

## Second Grade

# Standards and Instruction

**B**efore they enter the second grade, most students have already learned the foundational skills of word analysis and have a rudimentary understanding of the elements of narrative text. They are able to spell three- and four-letter short vowel words and some common sight words (e.g., *the, have, said, come, give, of*). In addition, they possess basic skills in penmanship and in the use of writing to communicate knowledge and ideas. In the second grade the language arts curriculum and instruction are focused on enhancing word-recognition fluency, extending understanding of dimensions of narrative and informational text, and increasing proficiency in written and oral communication.

The second-grade curriculum and instruction should emphasize increasing students' facility with the alphabetic writing system and with larger and more complex units of text and on applying knowledge of letter-sound correspondences to decode unfamiliar words. Further efforts should be made to help students link phonemic awareness of words and knowledge of letter-sounds to build lexicons of familiar words; use knowledge of spelling patterns, prefixes, and suffixes; and increase sight vocabulary through extensive practice. