

2nd Grade Language Arts Curriculum Overview

Reading: Literature

Key Ideas and Details

- Ask and answer *who, what, where, when, why, how* questions.
- Describe how characters in a story react to the events within the story.

Craft and Structure

- Describe how the beginning and ending of a story introduce and conclude the action within the storyline. Understand overall story structure.
- Recognize differing points of view of characters in a story. Use different speaking voices when reading dialog.

Integration of Knowledge and Ideas

- Use illustrations and words in a text to understand characters, setting and plot.

Range of Reading and Level of Text Complexity

- Read and answer questions about a variety of texts (poems, fiction, non-fiction, narratives and expository writings).

Reading: Informational Text

Key Ideas and Details

- Ask and answer *who, what, where, when, why, how* questions.
- Determine the main idea of a text and its supporting details.
- Make connections within a text between a series of events or steps in a process.

Craft and Structure

- Determine word meaning from context.
- Use captions, bold print, glossaries, etc. in a text to obtain information.
- Identify the main idea and author's purpose in a text.

Integration of Knowledge and Ideas

- Explain how illustrations or diagrams help to clarify text.
- Understand and explain how supportive details help the author make specific points in a text.
- Compare and contrast important points in two texts on a similar topic.
- Employ graphic organizing (KWL, Venn Diagram) as a reading strategy.

Range of Reading and Level of Text Complexity

- Read and comprehend information in grade-appropriate text.

Comprehension in a Variety of Texts

- Predict, confirm and draw conclusions while reading.
- Differentiate cause from effect.
- Distinguish non-fiction from fiction, and fact from opinion.

- Use "Before, During and After" as a reading strategy.

Reading: Foundational Skills

Phonics, Word Recognition and Decoding

Review the following:

- long and short vowel sounds in single-syllable words
- sound/spelling correspondence of consonants, blends, beginning and ending digraphs
- sound/spelling correspondence of common vowel teams
- common prefixes and suffixes
- rhyming words including consonant blends
- compound words
- antonyms/synonyms
- word families / onset and rime
- segmenting words into syllables and isolating sounds
- adding, deleting and changing target sounds to change words
- high frequency words
- common 2nd grade irregularly spelled words
- context clues

Fluency

- Read with understanding and purpose.
- Read orally with accuracy, appropriate rate and expression.
- Self-correct and confirm word recognition.

Writing

Text Types and Purposes

- Write an opinion piece with a topic, introduction, supportive reasoning and a conclusion. Use linking words.
- Write an informative piece with a topic, an introduction, supportive reasoning and a conclusion.
- Write a narrative piece with details and descriptive actions, thoughts and feelings, and a conclusion.
- With a helper, use the writing process (prewriting, drafting, revising, editing and proofreading).
- Use graphic organizers for writing.

Research to Build and Present Knowledge

- Answer questions by acquiring information from provided sources.
- Use recall to answer questions.

Speaking and Listening

Comprehension and Collaboration

- Discuss 2nd grade related topics and texts with a helper.
- Recall and retell information obtained from a text read aloud.
- Ask and answer questions for clarification about what the helper reads or says.

2nd Grade Language Arts Curriculum Overview (cont.)

Presentation of Knowledge and Ideas

- Recall and retell stories or experiences using complete, understandable sentences, logical sequence and details.

Language

Conventions of Standard English

- Correctly use irregular plural nouns in speaking and writing.
- Correctly use past tense irregular verbs when speaking and writing.
- Correctly use adjectives and adverbs when speaking and writing.
- Expand and manipulate simple sentences into compound sentences.
- Identify and use periods, commas, question marks, and exclamation points.
- Correctly use an apostrophe to form contractions.
- Use rules of capitalization for geographic names, holidays, proper names, etc.
- Use beginning dictionaries for help in spelling.

Knowledge of Language

- Use proper conventions of English when writing, reading, or speaking.

Vocabulary Acquisition and Use

- Use context clues to arrive at unknown word meanings.
- Use knowledge of prefixes and suffixes to arrive at unknown word meanings.
- Use knowledge of individual words to determine meaning of compound words.
- Use glossaries and dictionaries to find word meanings.

Lesson #22 (continued)

