

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Language

**State Standards** 20001

**Students will use agreed-upon rules for informal and formal discussions in small and large groups.**  
1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, and speaking one at a time*).

**Student Learning Objectives**

Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, and speaking one at a time*).

Follow oral directions.

Use active listening skills (*eye contact*).

**Suggested Instructional Strategies**

Students discuss and agree upon set rules for class discussions.

Students discuss and agree upon behaviors exhibited by a good listener.

Students develop a rubric for a good listener to be used by teacher and classmates.

**Assessment**

Student designed rubrics

Peer evaluation

Teacher observation

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Language

**State Standards** 20002

**Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.**

2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.

**Student Learning Objectives**

Contribute knowledge to class discussion in order to develop a topic for a class project or oral report.

Conduct simple interviews.

**Suggested Instructional Strategies**

Small group discussion before discussion with class.

Discussion with a partner before discussion with class.

Graphic organizers

Students decide who they wish to interview and the questions they will ask for an article for the class newspaper.

Collins writing program and activities

Links writing program and activities

**Assessment**

Evaluation of written work

Teacher observation

Peer evaluation

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Language

**State Standards** 20003

**Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.**

3.1 Give oral presentations about personal experiences or interests, using eye contact and clear enunciation.

3.2 Maintain focus on the topic.

**Student Learning Objectives**

Give oral presentations about personal experiences or interests, using eye contact and clear enunciation.

Maintain focus on the topic.

Summarize, re-tell, and dramatize stories.

**Suggested Instructional Strategies**

Rubrics to be given to students before hand to guide presentation.

Show and Tell

File cards to list important information for presentation.

Graphic organizer

Links writing program and activities

**Assessment**

Rubrics

Teacher observation

Evaluation of written work

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Language

**State Standards** 20005

**Students will describe and analyze the structure of modern English and how its vocabulary has developed and been influenced by other languages.**

5.1 Use language to express spatial and temporal relationships (*up, down, before, after*).

5.2 Recognize that the names of things can also be the names of actions (*fish, dream, run*).

**Student Learning Objectives**

Use language to express spatial and temporal relationships (*up, down, before, after*).

Identify nouns in sentences.

Differentiate between common and proper, singular and plural nouns.

Identify action verbs in sentences.

Identify adjectives and pronouns in sentences.

**Suggested Instructional Strategies**

Games

Use book *Rosie's Walk* for identification of spatial and temporal relationships.

Related workbook pages/ worksheets

Identifying parts of speech in a selected text.

Activity classifying parts of speech

Brainstorming parts of speech

Rebecca Sitton spelling program and activities

**Assessment**

Evaluation of written work

Teacher observation

Evaluation of activities

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Language

**State Standards** 20006

**Students will describe, analyze, and use appropriately formal and informal English.**

6.1 Identify formal and informal language in stories, poems, and plays.

**Student Learning Objectives**

Identify formal and informal language in stories, poems, and plays.

**Suggested Instructional Strategies**

Class discussion of formal and informal language and their appropriate usages.

Students will identify formal/informal language from selected texts.

Perform plays

**Assessment**

Teacher observation

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Reading and Literature

**State Standards** 20009

**Students will deepen their understanding of a literary or non-literary work by relating it to its context or historical background.**

9.1 Identify similarities among the works of an author or illustrator.

9.2 Identify different interpretations of the same work by different illustrators (*alphabet books, nursery rhymes, counting books*).

**Student Learning Objectives**

Identify similarities among the works of an author or illustrator.

Identify different interpretations of the same work by different illustrators (*alphabet books, nursery rhymes, counting books*).

**Suggested Instructional Strategies**

Author study

Compare and contrast different illustrations in picture books with the same theme.

