

**At the second-grade level students will engage in a variety of oral activities to develop an understanding of language structure and enhance their ability to communicate effectively. They will listen and speak in discussions and presentations that expand their vocabularies, increase their background knowledge, and enhance both their reading and writing skills.**

**2.1 The student will demonstrate an understanding of oral language structure.**

- a) Create oral stories to share with others.
- b) Create and participate in oral dramatic activities.
- c) Use correct verb tenses in oral communication.
- d) Use increasingly complex sentence structures in oral communication.
- e) Begin to self-correct errors in language use.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• oral language</li> <li>• vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• participate in group activities by creating oral stories using complex sentences and appropriate verb tenses</li> </ul>	<ul style="list-style-type: none"> <li>• use the story structure of beginning, middle, and end to tell a story of an experience</li> <li>• maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood</li> <li>• add appropriate elaboration and detail while recounting or describing an event</li> <li>• dramatize familiar stories (e.g. plays, skits, reader’s theater)</li> <li>• use present, past, and future tenses appropriately</li> <li>• provide a referent for pronouns (e.g. <i>Serena wanted to sing but she was afraid</i>)</li> <li>• demonstrate subject-verb agreement</li> <li>• use more complex sentence structure with conjunctions, such as <i>while, when, if, because, so, and but</i>, when describing events and giving explanations</li> <li>• speak in complete sentences when appropriate to task and situation to provide details and clarification</li> <li>• begin to self-correct errors made when communicating orally</li> </ul>	<ul style="list-style-type: none"> <li>• provide opportunities for students to use oral language in a variety of contexts                             <ul style="list-style-type: none"> <li>○ class meetings</li> <li>○ retelling/summarizing stories</li> <li>○ book talks</li> <li>○ dramatizing stories and poetry through readers’ theaters, plays, skits, puppet shows</li> <li>○ sharing journals and reports</li> <li>○ generating class charts and lists</li> </ul> </li> <li>• generate anchor charts</li> <li>• engage students in cooperative group projects</li> <li>• book talks</li> <li>• book reviews incorporating technology such as flip cameras and pod casting</li> <li>• <b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a> </li> </ul>

**2.2 The student will expand understanding and use of word meanings.**

- a) Increase listening and speaking vocabularies.
- b) Use words that reflect a growing range of interests and knowledge.
- c) Clarify and explain words and ideas orally.
- d) Identify and use synonyms and antonyms.
- e) Use vocabulary from other content areas.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• antonyms</li> <li>• synonyms</li> <li>• descriptive language</li> <li>• fluency</li> <li>• vocabulary</li> <li>• comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• understand that specific vocabulary helps explain and clarify ideas</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and discuss a variety of texts</li> <li>• use appropriate descriptive language to express ideas, opinions, and feelings</li> <li>• use language to categorize objects, people, places, or events</li> <li>• explain the meanings of words within the context of how they are used</li> <li>• ask questions to clarify or gain further information</li> <li>• recognize when two or more different words are being used orally to mean contrasting or opposite things</li> <li>• recognize when different words are being used orally to mean the same or similar things</li> <li>• use synonyms and antonyms in oral communication</li> <li>• use specific content area vocabulary in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• utilize teacher read alouds from a variety of genres and content areas</li> <li>• word walls (content areas, word roots, suffixes, prefixes)</li> <li>• anchor charts</li> <li>• semantic mapping</li> <li>• think-pair-share</li> <li>• concentric circles</li> <li>• one minute mind streaming</li> <li>• drain your brain</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>

