

**Grade 2**  
**ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE**

**READING: Word Recognition, Fluency, and Vocabulary Development**

**Standard 1: Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds) syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.**

Objective	Example	Instructional/Assessment Strategy	Resource			
<b><i>Phonemic Awareness</i></b>						
2.1.1 Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends and vowel sounds.	-irregular vowels ie: ou, oo, silent e, r controlled, oi, etc... -digraphs -consonant clusters	-Sound boxes <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Th</td><td>a</td><td>t</td></tr></table> -Chunking -Rhyming/Poems -Spelling	Th	a	t	-Word Matters -Making Words -Teaching Kids to Spell -Guided Reading -Magnetic letters -Wall Chart -ABC Manipulatives -Dry Erase Boards -Flip Books for Phonetic Units -Scott Foresman Phonics Resource kit
Th	a	t				
<b><i>Decoding and Word Recognition</i></b>						
2.1.2 Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i> ) when reading.		-D.O.L. -Teach dictionary skills -Making Words spelling lists pgs. 65-85.				
2.1.3 Decode (sound out) regular words with more than one syllable ( <i>dinosaur, vacation</i> ).		Teach: Word families, chunking, clapping out syllables, prefixes, suffixes				
2.1.4 Recognize common abbreviations ( <i>Jan., Fri.</i> ).	St., Ave., In., U.S.A., Dr., titles, days of the week, months	Have students write date several different ways. Practice writing addresses.				

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<b><i>Decoding and Word Recognition</i></b>			
2.1.5 Identify and correctly use regular plural words ( <i>mountain/mountains</i> ) and irregular plural words ( <i>child/children, mouse/mice</i> ).		-Teach plural rules	-Scott Foresman Language Practice
2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.		-Leveled Books → D.R.A. books -Timed trials with fluency rates -Rereading -Partner reading -Choral reading -Echo readings	-Plays for acting out -Selected reading from Scott Foresman -Trade Books
<b><i>Vocabulary and Concept Development</i></b>			
2.1.7 Understand and explain common antonyms (words with opposite meanings) and synonyms (words with the same meanings).		-Make up silly sentences with antonym words. Ex: The ball rolled <i>up</i> the hill. -Act out antonyms	-Prof. book: <u>Word Matters</u>
2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words ( <i>lunchtime, lunchroom, daydream, raindrop</i> ).		-Have students create compound words using a pivot word such as <u>sun</u> sunflower sunlight suntan etc. and illustrate the words	-Prof. book: <u>Word Matters</u> - <u>Teaching Kids to Spell</u> pg. 82.

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<b>Objective</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
<b><i>Vocabulary and Concept Development</i></b>			
2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).		-Worksheet practice  -Practice changing a base word using different prefixes and suffixes Ex: build→ rebuild, builder, building	-Prof. book: <u>Word Matters</u>  -Practice  -Flip chart or wall charts  -Manipulatives
2.1.10 Identify simple multiple-meaning words ( <i>change, duck</i> ).		-Use literature such as Amelia Bedelia.  -Students illustrate multiple meanings or act out  -Teach dictionary skills	-Prof. book: <u>Word Matters</u>  -Amelia Bedelia books

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**READING: Reading Comprehension**

**Standard 2: Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what they read. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 2, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children’s magazines and newspapers, dictionaries and other reference materials, and online information).**

Objective	Example	Instructional/Assessment Strategy	Resource
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***Structural Features of Informational and Technical Materials***

2.2.1 Use titles, tables of contents, and chapter headings to locate information in text.		-Modeling -Oral questioning	-Varying genre of children’s literature
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***Comprehension and Analysis of Grade-Level-Appropriate Text***

2.2.2 State the purpose for reading.	Compare similar stories from different cultures, such as <u>Little Red Riding Hood</u> and <u>Lon Po Po</u> (Chinese version). Read an informational text about pets to decide what kind of animal would make the best pet.	-Venn diagram or other graphic organizers -Read a variety of narrative, expository, and poetry materials -*Use K.W. L. format -Use different versions of fairy tales	-Johnny Appleseed stories -Cinderella stories -Three Little Pig stories -Little Red Riding Hood stories
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2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	Read an informational text that compares different people, animals, or plants, such as <u>Gator</u> or <u>Croc</u> by Allan Fowler.	-K.W.L. -Explicitly teach purpose for reading: inform, entertain/pleasure, reflect	
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\*K.W.L.: K = What students know  
W = What students want to learn  
L = What students have learned

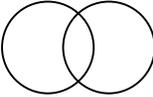
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Objective	Example	Instructional/Assessment Strategy	Resource
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***Comprehension and Analysis of Grade-Level-Appropriate Text***

2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts.	After reading a short account about the first man on the moon, ask <i>why</i> , <i>what if</i> , and <i>how</i> questions to understand the lunar landing.	<ul style="list-style-type: none"> <li>-Think, pair, share*</li> <li>-Do think alouds</li> <li>-Present questions prior to reading KWL</li> <li>-Use graphic organizers</li> <li>-Use who, what, why, where, etc...</li> <li>-Model ...summarize, questioning, cause and effect</li> <li>-Shared writing</li> <li>-Graphic organizers</li> <li>-Cause and effect rings</li> </ul>	Questions based on Bloom’s Taxonomy -Susan Page’s comprehension strategies -Audio tapes -Variety of reading materials such as: magazines, informational stories, fiction, reference materials etc.  Trade Books- example: <u>Cookie’s Week</u> <u>If You Give Mouse A Cookie</u> <u>Bringing the Rain to Kapati Plain</u>
2.2.5 Restate facts and details in the text to clarify and organize ideas.	Summarize information learned from a text, such as detail about ant colonies stated in <u>Ant Cities</u> by Arthur Dorros or reported about spider webs in <u>Spider Magic</u> by Dorothy Hinshaw Patent.	<ul style="list-style-type: none"> <li>-Model ...summarize, questioning, cause and effect</li> <li>-Shared writing</li> <li>-Graphic organizers</li> <li>-Cause and effect rings</li> </ul>	Trade Books- example: <u>Cookie’s Week</u> <u>If You Give Mouse A Cookie</u> <u>Bringing the Rain to Kapati Plain</u>
2.2.6 Recognize cause-and-effect relationships in a text.	Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>-Cause and effect pattern books created</li> <li>-Reciprocal Teaching</li> </ul>	Trade Books- example: <u>Cookie’s Week</u> <u>If You Give Mouse A Cookie</u> <u>Bringing the Rain to Kapati Plain</u>

\*Think, pair, share: Think with a group.  
 Pair with another person.  
 Share with large group.

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Objective	Example	Instructional/Assessment Strategy	Resource
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***Comprehension and Analysis of Grade-Level-Appropriate Text***

2.2.7 Interpret information from diagrams, charts, and graphs.	Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.	<ul style="list-style-type: none"> <li>-Teach interpretation of bar graphs and circle graphs</li> <li>-Chart growth patterns</li> <li>-Chart weather patterns</li> <li>-Chart class favorites; food, colors</li> <li>-Sports; graphing and charts</li> <li>-Locate information on maps, using maps</li> <li>-Give directions</li> </ul>	<ul style="list-style-type: none"> <li>-Encyclopedia</li> <li>-Newspapers</li> <li>-Internet</li> <li>-Expository Trade Books</li> </ul>
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2.2.8 Follow two-step written instructions.		<ul style="list-style-type: none"> <li>-Use throughout the curriculum</li> <li>-Read morning agenda</li> <li>-Assignment boards</li> </ul>	
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**READING: Literary Response and Analysis**

**Standard 3: Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students.**

Objective	Example	Instructional/Assessment Strategy	Resource
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***Narrative Analysis of Grade-Level-Appropriate Text***

2.3.1 Compare plots, settings, or characters presented by different authors.	Read and compare <u>Strega Nona</u> , an old Italian folktale retold by Tomie DePaola, with <u>Ox-Cart Man</u> by Donald Hall.	<ul style="list-style-type: none"> <li>-Use graphic organizers to compare such as Venn Diagram.</li> <li>-Students write new endings for a story</li> <li>-Use literature that is different culturally and different in its perspective.</li> </ul>	<ul style="list-style-type: none"> <li>-Two or three versions of fairy, folk and tall tales</li> <li>-Audio tape stories</li> </ul>
2.3.2 Create different endings to stories and identify the reason and the impact of the different ending.	Read a story, such as <u>Fin M'Coull – The Giant of Knockmany Hill</u> , Tomie DePaola's retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin's wife had not helped him or if Fin were not a giant.		
2.3.3 Compare versions of same stories from different cultures.	Compare fairy tales and folktales that have been retold by different cultures, such as <u>The Three Little Pigs</u> and the southwestern/Latino version <u>The Three Little Javelinas</u> by Susan Lowell, or <u>Cinderella</u> and the African version <u>Mufaro's Beautiful Daughters</u> by John Steptoe.		

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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>			
2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.	Listen to or read the rhymes for each letter of the alphabet in <u>A My Name Is Alice</u> by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.	-Oral presentations of different types of poetry; Haiku, Diamonte, ABC, free writing.  -Write poetry in different styles.	-Audio stories/poems etc.  -Poetry books

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**WRITING: Writing Process**

<b>Standard 4: Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</b>			
<b>Objective</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
<b><i>Organization and Focus</i></b>			
2.4.1 Create a list of ideas for writing.		-Webbing/graphic organizers for details and sequence	-Indiana reading list
2.4.2 Organize related ideas together to maintain a consistent focus.	Write a topic sentence and 3-4 supporting details.	-Teach brainstorming -Demonstrate effective and ineffective paragraph structure -Shared writing -Power Writing	-Power Writing instructions
<b><i>Research and Technology</i></b>			
2.4.3 Find ideas for writing stories and descriptions in pictures or books.		-Teach brainstorming -Teach webbing	-Computer lab or student computers
2.4.4 Understand the purposes of various reference materials (such as a dictionary, thesaurus, and an atlas).	Find key words Use a key on a map.	-Refer to magazines, newspapers, family photos, conversations, and internet to brainstorm writing topics.	
2.4.5 Use a computer to draft, revise, and publish writing.		-Modeling -Practice finding answers to questions using various reference materials. -Teach basic computer literacy skills, including different type fonts, bold, italics	

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<i><b>Evaluation and Revision</b></i>			
2.4.6 Review, evaluate, and revise writing for meaning and clarity.		-Students dictate writing into a tape recorder and replay.  -Students use skip line writing paper.  -Work with partner.	
2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.		-Use rubrics to help student evaluate writing  -Shared writing on overhead to proofread and edit	-I.S.T.E.P. rubrics  -Scott Foresman
2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.		-Do partner revisions, which focus on sequence and details.  -Teach adjectives, adverbs, time order words  -Power writing	

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**WRITING: Writing Applications (Different Types of Writing and Their Characteristics)**

**Standard 5: At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, Grade 2 students use the writing strategies outlined in Standard 4 – Writing Process to:**

Objective	Example	Instructional/Assessment Strategy	Resource
<b>Writing Applications</b>			
2.5.1 Write brief narratives (stories) based on their experiences that: <ul style="list-style-type: none"> <li>• move through a logical sequence of events.</li> <li>• describe the setting, characters, objects, and events in detail.</li> </ul>	Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.	-Use graphic organizers such as “sandwich” or “umbrella” -Brainstorm student topics. -Shared writing -Create shared writing of class field trips -Modeling of writing	-Graphic organizers
2.5.2 Write a brief description of a familiar object, person, place, or event that: <ul style="list-style-type: none"> <li>• develops a main idea.</li> <li>• uses details to support the main idea.</li> </ul>	Write a descriptive piece on a topic, such as <i>Houses Come in Different Shapes and Sizes</i> .	-Teach adjectives -Model use of graphic organizers -Power writing	
2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.	Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.	-Shared writing/modeling -Have pen pals -Distinguish between formal and informal letters, i.e. business letters, verses, memos, invitations and notes.	

