

Campbell County School District #1
Gillette, Wyoming
Language Arts – Second Grade

In Campbell County, second grade teachers are expected to teach this language arts curriculum using a well planned, comprehensive, researched based, balanced literacy program. This program includes whole class and small group (guided reading and intervention groups) instruction in phonemic awareness, phonics, comprehension, vocabulary expansion, fluency, oral grammar, writing, speaking, listening, library media, and handwriting. There should be an emphasis on informational text. Materials and resources provided by the district should be the first resource teachers turn to for instruction. Those core resources are:

- Treasures by Macmillan/McGraw-Hill
 - Leveled books housed at LLC and in individual schools
 - Lucy Calkins' Units of Study, Six Traits of Writing, and Step Up to Writing
 - Handwriting Without Tears
 - Third – sixth grades may choose from Treasures, Word Journeys or Rebecca Sitton for spelling instruction.
- Campbell County teachers add their expertise to instruction to provide the most effective and explicit instruction for students. Teachers are expected to differentiate the instruction to meet the students' needs and accelerate their learning.

Reading Standards for Literature (Content Standard)

College and Career Readiness Anchor Standards for Reading

- R.CCR.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.CCR.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R.CCR.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- R.CCR.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R.CCR.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R.CCR.6. Assess how point of view or purpose shapes the content and style of a text.
- R.CCR.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- R.CCR.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R.CCR.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- R.CCR.10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Literature (Critical-Assess DSPA LA-02-03)

The student will:

RL.2.1 (Critical-Assess) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 (Critical-Assess) Recount (retell) stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- Identify text to world connection
- The student will tell main idea, characters & setting, three details in order problem & solution (fiction hand insert)

RL.2.3 (Critical-Assess) Describe how characters in a story respond to major events and challenges.

RL.2.4 (Critical-Assess) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5 (Critical-Assess) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

- Determining author's purpose (inform, persuade, entertain)

RL.2.6 (Critical) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 (Critical) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9 (Critical) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.10 (Critical) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text (Critical-Assess DSPA LA-02-03)

The student will:

RI.2.1 (Critical-Assess) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 (Critical-Assess) Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

- Nonfiction hand insert

RI.2.3 (Critical) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- Text-to-text, text-to-self, text-to-world connections
- Use graphic organizers (timeline, venn diagram, t-chart, etc.)

RI.2.4 (Critical-Assess) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 (Critical-Assess) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 (Critical) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 (Critical) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 (Critical) Describe how reasons support specific points the author makes in a text.

- Author's purpose
- Supporting details

RI.2.9 (Critical) Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10 (Critical) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Foundational Skills (Critical-Assess DSPA LA-02-03)

The student will:

FS.2.3 (Critical-Assess) Know and apply grade-level phonics and word analysis skills in decoding words.

a. (Critical-Assess) Distinguish long and short vowels when reading regularly spelled one-syllable words.

- Applies digraphs and blends

b. (Critical-Assess) Know spelling-sound correspondences for additional common vowel teams.

- Including: oi, oy, ea, ie, oo, ow, ou, ew, ind

c. (Critical) Decode regularly spelled two-syllable words with long vowels.

d. (Critical) Decode words with common prefixes and suffixes.

- See prefix, suffix, and root word master list

e. (Critical-Assess) Identify words with inconsistent but common spelling-sound correspondences.

- ar, ir, er, ur, or

f. (Critical-Assess) Recognize and read grade-appropriate irregularly spelled words.

FS.2.4 (Critical) Read with sufficient accuracy and fluency to support comprehension.

a. (Critical) Read on-level text with purpose and understanding.