Graphic organizers

Class and small group discussion

Links writing program and activities

**Assessment**

Evaluation of written work

Teacher observation

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Reading and Literature

**State Standards** 20010

**Students will identify, analyze, and apply knowledge of the characteristics of different genres.**

10.1 Distinguish among common forms of literature and identify such differences as these:

- \* **poetry** is usually written in verse and commonly associated with rhythm, rhyme, images, concrete descriptive phrases, and the figurative language of similes and metaphors;
- \* **prose** is associated with straightforward statements, unadorned by imagery and closer to everyday speech than poetry;
- \* **fiction** is associated with imaginative narrative, such as the novel and short story;
- \* **nonfiction (informational/expository)** is associated with the presentation of facts, concepts, and ideas; and
- \* **drama** is a story that is told in dialogue and that is meant to be acted.

**Student Learning Objectives**

Distinguish among common forms of literature and identify such differences as these:

- \* **poetry** is usually written in verse and commonly associated with rhythm, rhyme, images, concrete descriptive phrases, and the figurative language of similes and metaphors;
- \* **prose** is associated with straightforward statements, unadorned by imagery and closer to everyday speech than poetry;
- \* **fiction** is associated with imaginative narrative, such as the novel and short story;
- \* **nonfiction (informational/expository)** is associated with the presentation of facts, concepts, and ideas; and
- \* **drama** is a story that is told in dialogue and that is meant to be acted.

**Suggested Instructional Strategies**

Exposure to different genres of writing

Book reports

**Assessment**

Teacher observation

Rubrics

Evaluation of written work

**Freetown Lakeville Public Schools**

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Reading and Literature

**State Standards** 20011

**Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.**

11.1 Relate themes in works of fiction and nonfiction to personal experience.

**Student Learning Objectives**

Relate themes in works of fiction and nonfiction to personal experience.

**Suggested Instructional Strategies**

Journal writing

Graphic organizers

Read a selection and then identify its theme.

Links writing program and activities

**Assessment**

Evaluation of written work

Teacher observation

Rubrics

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Reading and Literature

**State Standards** 20012

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a work of fiction and provide evidence from the text to support their understanding.

12.1 Identify the elements of plot, character, and setting in a favorite story.

**Student Learning Objectives**

Identify the elements of plot (teachers should introduce this term), character, and setting in a favorite story.

**Suggested Instructional Strategies**

Teacher introduces the term plot.

Graphic organizers

Summary writing

Links writing program and activities

**Assessment**

Evaluation of written work

Teacher observation

Rubrics

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Reading and Literature

**State Standards** 20013

**Students will identify, analyze, and apply knowledge of the structure, elements, and purpose of nonfiction or informational material and provide evidence from the text to support their understanding.**

13.1 Identify and use knowledge of common textual and graphic features in order to gain meaning from a variety of informational materials:

\* common textual features (*title, headings, captions, key words, table of contents*);

\* graphic features (*illustrations*).

### Student Learning Objectives

Identify common textual and graphic features in a variety of informational materials:

\* common textual features (*title, headings, captions, key words, table of contents*);

\* graphic features (*illustrations, timelines*).

\* organizational structure (*cause and effect*).

### Suggested Instructional Strategies

Examination of informational materials

Graphic organizer

Related workbook pages/worksheets

Class discussion

### Assessment

Evaluation of written work

Teacher observation

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Reading and Literature

**State Standards** 20014

**Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a poem and provide evidence from the text to support their understanding.**

14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.

**Student Learning Objectives**

Identify a regular beat (rhythm) and similarities of sounds in words (rhymes) in poems.

Identify theme of a poem.

Create and identify poems using basic rhyming patterns such as end, rhyme, acrostic, haiku, and cinquain.

Creative inventive poetry (alphabet, acrostic shape and name poetry).

**Suggested Instructional Strategies**

Choral reading

Rhythmic clapping

Poetry writing

Exposure to different types of poetry

Class discussion

**Assessment**

Evaluation of written work

Teacher observation

Rubrics

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Reading and Literature

**State Standards** 20015

**Students will identify and analyze how an author appeals to the senses, creates imagery, suggests mood, and sets tone.**

15.1 Identify words appealing to the five senses in literature and spoken language.

**Student Learning Objectives**

Identify and use words appealing to the five senses in literature and spoken language.

**Suggested Instructional Strategies**

Brainstorm adjectives for each of the five senses

Use of a thesaurus

Read a descriptive paragraph and identify words appealing to the five senses.

