

FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

SECOND GRADE

PHONICS/WORD IDENTIFICATION

The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. The student

- a. Reads words containing blends, digraphs, and diphthongs.
- b. Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives.
- c. Reads compound words and contractions in grade appropriate texts.
- d. Reads and spells words containing r-controlled vowels and silent letters.
- e. Reads and spells words containing irregular vowel patterns.
- f. Reads multisyllabic words.
- g. Applies learned phonics skills when reading and writing words, sentences, and stories.

FLUENCY

The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads familiar text with expression.
- d. Reads second-grade texts at a target rate of 90 words correct per minute.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

VOCABULARY

The student acquires and uses grade-level words to communicate effectively. The student

- a. Reads a variety of texts and uses new words in oral and written language.
- b. Recognizes grade appropriate words with multiple meanings.
- c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.
- d. Determines the meaning of unknown words on the basis of context.

COMPREHENSION

The student uses a variety of strategies to gain meaning from grade-level text. The student

- a. Reads a variety of texts for information and pleasure.
- b. Makes predictions from text content.
- c. Generates questions before, during, and after reading.
- d. Recalls explicit facts and infers implicit facts.
- e. Summarizes text content.
- f. Distinguishes fact from fiction in a text.
- g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
- h. Makes connections between texts and/or personal experiences.
- i. Identifies and infers main idea and supporting details.
- j. Self-monitors comprehension and attempts to clarify meaning.
- k. Identifies and infers cause-and-effect relationships.
- l. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.
- m. Recognizes the basic elements of a variety of genres (e.g., poetry, fables, folktales).
- n. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.
- o. Recognizes the author's purpose.
- p. Uses word parts to determine meanings.
- q. Uses dictionary, thesaurus, and glossary skills to determine word meanings.

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WRITING

The student begins to demonstrate competency in the writing process. The student

- a. Writes text of a length appropriate to address a topic and tell the story.
- b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).
- c. Uses transition words and phrases.
- d. Begins to create graphic features (charts, tables, graphs).
- e. Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing).
- f. Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.
- g. Begins to write a persuasive piece that states and supports an opinion.
- h. Pre-writes to generate ideas orally.
- i. Uses planning ideas to produce a rough draft.
- j. Rereads writing to self and others, revises to add details, and edits to make corrections.
- k. Creates documents with legible handwriting.
- l. Consistently writes in complete sentences with correct subject/verb agreement.
- m. Uses nouns (singular, plural, and possessive) correctly.
- n. Uses singular possessive pronouns.
- o. Uses singular and plural personal pronouns.
- p. Uses increasingly complex sentence structure.
- q. Uses common rules of spelling.
- r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound).
- s. Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade-appropriate abbreviations.
- t. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- u. Recognizes appropriate uses of quotation marks.
- v. Uses the dictionary and thesaurus to support word choices.

The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

The student produces a narrative that:

- a. Captures a reader's interest by writing a personal story in first or third person consistently.
- b. Begins to write fantasy/imaginary stories.
- c. Begins to sustain a focus.
- d. Includes the appropriate purpose, expectations, and length for the audience and genre.
- e. Develops characters and setting using sensory details (descriptive adjectives and strong verbs).
- f. Uses organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words).
- g. Begins to develop characters through action and dialogue.
- h. Develops a sense of closure.
- i. May include pre-writing.
- j. May include a revised and edited draft.
- k. May be published.

The student produces informational writing that:

- a. Captures a reader's interest.

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- b. Begins to sustain a focused topic.
- c. Includes the appropriate purpose, expectations, and length for the audience and genre.
- d. Adds facts and details.
- e. Uses organizational structures for conveying information (chronological order, similarities and differences, questions and answers).
- f. Uses graphic features (charts, tables, graphs).
- g. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- h. Develops a sense of closure.
- i. May include pre-writing.
- j. May include a draft that is revised and edited.
- k. May be published.

The student produces a persuasive piece of writing that:

- a. Captures a reader's interest by stating a clear position/opinion.
- b. Begins to sustain a focus.
- c. Includes the appropriate purpose, expectations, and length for audience and the genre.
- d. Adds supportive details throughout.
- e. Uses appropriate formats (letter, list of pros and cons, advertisement).
- f. Develops a sense of closure.
- g. May include pre-writing.
- h. May include a revised and edited draft.
- i. May be published.

