Oakwood City School District
Grade Two English Language Arts

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Grade Two Course Description

The Language Arts program defines what students should understand and be able to do by the end of each grade. The standards correspond to the College and Career Readiness anchor standards in Reading, Writing, Speaking and Listening, and Language. Together with the grade specific standards, this curriculum defines the skills and understandings that all students must demonstrate. Students will gain adequate exposure to a range of texts and tasks. The standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. Students will demonstrate increasing sophistication in all aspects of language use, from vocabulary to and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

Inquiry and Application Standards

In response to higher standards and real-world demands, there exists a growing need across content areas and grade levels for students to become resourceful, effective investigators and problem-solvers. Inquiry-based teaching is a powerful vehicle through which such goals for learning are possible (Barron et al., 1998; Edelson, Gordin, & Pea, 1999; Lappan, 2000; Owens, Hester, & Teale, 2002; Perez, 2000).

Inquiry-based projects can build learning communities that foster communication skills, interpretive abilities and an understanding of issues from a variety of perspectives (Bruce, 2002; Owens, Hester, & Teale, 2002).

Inquiry-based teaching is an instructional approach in which students' own interests and curiosities drive the learning process and products. Students select topics to research; formulate questions; collect, cull and synthesize information; and, finally, create and present a product that has real-world application (such as models, interviews, experiments) from what they learned. Teachers serve as facilitators and resources (Owens et al., 2002)

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Content Standards

I. Reading: Literature

A. Key Ideas and Details

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

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral

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

B. Craft and Structure

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

2. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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

C. Integration of Knowledge and Ideas

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

2. (Not applicable to literature)

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

D. Range of Reading and Level of Text Complexity

1. 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.

II. Reading Informational Text

A. Key Ideas and Details

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

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

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

B. Craft and Structure

1. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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

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

C. Integration of Knowledge and Ideas

1. Explain how specific images (e.g., diagram showing how a machine works) contributes to and clarify a text.

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

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

4. By the end of 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.

III. Reading: Foundational Skills

A. Phonics and Word Recognition

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

2. Distinguish long and short vowels when reading regularly spelled one-syllable words.

3. Know spelling-sound correspondences for additional common vowel teams.

4. Decode regularly spelled two-syllable words with long vowels.

5. Decode words with common prefixes and suffixes.

6. Identify words with inconsistent but common spelling- sound correspondences.

7. Recognize and read grade-appropriate irregularly spelled words.

B. Fluency

1. Read with sufficient accuracy and fluency to support comprehension.

2. Read grade-level text with purpose and understanding.

3. Read grade-level text orally with accuracy, appropriate rate, and expression.

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

IV. Writing

A. Text Types and Purposes

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.

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.

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.

B. Production and Distribution of Writing

1. (Begins in grade 3)

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

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

C. Research to Build and Present Knowledge

1. 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. Recall information from experiences or gather information from provided sources to answer a question.

3. (Begins in grade 4)

V. Speaking and Listening

A. Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

(a) 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).

(b) Build on others' talk in conversations by linking their comments to the remarks of others.

(c) Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3. 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.

B. Presentation of Knowledge and Ideas

1. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

3. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

VI. Language

A. Conventions of Standard English

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

a) Use collective nouns (e.g., *group*).

b) Form and use frequently occurring irregular plural nouns

c) (e.g., feet, children, teeth, mice, fish).

d) Use reflexive pronouns (e.g., *myself, ourselves*).

e) Form and use the past tense of frequently occurring

f) irregular verbs (e.g., *sat, hid, told*).

g) Use adjectives and adverbs, and choose between them depending on what is to be modified.

h) 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).

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

a) Capitalize holidays, product names, and geographic names.

b) Use commas in greetings and closings of letters.

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

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

3. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

B. Knowledge of Language

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

a) Compare formal and informal uses of English.

C. Vocabulary Acquisition and Use

1. 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.

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

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).

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

d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse,* lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

3. 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).