**2.3 The student will use oral communication skills.**

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.
- c) Participate as a contributor and leader in a group.
- d) Retell information shared by others.
- e) Follow three- and four-step directions.
- f) Give three- and four-step directions.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• purpose                             <ul style="list-style-type: none"> <li>○ inform</li> <li>○ persuade</li> <li>○ entertain</li> <li>○ clarify</li> <li>○ respond</li> </ul> </li> <li>• working in small groups</li> </ul>	<ul style="list-style-type: none"> <li>• understand that oral communication can be used for a variety of purposes</li> <li>• participate in group activities by sharing stories or information and by following and giving directions</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a range of collaborative discussions building on others’ ideas and clearly expressing their own (e.g. one-on-one, small-group, teacher led)</li> <li>• participate in collaborative conversations for various purposes (e.g. to inform, to persuade, to entertain, to clarify, and to respond)</li> <li>• ask and respond to questions to check for understanding of information presented (e.g. stay on topic, link remarks to those of others)</li> <li>• follow rules for discussions and assigned group roles</li> <li>• use proper pitch and volume</li> <li>• speak clearly and distinctly</li> <li>• share and retell an experience or story to an audience in a logical order, with appropriate facts, and descriptive details</li> <li>• select vocabulary and nonverbal expressions appropriate to purpose and audience</li> <li>• express ideas clearly and in an organized manner</li> </ul>	<ul style="list-style-type: none"> <li>• literature circles (student led roles e.g. connector, reporter, word wizard, etc.)</li> <li>• book clubs</li> <li>• book talks and commercials</li> <li>• class meetings</li> <li>• anchor charts</li> <li>• book talks</li> <li>• book reviews incorporating technology such as flip cameras and pod casting</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>

		<ul style="list-style-type: none"><li>• contribute information, ask questions, clarify, summarize gather additional information, retell, respond, or build on another person's idea in a small group setting</li><li>• confer with small-group members about how to present information to the class</li><li>• carry out a specific group role, such as leader, recorder, materials manager, or reporter</li><li>• engage in taking turns in conversations by:<ul style="list-style-type: none"><li>○ making certain all group members have an opportunity to contribute;</li><li>○ listening attentively by making eye contact while facing the speaker;</li><li>○ and eliciting information or opinions from others</li></ul></li><li>• follow three-step and four-step directions</li><li>• give three-step and four-step directions</li><li>• sequence three or four steps chronologically in oral directions</li></ul>	
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**2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

- a) Count phonemes (sounds) within one-syllable words.
- b) Blend sounds to make one-syllable words.
- c) Segment one-syllable words into individual speech sounds (phonemes).
- d) Add or delete phonemes (sounds) to make words.
- e) Blend and segment multisyllabic words at the syllable level.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• orally identify, produce, and manipulate various units of speech sounds within words</li> <li>• phonological awareness:                             <ul style="list-style-type: none"> <li>○ phonemes</li> <li>○ blend</li> <li>○ segment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• understand that spoken words are made up of individual phonemes, which can be manipulated to make new words</li> </ul>	<ul style="list-style-type: none"> <li>• count phonemes in one-syllable words (e.g. man has three phonemes /m/-/a/-/n/, chop has three phonemes /ch/-/o/-/p/, and drop has four phonemes /d/-/r/-/o/-/p/)</li> <li>• isolate and manipulate phonemes</li> <li>• blend sounds to make one-syllable words (e.g. /p/-/a/-/n/ → pan , /d/-/r/-/i/-/p/→ drip)</li> <li>• segment words by saying each sound (e.g. pan → /p/-/a/-/n/, drip → /d/-/r/-/i/-/p/)</li> <li>• add a phoneme from an orally presented word or rime to make a new word(e.g. pie/pipe, four/fork, cab/crab, ot/lot, ap/map)</li> <li>• delete a phoneme from an orally presented word to make a new word (e.g.rice/ice, beach/bee, weight/weigh, couch/cow)</li> <li>• blend and segment multisyllabic words at the syllable level</li> </ul>	<ul style="list-style-type: none"> <li>• phonemic awareness activities (PALS website)</li> <li>• picture sorting</li> <li>• sound boxes (Elkonin)</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>

		<ul style="list-style-type: none"><li>• identify syllables in a word (e.g. students tap <i>snowball</i> → /snow/- /ball/, clapout the word <i>hamburger</i> → /ham/- /bur/-/ger/)</li><li>• state the word created by blending given syllables together (e.g. /fan/-/tas/- /tic/ → <i>fantastic</i>)</li><li>• delete a syllable from a word and state what remains (e.g. say <i>celebrate</i> without <i>brate</i> [cele])</li><li>• manipulate sounds in words to form new or nonsense words.</li></ul>	
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At the second-grade level, students will continue to be immersed in a print-rich environment. To decipher text, they will use what they have learned about phonemes, decoding, rhyming words, onsets and rimes, contextual clues, and the structure of sentences. Silent and independent reading will increase, with some parts of books read aloud for emphasis, clarification, or pleasure. When they read independently, students will understand and enjoy books that are considerably longer and more complex in plot, syntax, and structure. Students will read and reread to build fluency, which provides the bridge between word recognition and comprehension. Fluent readers are able to make connections among the ideas in the text and between the text and their background knowledge. Students will learn and apply the comprehension strategies of identifying main ideas, making and confirming predictions, and formulating questions about what they are learning across the curricula. Students will also use their knowledge of alphabetical order to locate information.