The student produces a response to literature that:

- a. Captures a reader's interest by stating an opinion about a text.
- b. Demonstrates understanding of the text and expresses and supports an opinion.
- c. Makes connections: text-to-self, text-to-text, text-to-world using details from the reading selection.
- d. Uses organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).
- e. Develops a sense of closure.
- f. May include pre-writing.
- g. May include a draft that is revised and edited.
- h. May be published.

LISTENING/SPEAKING/VIEWING

The student uses oral and visual strategies to communicate. The student

- a. Interprets information presented and seeks clarification when needed.
- b. Begins to use oral language for different purposes: to inform, to persuade, and to entertain.
- c. Uses increasingly complex language patterns and sentence structure when communicating.
- d. Listens to and views a variety of media to acquire information.
- e. Increases vocabulary to reflect a growing range of interests and knowledge.

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Second Grade Language Arts Curriculum Map

Concepts listed below reflect the time of year when they are first introduced.

Instruction of concepts is on-going all year

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><u>Phonics/Word Identification</u></p> <ul style="list-style-type: none"> • Reads words containing blends, digraphs, and diphthongs • Reads and uses words containing regular plurals, irregular plurals, and possessives • Reads compound words and contractions • Reads and spells words containing r-controlled vowels and silent letters • Reads and spells words containing irregular vowel patterns • Reads multisyllabic words • Applies phonic skills in reading and writing 	<p><u>Phonics/Word Identification</u></p> <ul style="list-style-type: none"> • Reads words containing blends, digraphs, and diphthongs • Reads and uses words containing regular plurals, irregular plurals, and possessives • Reads compound words and contractions • Reads and spells words containing r-controlled vowels and silent letters • Reads and spells words containing irregular vowel patterns • Reads multisyllabic words • Applies phonic skills in reading and writing 	<p><u>Phonics/Word Identification</u></p> <ul style="list-style-type: none"> • Reads words containing blends, digraphs, and diphthongs • Reads and uses words containing regular plurals, irregular plurals, and possessives • Reads compound words and contractions • Reads and spells words containing r-controlled vowels and silent letters • Reads and spells words containing irregular vowel patterns • Reads multisyllabic words • Applies phonic skills in reading and writing 	<p><u>Phonics/Word Identification</u></p> <ul style="list-style-type: none"> • Reads words containing blends, digraphs, and diphthongs • Reads and uses words containing regular plurals, irregular plurals, and possessives • Reads compound words and contractions • Reads and spells words containing r-controlled vowels and silent letters • Reads and spells words containing irregular vowel patterns • Reads multisyllabic words • Applies phonic skills in reading and writing
<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Reads and listens to variety of texts and uses new words in speaking and writing • Recognizes words with multiple meanings • Recognizes and applies homophones, homographs, antonyms and synonyms • Determines meaning of unknown words based on context 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Reads and listens to variety of texts and uses new words in speaking and writing • Recognizes words with multiple meanings • Recognizes and applies homophones, homographs, antonyms and synonyms • Determines meaning of unknown words based on context 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Reads and listens to variety of texts and uses new words in speaking and writing • Recognizes words with multiple meanings • Recognizes and applies homophones, homographs, antonyms and synonyms • Determines meaning of unknown words based on context 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Reads and listens to variety of texts and uses new words in speaking and writing • Recognizes words with multiple meanings • Recognizes and applies homophones, homographs, antonyms and synonyms • Determines meaning of unknown words based on context