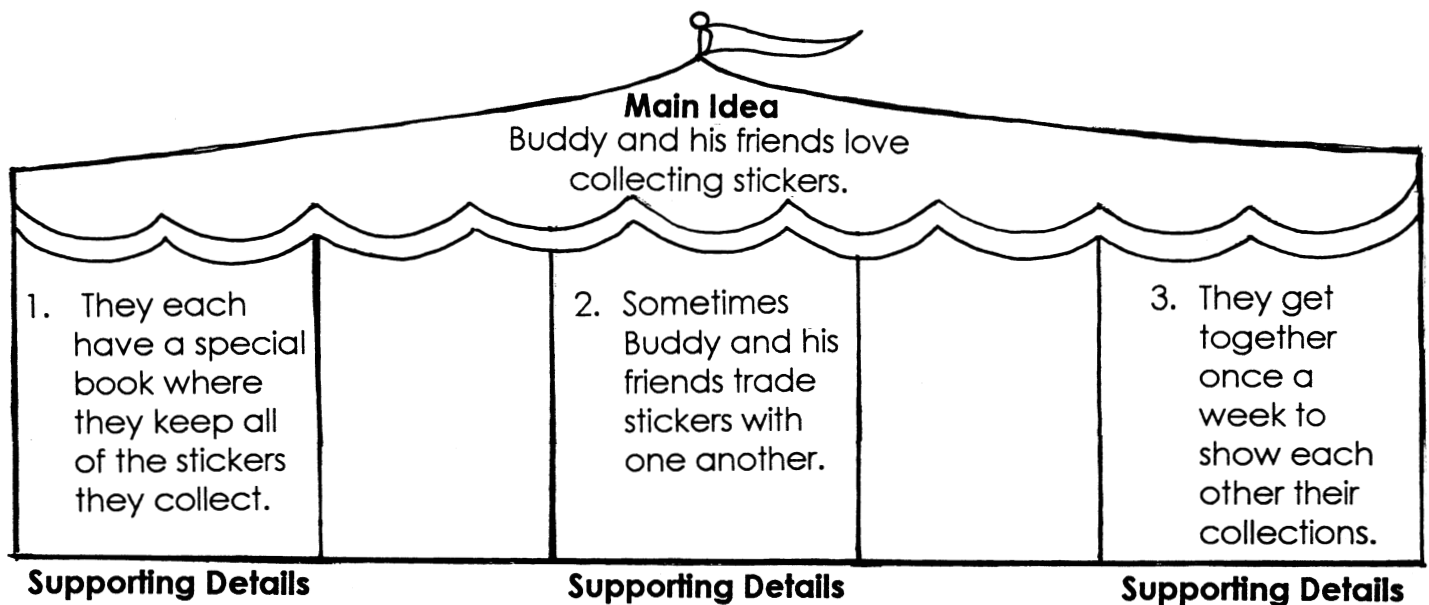
Let's review how to find the main idea in a story.

The **main idea** is the most important idea of the story. **Supporting details** are facts that tell about the **main idea**.

Read the paragraph below. Then notice how Buddy used a circus tent to show the **main idea** and **supporting details**.

Example Paragraph: Buddy and his friends love collecting stickers. They each have a special book where they keep all of the stickers they collect. Sometimes Buddy and his friends trade stickers with one another. They get together once a week to show each other their collections.

Look at the example paragraph above. Underline the main idea. Notice the supporting details.



On the next page you will find three paragraphs. Read each paragraph and the sentences that follow. Then circle the choice with the **main idea**.



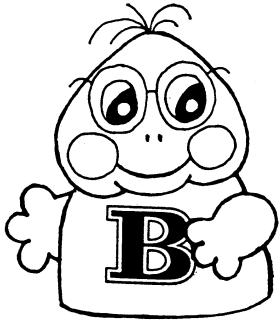
Lesson #22 (continued)

1. Camping is an activity Rebecca loves to do with her family each summer. She and her brother get to stay up way past their bedtime. The whole family sits around the campfire telling funny stories and roasting marshmallows.
 - a. Rebecca and her brother get to stay up late.
 - b. Rebecca loves camping with her family each summer.
 - c. Marshmallows are a favorite snack to eat around the campfire.

2. Ling had a problem. She was afraid to go to her new school. She was worried that she wouldn't know anyone. She was also worried that she wouldn't make any friends. Ling's tummy felt sick when she thought about her new school.
 - a. Ling worried about being late.
 - b. Ling's problem was that she was afraid to go to a new school.
 - c. When Ling thought about school she felt sick.

3. Some people are allergic to pollen. When the wind blows, pollen from flowers floats through the air. Some of the pollen gets into peoples' eyes and noses. If people are allergic to pollen it can make their eyes and noses itch.
 - a. Pollen floats through the air.
 - b. Pollen comes from flowers.
 - c. Some people are allergic to pollen.



Lesson #30 (continued)

My cousin Buster sent me a letter. Before I could read it our dog, "Biscuit," chewed some of the letter. That bad dog! Since I couldn't read parts of the letter, I've been trying to think of what *might* have happened. Do you have any ideas? Help finish Buster's letter below.

Dear Buddy,

I had the most embarrassing week! Nothing went right. Let me tell you how my week began. At school on Monday I was sitting at my desk. I looked down and saw that I had on one brown shoe and one black shoe. If you think *that* was bad, just wait until I tell you the rest!

On Tuesday our band class had a concert. I was asked to play a solo on my horn. I was excited to be the only person playing. When it was my turn, I blew into my horn and

On Wednesday my baseball team had a game. I was playing right field. A player from the other team hit a high ball into the air. I was waiting with my mitt to catch the ball when suddenly



Lesson #30 (continued)

On Friday night I had a part in our school play. All of my family and friends were there. I walked out on our stage. As I opened my mouth to say my lines

On Sunday I was invited over to a new friend's house. His mom and dad asked me to stay for dinner. As I picked up my fork to begin eating,

I'm sure glad this week is over! Has anything embarrassing ever happened to you? Please write me back and tell me about it. It will make me feel better to know that I'm not the only one who does embarrassing things.

Love,

Buster

Dear Buster,

Love, _____