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Objective	Example	Instructional/Assessment Strategy	Resource
<i>Writing Applications</i>			
2.5.4 Write rhymes and simple poems.	Diamantes Haikus	<ul style="list-style-type: none"> <li>-Shared writing</li> <li>-Read and compare various types of poetry</li> <li>-Provide rubrics</li> <li>-Teach adjectives</li> <li>-Provide simple sentences and expand</li> <li>-Persuade someone to read a book.</li> <li>-Teach the terms expository and narrative.</li> <li>-Teach rhyming words</li> <li>-Teach identification of different types of writing</li> </ul>	<ul style="list-style-type: none"> <li>-Poetry books</li> <li>-nursery rhymes</li> </ul>
2.5.5 Use descriptive words when writing.	Compare writing that includes descriptive words with undescriptive writing.		
2.5.6 Write for different purposes and to a specific audience or person.	Write a description of your favorite book to recommend the book to a friend. Identify if writing is one of the following; to express feeling, give information, entertain, make a list, or give directions.		

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**WRITING: Written English Language Conventions**

<b>Standard 6: Students write using Standard English conventions appropriate to this grade level.</b>			
<b>Objective</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
<b>Handwriting</b>			
2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.		-Use spacers or skip line paper.	-Handwriting wall chart and desk charts  -Wipe off boards and markers  -Scott Foresman Resources  -Zaner Bloser Handwriting Teacher's Manual
<b>Sentence Structure</b>			
2.6.2 Distinguish between complete (When Tom hit the ball, he was proud.) and incomplete sentences (When Tom hit the ball).	Create a center where students combine appropriate subjects with predicates.	-D. O. L.  -Shared writing  -Center work	-Sentence strips  -Scott Foresman Ten Important Sentences  -Scott Foresman Language Practice
2.6.3 Use the correct word order in written sentences.		-Use scrambled sentences	
<b>Grammar</b>			
2.6.4 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).	Identify the noun and verb in a sentence, such as <i>Maria</i> (noun) and <i>a friend</i> (noun) <i>played</i> (verb) <i>for a long time</i> .	-D.O.G. (Grammar)  -Search for parts of speech in excerpts from current reading selections.  -Shared writing	-Scott Foresman Ten Important Sentences  -Scott Foresman Language Practice

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<b><i>Punctuation</i></b>			
2.6.5 Use commas in the greeting (Dear Sam,) and closure of a letter (Love, or Your Friend,) and with dates (March 22, 2000) and items in a series (Tony, Steve, and Bill).		-Write date daily  -Pen pals  -Use real life class situations to write a letter for shared writing.	-Newspapers and magazine articles  -Scott Foresman Language Practice  -Scott Foresman Reading Selections
2.6.6 Use quotation marks correctly to show that someone is speaking. ☐ Correct: "You may go home now," she said. ☐ Incorrect: "You may go home now she said."	Require students to include quotations in story writing.  Students need to be able to write real life conversation.	-Demonstrate additional uses of commas in shared writing.  -Use highlighters to find speaking parts, commas, and capitals  -DOL  -Find examples in reading text.	
<b><i>Capitalization</i></b>			
2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials of people.		-DOL	-Scott Foresman Language Practice