**2.5 The student will use phonetic strategies when reading and spelling.**

- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
- b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
- c) Decode regular multisyllabic words.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• phonetic skills</li> <li>• consonant blends</li> <li>• consonant digraphs</li> <li>• r-controlled vowel patterns</li> </ul>	<ul style="list-style-type: none"> <li>• understand the need to apply phonetic strategies to decode and spell words</li> </ul>	<ul style="list-style-type: none"> <li>• apply knowledge of consonants and consonant blends to decode and spell words</li> <li>• apply knowledge of consonant digraphs (<i>sh, wh, ch, th</i>) to decode and spell words</li> <li>• distinguish long and short vowels when reading one-syllable regularly spelled words</li> <li>• apply knowledge of the consonant-vowel patterns, such as CV (e.g. <i>go</i>), VC (e.g. <i>in</i>), CVC (e.g. <i>pin</i>), CVCE (e.g. <i>take</i>), CVVC (e.g. <i>wait</i>), and CVCC (e.g. <i>wind</i>), to decode and spell words</li> <li>• apply knowledge of r-controlled vowel patterns to decode and spell words</li> <li>• read regularly spelled one- and two-syllable words automatically</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Words Their Way</u> word study (picture, word, concept sorts)</li> <li>• making words</li> <li>• sound/letter boxes (push it, say it, spell it)  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 5px 0;"></div> </li> <li>• strategies for decoding unknown words (does it look right? sound right? make sense?)</li> <li>• PALS website</li> <li>• literacy workstations</li> <li>• word study games                         <ul style="list-style-type: none"> <li>○ resources:</li> <li>○ <a href="http://www.fcrr.org">www.fcrr.org</a></li> <li>○ <a href="http://www.kellyskindergarten.com">www.kellyskindergarten.com</a></li> <li>○ <u>Words Their Way</u>, P. Cunningham</li> <li>○ <u>Word Matters</u>, Fountas &amp; Pinnell</li> <li>○ <u>Word Journeys</u>, K. Ganske</li> </ul> </li> </ul>

		<ul style="list-style-type: none"><li>• decode regular multisyllabic words</li><li>• use phonetic strategies and context to self-correct for comprehension</li><li>• decode words with common prefixes and suffixes</li></ul>	<ul style="list-style-type: none"><li>• drama in literacy workstations</li><li>• mystery phrase (similar to Jeopardy format)</li></ul> <p><b>Benchmark Literacy Resources</b> <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>
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**2.6 The student will use semantic clues and syntax to expand vocabulary when reading.**

- a) Use information in the story to read words.
- b) Use knowledge of sentence structure.
- c) Use knowledge of story structure and sequence.
- d) Reread and self-correct.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• semantic clues</li> <li>• syntactic (syntax) knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• understand that they will use a variety of strategies to read unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• use meaning clues to support decoding</li> <li>• use surrounding words in a sentence to determine the meaning of a word</li> <li>• determine which of the multiple meanings of a word in context makes sense by using semantic clues</li> <li>• use knowledge of word order, including subject, verb, and adjectives, to check for meaning</li> <li>• use story structure, titles, pictures, and diagrams to check for meaning</li> <li>• use phonetic strategies, semantic clues, and syntax to reread and self-correct</li> <li>• reread to clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>• guided reading : small groups (4–6 students)</li> <li>• strategic prompting by teacher, e.g.                             <ul style="list-style-type: none"> <li>○ does it look right? sound right? make sense? (MSV – meaning, structure, visual)</li> <li>○ grab first sound, look at pictures, look for chunks, reread, etc.</li> </ul> </li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>