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<u>Fluency</u>	<u>Fluency</u>	<u>Fluency</u>	<u>Fluency</u>
<ul style="list-style-type: none"> • Applies letter-sound knowledge to decode quickly and accurately • Automatically recognizes high frequency and familiar words • Reads familiar text with expression • Uses self correction when subsequent reading indicates an earlier misread within the text 	<ul style="list-style-type: none"> • Applies letter-sound knowledge to decode quickly and accurately • Automatically recognizes high frequency and familiar words • Reads familiar text with expression • Uses self correction when subsequent reading indicates an earlier misread within the text 	<ul style="list-style-type: none"> • Applies letter-sound knowledge to decode quickly and accurately • Automatically recognizes high frequency and familiar words • Reads familiar text with expression • Uses self correction when subsequent reading indicates an earlier misread within the text 	<ul style="list-style-type: none"> • Applies letter-sound knowledge to decode quickly and accurately • Automatically recognizes high frequency and familiar words • Reads familiar text with expression • Uses self correction when subsequent reading indicates an earlier misread within the text
<u>Reading Comprehension</u>	<u>Reading Comprehension</u>	<u>Reading Comprehension</u>	<u>Reading Comprehension</u>
<ul style="list-style-type: none"> • Reads and listens to a variety of texts for knowledge and pleasure • Makes predictions • Generates questions before, during and after reading • Connects text and personal experience • Self monitors comprehension and attempts to clarify meaning • Recognizes plot, setting, character within text and compares and contrasts these elements among texts • Recognizes basic elements of variety of genres • Uses word parts to determine meaning 	<ul style="list-style-type: none"> • Reads and listens to a variety of texts for knowledge and pleasure • Makes predictions • Generates questions before, during and after reading • Connects text and personal experience • Self monitors comprehension and attempts to clarify meaning • Recognizes plot, setting, character within text and compares and contrasts these elements among texts • Recognizes basic elements of variety of genres • Uses word parts to determine meaning • Distinguishes fact from fiction • Interprets information from illustrations, charts, diagrams and graphic organizers • Uses dictionary, thesaurus, and glossary to determine word meanings 	<ul style="list-style-type: none"> • Reads and listens to a variety of texts for knowledge and pleasure • Makes predictions • Generates questions before, during and after reading • Connects text and personal experience • Self monitors comprehension and attempts to clarify meaning • Recognizes plot, setting, character within text and compares and contrasts these elements among texts • Recognizes basic elements of variety of genres • Uses word parts to determine meaning • Distinguishes fact from fiction • Interprets information from illustrations, charts, diagrams and graphic organizers • Recognizes author's purpose • Identifies and infers main idea and supporting details • Identifies and infers cause and effect relationships • Uses dictionary, thesaurus, and glossary to determine word meanings • Recognizes author's purpose 	<ul style="list-style-type: none"> • Reads and listens to a variety of texts for knowledge and pleasure • Makes predictions • Generates questions before, during and after reading • Connects text and personal experience • Self monitors comprehension and attempts to clarify meaning • Recognizes plot, setting, character within text and compares and contrasts these elements among texts • Recognizes basic elements of variety of genres • Uses word parts to determine meaning • Distinguishes fact from fiction • Interprets information from illustrations, charts, diagrams and graphic organizers • Identifies and infers main idea and supporting details • Identifies and infers cause and effect relationships • Uses dictionary, thesaurus, and glossary to determine word meanings • Recognizes author's purpose • Recalls explicit facts and implicit facts