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<b>Objective</b>	<b>Example</b>	<b>Instructional/Assessment Strategy</b>	<b>Resource</b>
<b><i>Spelling</i></b>			
2.6.8 Spell correctly words like was, were, says, said, who, what, why, which are used frequently but do not fit common spelling patterns.		-Use word wall or personal dictionaries -Put word list in personal binders -Quarterly assess high frequency words	-Scott Foresman spelling and vocabulary lists - <u>Word Matters</u> page 89, 90, 91, and appendix - <u>Teaching Kids to Spell</u>
2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st). <input type="checkbox"/> short vowels: actor, effort, ink, chop, unless <input type="checkbox"/> long vowels: ace, equal, bind, hoe, use <input type="checkbox"/> r-controlled: <u>park</u> , <u>supper</u> , <u>bird</u> , <u>corn</u> , <u>further</u> <input type="checkbox"/> consonant blends: <u>blue</u> , <u>crash</u> , <u>desk</u> , <u>speak</u> , <u>coast</u>		-Teach word families -Assess through writing and spelling tests -Put spelling demon lists in student binder ( <u>Word Matters: Appendix 28</u> ) -Guided Reading chunk wall -Teach phonemic rules	-Wall charts or desk charts - <u>Making Words</u> - <u>Making Big Words</u> -Scott Foresman Phonics Resource Kit

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**LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications**

**Standard 7: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.**

Objective	Example	Instructional/Assessment Strategy	Resource
<b>Comprehension</b>			
2.7.1 Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy).		-Use a variety of audio visual formats -Field trips/guest speakers	-Informational videos -Scott Foresman audio tapes
2.7.2 Ask for clarification and explanation of stories and ideas.	Following an oral presentation, the students ask questions.	-Use reciprocal teaching strategies -Teach questioning strategies.	-Susan Page resource book -Video: BER -Reciprocal Teaching Leader Cards -Comprehension Strategies Gr. 2-5 -Short articles to read
2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.	Students listen to oral presentation and retell what they've heard.	-Use graphic organizers -Teach who, what, where, why, when, etc. -Teach summarization	-Variety of graphic organizers, i.e., main idea chart, story maps, flow charts
2.7.4 Give and follow three- and four-step oral directions.	Have students write directions for carving a pumpkin, making toast, tying shoes, making a sandwich. Another student attempts to follow the directions as written.	-Peer assess how well task was completed. -Teacher assess how well task was completed.	
<b>Organization and Delivery of Oral Communication</b>			
2.7.5 Organize presentations to maintain a clear focus.		-Teach sequence or time order words. -Use who, what, where words. -Use graphic organizers or outlining techniques.	-Tape recorders/tapes

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Objective	Example	Instructional/Assessment Strategy	Resource
<b><i>Organization and Delivery of Oral Communication</i></b>			
2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).		-Have students listen to themselves on a tape recorder.  -Use plays, poems, and vignettes to act out.  -Assess through class presentations or daily informal discussions; small group or whole group.	Tape recorders/tapes
2.7.7 Tell experiences in a logical order.	Recall what students did on the weekend or on a field trip.	-Teach time order words  -Teach sequencing events	-Graphic Organizers  -Field Trips
2.7.8 Retell stories, including characters, setting, and plot.	Orally recall main idea from fictional story.	-Retell personal experiences	-Scott Foresman resources
2.7.9 Report on a topic with supportive facts and details.	Read-Cover-Retell Orally recall information learned from expository text.	-Use graphic organizers on board  - <b>V.I.P. - Very Important Points</b>	-Reference materials: Dictionaries, Encyclopedias, CD Rom, Trade Books, Web sites

**Grade 2**  
**ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE**

**LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications**

**Standard 7: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.**

Objective	Example	Instructional/Assessment Strategy	Resource
<i>Speaking Applications</i>			
2.7.10 Recount experiences or present stories that: <input type="checkbox"/> move through a logical sequence of events. <input type="checkbox"/> describe story elements including characters, plot, and setting.	Book parties	-Teach time order words -Retelling familiar stories using props to retell -Story mapping -Use graphic organizers -Do written report or outline prior to presentation	-Nonfiction reading material -Encyclopedias -Dictionaries -Web sites -Trade books
2.7.11 Report on a topic with facts and details, drawing from several sources of information.	Present a report on a research topic or on a book they have read.	-Do written reports prior to oral presentations -Teach outlining skills in conjunction with main ideas, topic sentences, and details. -Power Writing	