Games

**Assessment**

Teacher observation

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Reading and Literature

**State Standards** 20016

**Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.**

16.1 Identify familiar forms of traditional literature (*Mother Goose rhymes, fairy tales, or lullabies*) read aloud.

16.2 Retell or dramatize traditional literature.

16.3 Identify and predict recurring phrases ("*Once upon a time*") in traditional literature.

### Student Learning Objectives

Identify familiar forms of traditional literature (*Mother Goose rhymes, fairy tales, or lullabies*) read aloud.

Retell or dramatize traditional literature.

Identify and predict recurring phrases ("*Once upon a time*") in traditional literature.

### Suggested Instructional Strategies

Exposure to traditional literature

Students produce a play from a fairy tale or nursery rhyme.

Class discussion

Choral reading

### Assessment

Teacher observation

Rubric

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Reading and Literature

**State Standards** 20017

**Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a dramatic work and provide evidence from the text to support their understanding.**

17.1 Identify the elements of dialogue and use them in their own informal plays.

**Student Learning Objectives**

Identify the elements of dialogue and use them in their own informal plays.

**Suggested Instructional Strategies**

Rewrite a story into play form

Related workbook pages and worksheets

**Assessment**

Teacher observation

Rubrics

Evaluation of written work

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Reading and Literature

**State Standards** 20018

**Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a dramatic work and provide evidence from the text to support their understanding.**

18.1 Rehearse and perform stories for an audience using eye contact, volume, and clear enunciation appropriate to the selection. (See Standard 3.)

**Student Learning Objectives**

Rehearse and perform stories for an audience using eye contact, volume, and clear enunciation appropriate to the selection. (See Standard 3.)

**Suggested Instructional Strategies**

Drama

Small group choral reading

**Assessment**

Rubrics

Teacher observation

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Composition

**State Standards** 20020

**Students will write for different audiences and purposes.**

20.1 Write or dictate stories and poems.

20.2 Use a variety of forms or genres when writing for different audiences.

**Student Learning Objectives**

Write using a variety of forms (e.g. friendly letters, thank you notes, short reports, stories, fairy tales, responses to stories, journal entries,) for different audiences.

**Suggested Instructional Strategies**

Write thank you notes to parents for help in classroom or with specific projects

Creative writing

Penpals

Graphic organizers

Journal writing

Response journals

Book reports

Research projects for short reports

Links writing program and activities

Collins writing program and activities

**Assessment**

Evaluation of written work

Rubrics

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Composition

**State Standards** 20021

**Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.**

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

**Student Learning Objectives**

After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

**Suggested Instructional Strategies**

- Use of a dictionary and thesaurus
- Brainstorming of descriptive vocabulary with a partner or in small groups.
- Links writing program and activities
- Collins writing program and activities

**Assessment**

- Teacher observation
- Peer evaluation
- Evaluation of written work

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Composition

**State Standards** 20023

**Students will organize ideas in writing in a way that makes sense for their purpose.**

23.1 Arrange events in order when writing or dictating.

23.2 Arrange ideas in a way that makes sense.

**Student Learning Objectives**

Arrange events in order when writing or dictating.

Arrange ideas in a way that makes sense.

Use graphic organizers to put ideas in order; to sort, compare and contrast ideas; to show cause and effect relationships.

**Suggested Instructional Strategies**

Graphic organizer

Construct timelines

Write directions for the student's favorite activity

Present directions to class/small group and have class/small group do activity.

Links writing program and activities

Collins writing program and activities

**Assessment**

Evaluation of written work

Teacher observation

Rubrics

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Composition

**State Standards** 20024

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

**Student Learning Objectives**

Generate questions and gather information from a variety of sources.

**Suggested Instructional Strategies**

- Research projects
- Generate questions in small groups
- Graphic organizers
- Internet research
- Visit library
- Instruction in the use of reference books

**Assessment**

- Rubrics
- Evaluation of written work
- Teacher observation
- Peer evaluation

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Composition

**State Standards** 20025

**Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.**

25.1 Support judgments about classroom activities or presentations.

**Student Learning Objectives**

Publish, share and display written work.