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<p style="text-align: center;"><u>Conventions</u></p> <ul style="list-style-type: none"> • Writes text of appropriate length to address topic and tell the story • Uses traditional organizational patterns for conveying information • Uses transition words and phrases • Begins to use appropriate formatting conventions for letter writing • Pre-writes to generate ideas • Uses planning ideas to produce rough draft • Rereads writing to self and others, revises and edits to make corrections • Uses legibly handwriting • Consistently writes in complete sentences with correct subject/verb agreement • Uses nouns (singular, plural and possessive) • Uses singular possessive pronouns • Uses singular and plural possessive pronouns • Uses increasingly complex sentence structure • Uses common rules of spelling • Use appropriate capitalization and punctuation 	<p style="text-align: center;"><u>Conventions</u></p> <ul style="list-style-type: none"> • Writes text of appropriate length to address topic and tell the story • Uses traditional organizational patterns for conveying information • Uses transition words and phrases • Begins to use appropriate formatting conventions for letter writing • Pre-writes to generate ideas • Uses planning ideas to produce rough draft • Rereads writing to self and others, revises and edits to make corrections • Uses legibly handwriting • Consistently writes in complete sentences with correct subject/verb agreement • Uses nouns (singular, plural and possessive) • Uses singular possessive pronouns • Uses singular and plural possessive pronouns • Uses increasingly complex sentence structure • Uses common rules of spelling • Use appropriate capitalization and punctuation • Begins to use commas and periods after abbreviations • Recognizes appropriate use of quotation marks 	<p style="text-align: center;"><u>Conventions</u></p> <ul style="list-style-type: none"> • Writes text of appropriate length to address topic and tell the story • Uses traditional organizational patterns for conveying information • Uses transition words and phrases • Begins to use appropriate formatting conventions for letter writing • Pre-writes to generate ideas • Uses planning ideas to produce rough draft • Rereads writing to self and others, revises and edits to make corrections • Uses legibly handwriting • Consistently writes in complete sentences with correct subject/verb agreement • Uses nouns (singular, plural and possessive) • Uses singular possessive pronouns • Uses singular and plural possessive pronouns • Uses increasingly complex sentence structure • Uses common rules of spelling • Use appropriate capitalization and punctuation • Begins to use commas and periods after abbreviations • Recognizes appropriate use of quotation marks • Begins to use create graphic features • Uses a variety of resources to research and share information on a topic 	<ul style="list-style-type: none"> • Summarizes text content • Uses titles, table of contents, chapter headings to locate information quickly and accurately to preview text <p style="text-align: center;"><u>Conventions</u></p> <ul style="list-style-type: none"> • Writes text of appropriate length to address topic and tell the story • Uses traditional organizational patterns for conveying information • Uses transition words and phrases • Begins to use appropriate formatting conventions for letter writing • Pre-writes to generate ideas • Uses planning ideas to produce rough draft • Rereads writing to self and others, revises and edits to make corrections • Uses legibly handwriting • Consistently writes in complete sentences with correct subject/verb agreement • Uses nouns (singular, plural and possessive) • Uses singular possessive pronouns • Uses singular and plural possessive pronouns • Uses increasingly complex sentence structure • Uses common rules of spelling • Use appropriate capitalization and punctuation • Begins to use commas and periods after abbreviations • Recognizes appropriate use of quotation marks • Begins to use create graphic features • Uses a variety of resources to research and share information
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<p style="text-align: center;"><u>Writing</u></p> <p>Response to Literature</p> <ul style="list-style-type: none"> • Captures interest by stating position/opinion about text • Demonstrates understanding of text and expresses and supports an opinion • Makes connections • Uses organizational structure • Pre-writes (orally or written) to generate ideas • May include a draft • Develops a sense of closure • May be published <p style="text-align: center;"><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Interprets information presented and seeks clarification when needed • Begins to use speaking for different purposes: inform, persuade, and entertain • Uses increasingly complex language patterns and sentence structure when communicating • Listens to and views media to acquire information • Increases vocabulary 	<p style="text-align: center;"><u>Writing</u></p> <p>Narrative</p> <ul style="list-style-type: none"> • Captures attention by writing a personal story in first or third person consistently • Begins to write fantasy/imaginary stories • Begins to maintain a focus • Includes appropriate purpose, expectations, and length for audience and genre • Develops characters and setting using sensory details • Uses organizational structure • Begins to develop characters and setting through dialogue and action • Develops a sense of closure • May include a sense of closure • May include a draft • Includes oral or written prewriting • May be published <p style="text-align: center;"><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Interprets information presented and seeks clarification when needed • Begins to use speaking for different purposes: inform, persuade, and entertain • Uses increasingly complex language patterns and sentence structure when communicating • Listens to and views media to acquire information • Increases vocabulary 	<ul style="list-style-type: none"> • Uses the dictionary and thesaurus to support word choices <p style="text-align: center;"><u>Writing</u></p> <p>Informational</p> <ul style="list-style-type: none"> • Capture reader's interest • Begins to sustain a focused topic • Includes purpose, expectations and length • Adds facts and details • Uses organizational structure for conveying information • Uses graphic features • Uses a variety of resources to gather information about topic • Develops a sense of closure • May include pre-writing • May include a draft • May be published <p style="text-align: center;"><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Interprets information presented and seeks clarification when needed • Begins to use speaking for different purposes: inform, persuade, and entertain • Uses increasingly complex language patterns and sentence structure when communicating • Listens to and views media to acquire information • Increases vocabulary 	<ul style="list-style-type: none"> • on a topic • Uses the dictionary and thesaurus to support word choices <p style="text-align: center;"><u>Writing</u></p> <p>Persuasive</p> <ul style="list-style-type: none"> • Captures reader's interest by stating a clear position/opinion • Begins to sustain a focus • Includes purpose, expectations and length • Adds details throughout • Uses appropriate format (letter, poster) • Develops a sense of closure • May include pre-writing • May include a draft • Includes oral or written prewriting • May be published <p style="text-align: center;"><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Interprets information presented and seeks clarification when needed • Begins to use speaking for different purposes: inform, persuade, and entertain • Uses increasingly complex language patterns and sentence structure when communicating • Listens to and views media to acquire information • Increases vocabulary
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