**2.7 The student will expand vocabulary when reading.**

- a) Use knowledge of homophones.
- b) Use knowledge of prefixes and suffixes.
- c) Use knowledge of antonyms and synonyms.
- d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
- e) Use vocabulary from other content areas.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• homophones</li> <li>• antonyms</li> <li>• synonyms</li> <li>• affixes</li> <li>• prefixes</li> <li>• suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• understand that their knowledge of homophones, prefixes, suffixes, synonyms, and antonyms can help them read unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• use knowledge of homophones (e.g. such as <i>pair</i> and <i>pear</i>)</li> <li>• identify and recognize meanings of common prefixes and suffixes (e.g. <i>unre-</i>, <i>mis-</i>, <i>dis-</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>)</li> <li>• use a known root word as a clue to the meaning of an unknown word with the same root (e.g. <i>sign</i>, <i>signal</i>)</li> <li>• use common prefixes and suffixes to decode words</li> <li>• determine the meaning of words when a known prefix is added to a known word (e.g. <i>tie/untie</i>, <i>fold/unfold</i>, <i>write/rewrite</i>, <i>call/recall</i>)</li> <li>• supply synonyms and antonyms for a given word</li> <li>• use knowledge of antonyms when reading (e.g. <i>hot/cold</i>, <i>fast/slow</i>, <i>first/last</i>)</li> <li>• use knowledge of synonyms when reading (e.g. <i>small/little</i>, <i>happy/glad</i>)</li> <li>• demonstrate an understanding of what the apostrophe signifies in singular</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Building Vocabulary from Word Roots</u>, 2<sup>nd</sup> Grade</li> <li>• word walls for categorizing</li> <li>• semantic mapping</li> <li>• webbing</li> <li>• cloze passages</li> <li>• word theater, (L. Hoyt)</li> <li>• word splash</li> <li>• RIVET</li> <li>• Scattergories</li> <li>• Boggle (with word meanings)</li> <li>• word ladders (T. Rasinski)</li> <li>• vocabulary foldables</li> <li>• read alouds /think alouds from a variety of texts</li> <li>• emphasize tier 2 vocabulary (<u>Bringing Words to Life</u>, I. Beck)</li> <li>• word hunts in books</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>

		<ul style="list-style-type: none"><li>• possessive words (e.g. <i>Maria's</i>)</li><li>• demonstrate an understanding of the meaning of contractions (e.g. <i>don't</i>, <i>do not</i>)</li><li>• discuss meanings of words and develop vocabulary (e.g. closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance)</li><li>• use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, notebook)</li><li>• use specific vocabulary from content area study to express interests and knowledge (e.g. in discussions, by summarizing, through generating and answering questions)</li></ul>	
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**2.8 The student will read and demonstrate comprehension of fictional texts.**

- a) Make and confirm predictions.
- b) Relate previous experiences to the main idea.
- c) Ask and answer questions about what is read.
- d) Locate information to answer questions.
- e) Describe characters, setting, and important events in fiction and poetry.
- f) Identify the problem and solution.
- g) Identify the main idea.
- h) Summarize stories and events with beginning, middle, and end in the correct sequence.
- i) Draw conclusions based on the text.
- j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• reading a variety of fictional texts and nonfiction selections</li> <li>• prior knowledge</li> <li>• story elements in fiction:                             <ul style="list-style-type: none"> <li>○ characters</li> <li>○ setting</li> <li>○ main idea</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• understand that comprehension requires making, confirming and revising predictions</li> <li>• understand that they must attend to the details of the text in order to comprehend</li> </ul>	<ul style="list-style-type: none"> <li>• set a purpose for reading</li> <li>• use prior knowledge to predict information, and to interpret pictures and diagrams</li> <li>• use titles and headings to generate ideas about the text</li> <li>• use information from the text to make predictions before, during and after reading</li> <li>• use information from a selection to confirm predictions (e.g. recall and/or return to the text to locate information to confirm predictions)</li> <li>• find evidence to support predictions (e.g. return to text to locate information, support predictions, and answer questions)</li> <li>• apply knowledge of story structure to predict what will happen next (e.g. beginning/middle/end, problem/solution)</li> </ul>	<ul style="list-style-type: none"> <li>• graphic organizers                             <ul style="list-style-type: none"> <li>○ story map</li> <li>○ character web</li> <li>○ quick draw</li> <li>○ timeline</li> </ul> </li> <li>• book previews (book look, book walk)</li> <li>• read around the text</li> <li>• activate schema</li> <li>• frontload vocabulary</li> <li>• word prediction (L. Hoyt)</li> <li>• <u>strategies that work</u> (S. Harvey)                             <ul style="list-style-type: none"> <li>○ visualize</li> <li>○ ask questions</li> <li>○ make connections</li> <li>○ identify important details</li> <li>○ summarize</li> <li>○ infer</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• ask and answer simple who, what, when, where, why, and how questions to demonstrate understanding of main details and events in text</li> <li>• begin to skim for information to answer questions</li> <li>• explain how illustrations and images contribute to and clarify text</li> <li>• describe a character's traits, feelings, and actions as presented in a story or poem</li> <li>• describe how characters in a story or poem respond to key events</li> <li>• describe the setting and important events of a story</li> <li>• identify the problems and solutions presented in a story in stories</li> <li>• use information from illustrations and words to demonstrate comprehension of characters, settings, and plots</li> <li>• compare and contrast characters, setting, and important events in at least two versions of the same story (e.g. Cinderella stories)</li> <li>• determine the main idea or theme of paragraphs or stories</li> <li>• begin to use knowledge of transition words (e.g. <i>first</i>, <i>next</i>, and <i>soon</i>), to understand how information is organized in sequence</li> <li>• organize information, using graphic organizers (e.g. story map, sequence of events)</li> </ul>	<ul style="list-style-type: none"> <li>• reciprocal teaching <ul style="list-style-type: none"> <li>○ predicting</li> <li>○ questioning</li> <li>○ clarifying</li> <li>○ summarizing</li> </ul> </li> <li>• somebody wanted but so (summarizing strategy)</li> <li>• Hi! Remember Me? (summarizing: point of view)</li> <li>• fluency <ul style="list-style-type: none"> <li>○ repeated reads</li> <li>○ poetry</li> <li>○ readers' theater</li> <li>○ echo reading</li> <li>○ songs</li> </ul> </li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>
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		<ul style="list-style-type: none"><li>• use the framework of beginning, middle, and end to summarize and retell story events</li><li>• describe the structure of a story (e.g. beginning introduces the story, ending concludes the action).</li><li>• write responses to what they read (e.g. response logs, write the story with a new ending)</li><li>• practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and expression (prosody)</li><li>• pause at commas and periods during oral reading</li><li>• apply phonics, meaning clues, and language structure to decode words and increase fluency</li></ul>	
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**2.9 The student will read and demonstrate comprehension of nonfiction texts.**

