

**Ledyard Public Schools
GRADE 2**

GOAL 1: Student will construct meaning, interpret and respond critically to written, oral, and visual media including a variety of voices from diverse cultures and historical periods. Standards 1 and 2

Performance Standard/Student Outcome 1A: The student will know how to gain general understanding.

OBJECTIVES/EVIDENCE

The student will read and respond to demonstrate general understanding by: *1.1d, 1.1f*

1. Identifying story elements using the seven story parts as they appear in text: setting, beginning, reaction, goal, attempt, outcome and ending.
2. Retelling a story to include the story parts. *1.1c*
3. Determining the main idea (non-fiction) or theme (fiction) (*What is this about?*). *1.2f*
4. Using information from the text to make a prediction, (*What do you think will happen next? What makes you think so?*). *1.1a, 1.2a*

CSDE Grade Level Expectations:

The student will:

- respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.
- respond to oral and written questions about the facts in nonfiction text.
- follow two-step or more written directions.

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Performance Standard/Student Outcome 1B: The student will know how to develop interpretation.

OBJECTIVES/EVIDENCE

The student will read and respond to develop an interpretation by *citing evidence from the text and by: 1.1b*

1. Understanding text structure of fiction (folk tales, fables) and non-fiction (titles, headings, table of contents). *1.1d, 2.1b, 2.1a*
2. Drawing conclusions about the author's purpose by responding to questions such as: *Why do you think the author...? 1.1e*
3. Using specific details *and illustrations* to answer questions such as: *What words did the author use to make you think . . .?1.2d, 1.2a, 2.1d, 2.4f*

CSDE Grade Level Expectations:

The student will:

- compare similarities and differences of characters in a story.
- compare information across nonfiction selections, e.g., *seagulls vs. hawks*.
- state fact versus opinion, e.g., *I am a boy; Everyone loves ice cream*.
- read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.

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Performance Standard/Student Outcome 1C: The student will know how to make connections to text. 1.1, 1.2, 2.2, 2.3

OBJECTIVES/EVIDENCE

The student will read and respond *citing evidence from the text* to connect or associate the text with their life/experiences:

1. Making connections text to text (books), text to self (experiences), text to world.
2. Using relevant information within the text to write a personal response to the text.

CSDE Grade Level Expectations:

The student will:

- make text-to-text and text-to-world connections.
- make connections to text representing different perspectives; i.e., family, friendship, culture and tradition.
- generate personal and text based responses.

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Performance Standard/Student Outcome 1D: The student will know how to examine the content and structure of texts.

The student will read and respond, *citing (evidence from the text)*, to examine the content and structure of texts by:

1. Making a prediction about what is read by answering: *What will the author do next?* **1.2a**
2. Analyzing author's use of vocabulary. **2.1d, 2.2b**
3. Evaluating explicit information by answering questions such as: *You can tell from this story that the author thinks . . .* **2.2b, 1.2b, 1.2a, 1.4b**
4. Responding or extending with relative information: *Why do you think the author wrote this?* **1.2a, 1.4b, 2.4b, 2.4c, 2.4d, 2.4e**
5. Demonstrating an awareness of ethics, customs, or beliefs using social studies curriculum. **2.3b, 2.3c, 2.4a**
6. *Distinguishing between fact and opinion in non-fiction.* **1.2c, 3.2e**

CSDE Grade Level Expectations:

The student will:

- identify the author's use of literary devices, e.g., interesting word choice.
- identify what is important to an author based on the content of text.
- use information from a text to extend meaning , e.g., ask an author questions or points to include in a speech.

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Performance Standard/Student Outcome 1E: The student will develop fluency through independent reading.		
OBJECTIVES/EVIDENCE		
The student will develop fluency by reading independently throughout the year. <i>1.2g</i>		
CSDE Grade Level Expectations:		
The student will:		
<ul style="list-style-type: none"> ▪ Read aloud informational/expository text and literary/narrative text, attending to intonation. ▪ Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute. 		
Assessment/Data Collection	Strategies/Activities	Resources
DRA Oral Reading Fluency Assessment Teacher observation Reading record log	Teacher assists students in book selections using DRA and other data. Rereading Readers' Theatre Drama	Student assessment data DRA Focus for Instruction Language Arts Curriculum Addendum Home/school/class/community libraries Poetry Songs

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GOAL 2: Students create works using the language arts in visual, oral, written or performance-based forms while applying the conventions of edited English. Standards 3 and 4

Performance Standard/Student Outcome 2A: The student will understand the principles of process writing and use these principles to plan and compose written pieces that demonstrate competence in the forms and structures of writing.

OBJECTIVES/EVIDENCE

The student will plan and compose written pieces that demonstrate: 3.1c, 4.2a, 4.2b

1. Organization of narrative pieces using story parts and expository paragraphs using a main idea and at least one supporting detail.
2. Elaboration to include description in both narrative and expository.
3. Sequence (7 story parts, chronological order) and transition words of first, next, then, later, last.

CSDE Grade Level Expectations: Writing Process

- **Plan:** develop ideas for particular purpose or audience.
- **Draft:** complete a draft of at least one paragraph, using ideas in the planning stage.
- **Revise:** revise a completed draft by adding, deleting and/or rearranging words, phrases or sentences; use specific words to replace common nouns and overused verbs, e.g., replace *said* with *whispered*; *dog* with *German shepherd dog*.
- **Edit:** edit drafts for complete sentences.
- **Publish/Present:** publish and present completed drafts, e.g., Author's Chair, computerized books, present science project.
- **Reflect:** explain why a representative piece of work is better than another, e.g., maintain and interactive portfolio.

CSDE Grade Level Expectations: Writing Genres, Traits and Crafts

Descriptive:

- Write one or more detailed paragraphs, using topic sentence and supporting details.
- Use sensory words.

Narrative:

- Write personal and fictional narratives that consist of one paragraph or more, including a beginning, middle and end.
- Use transition words, e.g., *first, then, next, last*.

Expository:

- Write personal correspondence, e.g., invitation, thank you note, letter to the principal.
- Write to explain a process, e.g., how to solve a math problem, how to report scientific observations.
- Write one or more paragraphs about data, e.g., how many students like recess, observations of nature.

Persuasive:

- Write a paragraph about a topic of interest, e.g., why there should be school uniforms, why there should be ice cream in the cafeteria.

Poetic:

- Write eight or more lines of patterned rhymed poetry, e.g., ababcdcd.

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ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES *See strategies grids		RESOURCES
<p>Formal</p> <p>Process pieces (f w, s)</p> <p>Prompts (f, w, s) may be used as first draft for process pieces</p> <p>6 point rubric</p> <p>Informal</p> <p>Prompts</p> <p>Journals</p> <p>Written pieces throughout the year</p>	<p>Required Strategies</p> <p>Story plans</p> <p>Framed paragraphs</p> <p>Required Activities</p> <p><i>Listen to and read a variety of genres as models/mentor texts</i></p> <p>Modeling/Guided Practice</p> <p>Process writing</p> <p>7 Story Parts</p> <p>Paragraphing</p> <p>A paragraph with main ideas and supporting details</p> <p>Shared writing</p> <p>Vocabulary expansion</p> <p>Use of student work for revising and editing</p>	<p>Suggested Strategies/Activities</p> <p>Journals</p> <p>Wordless books</p> <p>Idea notebook</p> <p>Talk it out</p> <p>Make a web</p> <p>Free write</p> <p>Top ten lists</p> <p>Sketch its</p> <p>Interactive writing</p> <p>Word banks</p> <p>Morning Message/Daily News</p>	<p>Instructional</p> <p>Student work</p> <p>Language Arts Curriculum Addendum 6 point rubric</p> <p>Literature models</p> <p>Social studies performance tasks of postcards and brochures</p> <p>Process writing framework</p> <p>Teacher</p> <p>Student assessment data</p> <p>Narrative writing series by Empowering Writers</p> <p><i>Greatest Writing Lessons Ever</i> by Empowering Writers</p>

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Performance Standard/Student Outcome 2B: The student will revise and edit written pieces.

OBJECTIVES/EVIDENCE

The student will revise and edit for: 3.2c, 4.3a, 4.3c, 4.2a, 4.3b

1. Spelling using developmentally appropriate words from the Grade K-2 high frequency word list and transitional spelling where appropriate.
2. Sentence structure with attention to verb tense and subject/verb agreement (singular and plural), on and ons, and usage of a/an, their/there/they're, two/to/too.
3. Capitalization in letter salutation and closing, months, days and holidays, and proper nouns.
4. Punctuation using apostrophes in contractions and commas in a series, date, between town and state, and in the salutation and closing of a letter.
5. Legible handwriting.

CSDE Grade Level Expectations: Spelling

- Spell high-frequency words correctly, including two-syllable words.
- Spell basic short-vowel, long vowel and consonant blend and digraph patterns, e.g., *th, sh*, etc.
- Spell regular and common irregular plurals correctly, e.g., *boy/boys, child/children*.
- Spell common irregular words, e.g., *of, come, were*.
- Spell common letter patterns, e.g., *ee, ai, ar, oo*.
- Use phonetic approximation for challenging words.
- Recognize when words may be misspelled.

