words with long vowels.

RF.2.3.d Decode words with common prefixes and suffixes.

RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a Read on-level text with purpose and understanding.

RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Reading Standards for Literature (RL.2)

Key Ideas and Details

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5 Describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8 (Not applicable to literature)

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures including American Indian authors or cultures.

Range of Reading and Level of Text Complexity

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range

Reading Standards for Informational (RI.2) Key Ideas and Details

RI. 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within a text.

RI.2.3 Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts about Native Americans.

Craft and Structure

RI.2.4 Describe how words and phrases in a text relevant to a grade 2 topic or subject area. Recognize words and phrases with cultural significance to American Indians.

RI.2.5 Know and use various text features (e.g., captions, bold prints, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RL.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards (W.2)

Text Types and Purposes

W.2.1 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.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they 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.

W.2.4 Begins in grade 3

Production and Distribution of Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7 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) and include sources by and about American Indians.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question and include sources by and about American Indians.

W.2.9 Begins in grade 4

RW.2.10 Begins in grade 3

Language Standards (L.2) Conventions of Standard English

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1.a Use collective nouns (e.g., group).

L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.a Capitalize holidays, product names, and geographic names.

L.2.2.b Use commas in greetings and closings of letters.

L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3.a Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4 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.

L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.)

Sources:

<https://www.fractuslearning.com/2016/01/25/blooms-taxonomy-verbs-free-chart/>

http://assets.pearsonschool.com/correlations/SFRS2013_WtS_CCSS_GRADE_2_final.pdf

<http://montanateach.org/wp-content/uploads/2017/10/MCS-ELA-2nd.pdf>

Adapted from <http://www.nj.gov/education/cccs/frameworks/ela/>