- a) Preview the selection using text features.
- b) Make and confirm predictions about the main idea.
- c) Use prior and background knowledge as context for new learning.
- d) Set purpose for reading.
- e) Ask and answer questions about what is read.
- f) Locate information to answer questions.
- g) Identify the main idea.
- h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• summarizing</li> <li>• skimming</li> <li>• main idea</li> <li>• common graphic organizers:                             <ul style="list-style-type: none"> <li>○ venn diagram</li> <li>○ cause and effect</li> <li>○ sequencing</li> <li>○ compare and contrast</li> <li>○ fluency</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate comprehension of nonfiction</li> <li>• understand that comprehension requires making, confirming and revising predictions</li> <li>• understand that they must attend to the details of the text in order to comprehend</li> </ul>	<ul style="list-style-type: none"> <li>• set a purpose for reading</li> <li>• use prior knowledge to predict information</li> <li>• interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text</li> <li>• explain how illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify text</li> <li>• use titles and headings to generate ideas about the text</li> <li>• skim text for section headings, bold type, and picture captions to help set a purpose for reading</li> <li>• use print clues, such as bold type, italics, and underlining, to assist in reading.</li> <li>• use information from the text to make and revise predictions</li> </ul>	<ul style="list-style-type: none"> <li>• graphic organizers                             <ul style="list-style-type: none"> <li>○ KWL</li> <li>○ anticipation guides</li> <li>○ venn diagrams</li> </ul> </li> <li>• book previews (book look, book walk)</li> <li>• use text features to make predictions</li> <li>• read around the text</li> <li>• activate schema</li> <li>• frontload vocabulary</li> <li>• <u>Strategies that Work</u> (S. Harvey)                             <ul style="list-style-type: none"> <li>○ Visualize</li> <li>○ Ask questions</li> <li>○ Make connections</li> <li>○ Identify important details</li> <li>○ Summarize</li> <li>○ Infer</li> </ul> </li> <li>• concentric circles</li> <li>• fluency                             <ul style="list-style-type: none"> <li>○ famous speeches</li> <li>○ poetry</li> <li>○ readers' theater</li> </ul> </li> </ul>