- DRA Level 28

b. (Critical) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

- Use a variety of strategies to decode
 - use beginning and ending consonants
 - skip the word, read to the end of the sentence, and then go back and read again
 - start again
 - stretch the word
 - look for chunks
 - utilize context and picture clues
 - reread unclear passages
 - make educated guesses
 - self-correct

c. (Critical) Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing Standards (Content Standard)

College and Career Readiness Anchor Standards for Writing

- W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.CCR.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.CCR.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.CCR.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.CCR.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W.CCR.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W.CCR.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.2.1 (Critical-Assess – DSPA LA-02-04-03) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 (Critical) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 (Critical) Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 (Critical) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- Supported through writer's workshop

W.2.6 (Critical) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- Supported through writer's workshop

W.2.7 (Critical) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

- Supported through writer's workshop

W.2.8 (Critical) Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards (Content Standard)

College and Career Readiness Anchor Standards for Speaking and Listening

SL.CCR.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.CCR.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.CCR.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.CCR.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.CCR.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.CCR.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

The student will:

SL.2.1 (Critical) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. (Critical) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. (Critical) Build on others' talk in conversations by linking their comments to the remarks of others.

c. (Critical) Ask for clarification and further explanation as needed about the topics and texts under discussion

SL.2.2 (Critical) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- Refer to fiction and nonfiction hands

SL.2.3 (Critical) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- Thick and thin questions

SL.2.4 (Critical) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- Author's chair, share chair (reading), show and tell

SL.2.5 (Critical) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6 (Critical) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Language Standards (Content Standard)

College and Career Readiness Anchor Standards for Language

- L.CCR.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.CCR.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.CCR.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.CCR.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L.CCR.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.CCR.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

The student will:

L.2.1 (Critical) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. (Critical) Use collective nouns (e.g., group).

- Ex: family, class, team, etc

b. (Critical) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish, deer).

c. (Critical) Use reflexive pronouns (e.g., myself, ourselves).

d. (Critical) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

e. (Critical) Use adjectives and adverbs, and choose between them depending on what is to be modified.

- Modify noun or verb
- Reinforce determiners (e.g. articles and demonstratives)
 - Articles (a, and, the)
 - Demonstratives (this, that, those, these)

f. (Critical) Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)

- Reinforce:
 - Declarative sentence (statement)
 - Imperative sentence (command)
 - Interrogative sentence (question)
 - Exclamatory (exclamation)

L.2.2 (Critical-Assess - DSPA LA-02-04-04) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. (Critical) Capitalize holidays, product names, and geographic names.

b. (Critical) Use commas in greetings and closings of letters.

c. (Critical) Use an apostrophe to form contractions and frequently occurring possessives.

d. (Critical-Assess – DSPA LA02-04-05) Generalize learned spelling patterns when writing words (e.g., cage → badge (CVCe – CVCCe) ; boy → boil).

- CVCe – long vowels
- CVVC – long vowel teams
- R-controlled vowels
- Digraphs (ch, sh, th, wh, tch)
- Diphthongs (ow, ou, oi, oy)
- L, R, and S blends
- Hard/soft consonants c and g
- Endings –dge, -ge, -lge, nge, -rge
- High frequency words

e. (Critical) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4 (Critical) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. (Critical) Use sentence-level context as a clue to the meaning of a word or phrase.

b. (Critical) Use frequently occurring affixes as a clue to the meaning of a word.

- (e.g. re-, un-, pre-, -ful, -less)

c. (Critical) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.2.5 (Critical) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a. (Critical) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

- b. (Critical)** Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. (Critical)** Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - Related to teaching vocabulary in connection with the students personal experience
- d. (Critical)** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.2.6 (Critical) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

LA-02-05 FOREIGN LANGUAGE (Content Standard)

State Standard and Benchmark Correlation:

FL2.1.1 Mimic Everyday Language (taught, not tested)

FL2.1.2 Listen to and Comprehend Everyday Language (taught, not tested)

FL2.2.1 Products, Practices of the Target Culture (taught, not tested)

Students will be exposed to the content of the Salsa program: Spanish.

LA-02-05-01 - Salsa Program: Spanish (Objective)

C - Critical--Assessment Reporting Required

Students will be exposed to the content of the Salsa program: Spanish.