Listen and respond to the writing of others, giving reasons for likes and dislikes.

Compare and contrast two pieces of their own and others' writing, giving reasons for likes and dislikes.

**Suggested Instructional Strategies**

Class newspaper

Peer critique

Students generate rubrics to use to evaluate their work.

Graphic organizers

Peer editing

Links writing program and activities

Collins writing program and activities

**Assessment**

Peer evaluation

Self evaluation

Rubric

Evaluation of written work

Teacher observation

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Media

**State Standards** 20026

**Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and other technologies, and provide evidence to support their understanding.**

26.1 Identify techniques used in television (*actors, animation, close-ups, wide-angle shots, sound effects, music, expressive graphics*) and use their knowledge of these techniques to distinguish between facts and misleading information.

**Student Learning Objectives**

This standard is not assessed at this grade level.

**Suggested Instructional Strategies**

**Assessment**

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Media

**State Standards** 20027

**Students will design and create coherent media productions (audio, video, television, multimedia, Internet, and other technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.**

27.1 Create radio scripts, audio- or videotapes for display or transmission.

*For example, students make audio recordings of poems in which each child reads an alternating verse.*

**Student Learning Objectives**

This standard is not assessed at this grade level.

**Suggested Instructional Strategies**

**Assessment**

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Language

**State Standards** 21004

**Students will understand and acquire new vocabulary, and use it correctly in reading and writing.**

Continue to address earlier standards as needed.

4.3 Identify and sort common words into conceptual categories (*opposites, living things*)

4.4 Identify base words (*look*) and their inflectional forms (*looks, looked, looking*).

4.5 Identify simple words with multiple meanings (*saw/saw*) using their context.

4.6 Identify common antonyms and synonyms.

4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (*lunchtime, daydream, raindrop*).

4.8 Determine meanings of words by using a beginning dictionary.

### Student Learning Objectives

Continue to address earlier outcomes as needed.

Identify base words (*look*) and their inflectional forms (*looks, looked, looking*).

Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (*lunchtime, daydream, raindrop*).

Determine meaning of words by using a beginning dictionary.

Identify prefixes, suffixes, and root words.

### Suggested Instructional Strategies

Related worksheets and workbook pages

Activity centers with matching base words to endings and placing in sentence with correct usage. Similar activity for prefixes and suffixes .

Illustrations of compound words

Students make up compound words and illustrate and define.

Instruction in the use of a dictionary

Rebecca Sitton spelling activities

### Assessment

Evaluation of written work

Evaluation of accuracy of activities

Teacher observation

Checklists of skills

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Reading and Literature

**State Standards** 21007

**Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.**

Continue to address earlier standards as needed.

7.4 Demonstrate understanding of the various features of written English:

- \* know the order of the letters in the alphabet;
- \* recognize that authors use capitalization and punctuation to mark a complete sentence;
- \* understand that spoken words are represented in written English by sequences of letters;
- \* match oral words to printed words.
- \* recognize that there are correct spellings for words;
- \* use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;
- \* recognize the distinguishing features of a sentence and a paragraph;
- \* identify the author and title of a book, and use a table of contents.

7.5 Demonstrate orally that phonemes exist:

- \* generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes, and combine these sounds into recognizable words;
- \* use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in *star*) to read words.

7.6 Recognize common irregularly spelled words by sight (*have, said, where*);

7.7 Use letter-sound knowledge to decode written English:

- \* decode accurately phonetically regular one-syllable and multi-syllable words and nonsense words;
- \* read accurately many irregularly spelled words, special vowel spellings, and common word endings;
- \* apply knowledge of letter patterns to identify syllables;
- \* apply independently the most common letter-sound correspondences including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- \* read aloud with fluency and comprehension at grade level
- \* know and use more difficult word families (*-ought*) and known words to decode unknown words;
- \* read words with several syllables.

**Student Learning Objectives**

Continue to address earlier outcomes as needed.

Use letter-sound knowledge to decode written English:

- \* read accurately irregularly spelled words (exceptions to spelling rules), special vowel spellings, and common word endings;
- \* apply knowledge of letter patterns to identify syllables;
- \* apply independently the most common letter-sound correspondences including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;
- \* know and use more difficult word families (*-ought*) and known words to decode unknown words;

**Suggested Instructional Strategies**

Rebecca Sitton spelling program

Oral reading

Games

Related workbook pages/worksheets

Manipulative activities

**Assessment**

Evaluation of written work

Teacher observation

known words to decode unknown words,  
\* read words with several syllables.

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Reading and Literature

**State Standards** 21008

**Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.**

Continue to address earlier standards as needed.

**For imaginative / literary texts:**

8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.

8.7 Retell a story's beginning, middle, and end.

8.8 Distinguish cause from effect.

**For informational / expository texts:**

8.9 Make predictions about the content of a text using prior knowledge and text features (*headings, table of contents, key words*), and explain whether they were confirmed or disconfirmed and why.

8.10 Restate main ideas.

### Student Learning Objectives

Continue to address earlier outcomes as needed.

**For imaginative / literary texts:**

Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.

Retell a story's beginning, middle, and end.

Distinguish cause from effect.

**For informational / expository texts:**

Make predictions about the content of a text using prior knowledge and text features (*headings, table of contents, key words*), and explain whether they were confirmed or disconfirmed and why.

Restate in their own words main ideas.

### Suggested Instructional Strategies

Graphic organizers

Small group activities for making predictions about selected texts.

Answer comprehension question at end of reading selection

Links writing program and activities

Collins writing program and activities

### Assessment

Evaluation of written work

Teacher observation

Rubrics

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Composition

**State Standards** 21019

**Students will write with a clear focus, coherent organization, and sufficient detail.**

Continue to address earlier standards as needed.

**For imaginative / literary writing:\***

19.5 Write or dictate stories that have a beginning, middle, and end.

19.6 Write or dictate short poems.

**For informational / expository writing:**

19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order.

19.8 Write or dictate research questions.

### Student Learning Objectives

Continue to address earlier outcomes as needed.

Use graphic organizers to develop a paragraph with a topic sentence and supporting details.

Use transitional words correctly.

**For imaginative / literary writing:\***

Write stories that have a beginning, middle, and end.

Write short poems.

**For informational / expository writing:**

Write letters, directions, or short accounts of personal experiences that follow a logical order.

Write research questions.

### Suggested Instructional Strategies

Graphic organizers

Brainstorm transitional words

Creative writing

Letter writing

Brainstorm questions for research projects

Work in collaborative groups

Links writing program and activities

Collins writing program and activities

### Assessment

Evaluation of written work

Teacher observation

Rubrics

**Discipline** English Language Arts

**Grade** 2

**Course**

**Topic**

**Strand** Composition

**State Standards** 21022

**Students will use knowledge of standard English conventions in their writing and revision.**

Continue to address earlier standards as needed.

22.2 Use correct standard English mechanics such as:

- \* printing upper- and lower-case letters legibly and using them to make words;
- \* separating words with spaces;
- \* understanding and applying rules for capitalization for names and places ("*Janet*," "*I*," "*George Washington*," "*Springfield*"), and capitalization and commas in dates ("*February 24, 2001*");
- \* using correct spelling of sight and/or spelling words; and
- \* using appropriate end marks such as periods and question marks.

**Student Learning Objectives**

- Use correct standard English mechanics such as:
- \* printing upper- and lower-case letters legibly and using them to make words;
  - \* separating words with spaces;
  - \* understanding and applying rules for capitalization for names and places ("*Janet*," "*I*," "*George Washington*," "*Springfield*"), and capitalization and commas in dates ("*February 24, 2001*");
  - \* using correct spelling of Rebecca Sitton priority words; and
  - \* using appropriate end marks such as periods, question marks, and exclamation points.

**Suggested Instructional Strategies**

- Rebecca Sitton spelling program and activities
- Related workbook pages/worksheets
- Games
- Group activities
- Rubrics for student use

**Assessment**

- Evaluation of written work
- Rubrics
- Teacher observation