		<ul style="list-style-type: none"><li>• use text features to make predictions, locate information, and answer questions (e.g. illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries, graphs, charts, tables)</li><li>• begin to use knowledge of transition words (signal words) (e.g. <i>first</i>, <i>next</i>, and <i>soon</i>), to understand how information is organized</li><li>• organize information, using graphic organizers</li><li>• write responses to what they read</li><li>• reread as necessary to confirm and self-correct for word accuracy and comprehension</li></ul>	<p><b>Benchmark Literacy Resources</b> <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>
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**2.10 The student will demonstrate comprehension of information in reference materials.**

- a) Use table of contents.
- b) Use pictures, captions, and charts.
- c) Use dictionaries, glossaries, and indices.
- d) Use online resources.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• understand how to locate information in simple reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• locate titles and page numbers, using a table of contents</li> <li>• use a table of contents to locate information in content-area books</li> <li>• interpret pictures, captions, diagrams, and tables</li> <li>• interpret information presented in bar graphs, charts, and pictographs</li> <li>• use dictionaries, glossaries, and indices to locate key facts or information</li> <li>• consult reference materials as needed to spell, check spelling, and understand grade-appropriate words</li> <li>• alphabetize words to the second and third letter</li> <li>• locate words in reference materials, using first, second, and third letter</li> <li>• locate guide words, entry words, and definitions in dictionaries and indices</li> <li>• use online resources to gather information on a given topic (e.g. teacher identified Web sites and online reference materials)</li> </ul>	<ul style="list-style-type: none"> <li>• book scavenger hunts (text features)</li> <li>• graphic organizers</li> <li>• search engine evaluation (guiding students to use search engines and choose websites related to a given topic)</li> <li>• comic bubble writing</li> <li>• matching captions to pictures/photos</li> <li>• writing captions for pictures/photos</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>

At the second-grade level, students will continue to develop reading and writing together. They will be given daily opportunities to write and will be expected to revise selected pieces and share them with others. Students often pattern their writing after familiar authors. When students write stories and letters, the instructional emphasis will be on having a beginning, middle, and end. At the sentence level, they will be expected to begin to elaborate on their ideas and use basic conventions. They will also begin to apply written communication skills across all content areas.

**2.11 The student will maintain legible printing and begin to make the transition to cursive.**

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• legible printing</li> <li>• transition to cursive</li> </ul>	<ul style="list-style-type: none"> <li>• understand that legible printing is an important tool of written communication</li> </ul>	<ul style="list-style-type: none"> <li>• write legibly</li> <li>• space words in sentences</li> <li>• space sentences in writing</li> <li>• learn basic strokes for cursive</li> </ul>	<ul style="list-style-type: none"> <li>• use <u>Handwriting Without Tears</u> to teach formation of cursive letters</li> <li>• use a variety of different sizes and types of writing instruments and surfaces to practice letter formation and spacing. e.g. large and small markers ,chalk, whiteboards/chalkboards</li> <li>• air writing</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>

**2.12 The student will write stories, letters, and simple explanations.**

- a) Generate ideas before writing.
- b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
- c) Expand writing to include descriptive detail.
- d) Revise writing for clarity.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• important modes for writing:               <ul style="list-style-type: none"> <li>○ informative/explanatory</li> <li>○ narrative</li> </ul> </li> <li>• three domains of writing:               <ul style="list-style-type: none"> <li>○ composing</li> <li>○ written expression</li> <li>○ usage/mechanics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• understand that written communication should be well planned and clear to the reader</li> </ul>	<ul style="list-style-type: none"> <li>• generate ideas and organize information before writing by:               <ul style="list-style-type: none"> <li>○ participating in brainstorming activities</li> <li>○ making lists of information</li> <li>○ talking to classmates or teacher about what to write</li> <li>○ using graphic organizers to plan their writing</li> </ul> </li> <li>• include a beginning, middle, and end in narrative and expository writing</li> <li>• participate in shared research and writing projects</li> <li>• write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement</li> <li>• write narratives describing events with details, sequence, and a closure.</li> <li>• stay on topic</li> <li>• write complete sentences</li> <li>• begin to compose paragraphs</li> <li>• use adjectives to elaborate and expand simple sentences</li> <li>• describe events, ideas, and personal stories with descriptive details</li> </ul>	<ul style="list-style-type: none"> <li>• encourage students to organize ideas using prewriting strategies such as</li> <li>• writing frames or graphic organizers e.g. four-square</li> <li>• brainstorming</li> <li>• webbing</li> <li>• outlining</li> <li>• inspiration software</li> <li>• use rubrics for planning, writing and revising student work. (Stafford County report card rubrics, 6+1 rubrics)</li> <li>• create multiple opportunities for students to write in all curriculum areas</li> <li>• vary writing assignment length and genre</li> <li>• use modeled, shared, interactive writing</li> <li>• use 6+1 traits of writing               <ul style="list-style-type: none"> <li>○ ideas</li> <li>○ organization</li> <li>○ word choice</li> <li>○ voice</li> <li>○ sentence fluency</li> </ul> </li> <li>• writing letters to an author</li> <li>• researching author</li> </ul>

		<ul style="list-style-type: none"> <li>• use time-order words, such as <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i>, to sequence and organize their writing</li> <li>• organize their writing</li> <li>• produce, and expand complete simple and compound sentences (e.g. <i>The girl listened to the music; The little girl listened to the loud music</i>)</li> <li>• strengthen writing as needed by revising writing for clarity (e.g. sentences)</li> <li>• begin with capital letters and end with punctuation, writing stays on topic, writing includes details)</li> <li>• consult beginning reference materials, to check and correct spelling (e.g. beginning dictionaries)</li> <li>• delete or add words to clarify meaning during the revising process</li> <li>• avoid stringing ideas together with <i>and</i> or <i>then</i></li> <li>• begin to learn and use the writing domains of composing, written</li> <li>• expression, and usage/mechanics</li> </ul>	<p><b>Benchmark Literacy Resources</b></p> <p><a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>
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**2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.**

- a) Recognize and use complete sentences.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- c) Capitalize all proper nouns and the word *I*.
- d) Use singular and plural nouns and pronouns.
- e) Use apostrophes in contractions and possessives.
- f) Use contractions and singular possessives.
- g) Use knowledge of simple abbreviations.
- h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
- i) Use commas in the salutation and closing of a letter.
- j) Use verbs and adjectives correctly in sentences.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• edit and self-correct</li> <li>• grammatical rules:                             <ul style="list-style-type: none"> <li>○ declarative sentences</li> <li>○ interrogative sentences</li> <li>○ exclamatory sentences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• understand that proper grammar, capitalization, punctuation and spelling contribute to the meaning of writing</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and use complete sentences</li> <li>• punctuate declarative, interrogative, and exclamatory sentences (e.g. period, question mark, exclamation point)</li> <li>• capitalize all proper nouns and all words at the beginning of sentences</li> <li>• capitalize the word <i>I</i></li> <li>• use singular and plural nouns and pronouns</li> <li>• use frequently occurring irregular plural nouns (e.g. <i>feet, children, teeth, fish</i>)</li> <li>• use apostrophes to form contractions and common singular possessives.</li> </ul>	<ul style="list-style-type: none"> <li>• use interactive writing/editing</li> <li>• use rubric for conventions (6+1, Stafford County report card)</li> <li>• create word walls, personal dictionaries, posters or charts identifying proofreading and editing criteria</li> <li>• introduce peer editing</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>

		<ul style="list-style-type: none"><li>• identify simple abbreviations, including those for titles (e.g. <i>Mr., Mrs., Ms., and Dr.</i>), calendar words (e.g. <i>Jan., Feb., Mon., Tue.</i>), and address words (e.g. <i>St., Rd.</i>)</li><li>• spell commonly used sight words, compound words, and regular plurals correctly</li><li>• use commas in the salutation (e.g. <i>Dear Tyrell,</i> ) and closing (e.g. <i>(Sincerely,</i> ) of a letter</li><li>• use verbs and adjectives correctly in sentences (e.g. The friendly <i>girls talk</i> loudly. The friendly <i>girl talks</i> loudly)</li></ul>	
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**2.14 The student will use available technology for reading and writing.**

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> <li>• use available technology for reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• use available technology for reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• use available technology and media for reading and writing, including in collaboration with peers</li> <li>• use available technology to produce writing</li> <li>• use available media for reading and writing</li> <li>• ask and respond to questions about material presented through various media formats</li> </ul>	<ul style="list-style-type: none"> <li>• Raz-kids</li> <li>• Kidspiration/Inspiration</li> <li>• projectable books</li> <li>• smart boards</li> <li>• search engine evaluation</li> <li>• keyboarding practice</li> </ul> <p><b>Benchmark Literacy Resources</b>  <a href="http://blresources.benchmarkeducation.com">http://blresources.benchmarkeducation.com</a></p>