CSDE Grade Level Expectations: Handwriting

- Print legibly, e.g., size, spacing, formation, uppercase and lowercase.

CSDE Grade Level Expectations: Capitalization/Punctuation/Usage

- Use commas in a series, e.g., after greeting and closing of a letter, in a date, between city and state.
- Use quotation marks in dialogue.
- Capitalize names, pronoun "I", proper nouns, days, months, holidays, and salutation and closing of a letter.
- Form contractions; use apostrophes.
- Use nouns in sentences, e.g., singular, plural, common, proper, possessive.
- Use verbs in sentences, e.g., past and present tense, agreement, linking verbs, common irregular verbs.
- Use adjectives in sentences, e.g., descriptive, comparative, superlative.
- Use correct subject-verb agreement, correct pronoun choice, and logical word order.
- Distinguish between complete and incomplete sentences.
- Combine simple sentences into compound sentences by using and/or/but.

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ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES *See strategies grids	RESOURCES
<p>Formal Process pieces (f, w, s) Writing samples (f, w, s) Sitton priority words (100% in writing)</p> <p>Informal Written pieces throughout the year Ledyard high-frequency word list in everyday writing</p>	<p>Required Activities Use of student work for revising and editing Linking nouns to pronouns in writing</p> <p><i>Modeling/Guided Practice</i></p>	<p>Instructional Student work Language Arts Curriculum Addendum</p> <p>Teacher Student assessment data</p> <p><i>Wright Skills</i> <i>Sitton Spelling Sourcebook</i> High-frequency word list</p>

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Performance Standard/Student Outcome 2C: The student will know how to produce oral and visual presentations.		
OBJECTIVES/EVIDENCE		
<p>The student will listen to and produce oral presentations with attention to: 3.2a, 3.2b, 1.3e, 3.1a, 3.2f, 4.2b</p> <ol style="list-style-type: none"> 1. Audience 2. Voice quality 3. Eye contact 4. Organization 5. Appropriate use of language 		
OBJECTIVES/EVIDENCE		
<p>The student will view and produce visual presentations with attention to: 3.2a, 3.2b, 3.2f, 4.2b</p> <ol style="list-style-type: none"> 1. Format (<i>written, oral or visual</i>) 2. Organization 3. Clarity 4. Message (direct link to topic) 		
ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES	RESOURCES
	*See strategies grids	
<p>Formal</p> <p>Rubric</p> <p>Social studies performance tasks</p> <p>Informal</p> <p>Social studies performance tasks</p> <p>Sharing</p> <p>Posters</p> <p>Charts/graphs</p> <p>Projects, book talks</p> <p>Teacher observation checklist</p>	<p>Required Activities</p> <p>Modeling/<i>Guided Practice</i></p> <p>Sharing projects</p> <p>Experience stories</p> <p>Suggested Activities</p> <p>Social Studies performance tasks</p>	<p>Instructional</p> <p>Social studies performance tasks</p> <p>Student Assessment Data</p> <p>Teacher</p> <p>Social Studies curriculum</p> <p><i>Rigby Literacy 2000</i> manual</p>

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Performance Standard/Student Outcome 2D: The student will recognize and use variations of language appropriate to purpose, audience and task.

OBJECTIVES/EVIDENCE

The student will apply the conventions of standard English in oral, written and visual communication by: 4.1a, 4.1b

- 1. Reading, listening to and telling stories from a variety of cultures.*
- 2. Discussing the similarities and differences in the way language is used.*

<i>ASSESSMENT/DATA COLLECTION</i>	<i>STRATEGIES/ACTIVITIES</i>		<i>RESOURCES</i>
<i>Informal Discussions Writing Samples Journals Presentations</i>	<i>Required Discussions regarding - how author expresses thoughts - how authors use language - reasons for variations Compare/contrast differences in language in a variety of text</i>	<i>Suggested Author studies Write different versions of same text appealing to different audiences</i>	<i>A variety of genres to include fiction, non-fiction, and multi-cultural texts</i>

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GOAL 3: Students will gather, analyze, and respond to information from primary and secondary sources using available forms of media and technology. **Standards 1, 2, 3 and 4**

Performance Standard/Student Outcome 3: The student will know how to use research and study skills to gather and respond to information.

OBJECTIVES/EVIDENCE

The student will use research and study skills to gather and respond to information by: 3.2d

1. Using reference materials (dictionary, glossary, and table of contents).
2. Using available technology.
3. Classifying categories of words to include nouns, adjectives, pronouns and verbs.
4. Alphabetizing to second letter.
5. Using alphabetic sequence to estimate word placement in dictionary.

ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES		RESOURCES
	*See strategies grids		
<p>Formal Social studies performance tasks</p> <p>Informal Projects (oral and visual)</p>	<p>Required Strategies Visualization of alphabet in</p> <p>Required Activities Direct instruction in content <i>Modeling/Guided Practice</i></p>	<p>Suggested Strategies/Activities Read alouds – non-fiction Teaching bullet notes Paragraph writing with topic sentence and <i>Shared Writing</i></p>	<p>Instructional Super 3 (Big 6) Weekly news magazines Social studies performance tasks</p> <p>Teacher Internet search engines Social studies curriculum guide Technology curriculum</p>

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GOAL 4: Students will choose and apply appropriate strategies that facilitate the development of fluent and proficient use of the language arts.			
Standards 1, 2, 3 and 4			
Performance Standard/Student Outcome 4A: The student will use appropriate strategies to determine unknown words.			
OBJECTIVES/EVIDENCE			
The student will use appropriate strategies to recognize unknown words or determine their meaning: 1.1b, 1.3a, 1.3c, 1.3d			
<ol style="list-style-type: none"> 1. Cueing systems <ul style="list-style-type: none"> m - Meaning (semantic) s – Structure (grammar) v - Visual (graphophonic) – refer to graphophonics chart 2. Text features 3. Context clues 4. Vocabulary <ul style="list-style-type: none"> ▪ Ledyard Grade 2 high frequency word list ▪ Compound words ▪ Multiple meanings ▪ Synonyms, antonyms, homonyms 			
ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES		RESOURCES
	<i>*See strategies grids</i>		
Formal DRA (fall, winter, spring) Ledyard Gr. 2 high frequency word list Running records	Required Strategies Strategy prompts <i>Spot and dot (Wright Skills)</i> Required Activities <i>Wright Skills syllabication</i> Modeling/Guided Practice Guided reading Shared reading Rereading Word walls Shared writing Interactive writing	Suggested Strategies/Activities Morning message Word Configurations Word banks Literacy Centers	Instructional Leveled text Student Assessment Data Teacher <i>Wright Skills</i> <i>Rigby Literacy 2000 Manual</i> <i>Systematic Sequential Phonics</i> by Cui <i>Sitton Spelling Sourcebook</i> <i>Word Matters</i> by Fountas and Pinnell <i>The Observation Survey</i> by Clay Cueing systems and strategy prompts
Informal Running records Teacher observation Writing tasks			

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Performance Standard/Student Outcome 4B: The student will use spelling strategies.		
OBJECTIVES/EVIDENCE		
<p>The student will develop appropriate spelling strategies by: 1.3a, 1.3b</p> <ol style="list-style-type: none"> 1. Reading and spelling correctly words taught as part of the second grade spelling curriculum. 2. Spelling correctly words involving previously studied generalizations and common letter patterns using the 37 basic rimes. 3. Representing all sounds in a word when spelling independently. 		
ASSESSMENT/DATA COLLECTION	STRATEGIES/ACTIVITIES	RESOURCES
	*See strategies grids	
<p>Formal</p> <p>Ledyard Gr. 2 high frequency word list (85% by spring)</p> <p>DRA (winter, spring)</p> <p>Process writing samples (fall, winter, spring)</p> <p>Sitton Spelling Achievement Tests (fall, winter, spring)</p> <p>Informal</p> <p>Grade 2 word list</p> <p>Teacher observation</p> <p>37 basic rimes</p> <p>Writing samples</p>	<p>Required Activities</p> <p>Modeling/Guided Practice</p> <p>Word walls</p> <p>Shared reading</p> <p>Guided reading</p> <p>Shared writing</p> <p>Interactive writing</p> <p>Morning message</p> <p>Suggested Activities</p> <p>Literacy centers</p> <p>Word configurations</p> <p>Games</p>	<p>Instructional</p> <p><i>Systematic Sequential Phonics</i> materials</p> <p>37 basic rimes</p> <p>Whiteboards</p> <p>Student Assessment Data</p> <p><i>Wright Skills materials</i></p> <p>Teacher</p> <p><i>Sitton Spelling Sourcebook</i></p> <p><i>Systematic Sequential Phonics</i> by Cunningham</p> <p><i>Wright Skills</i></p>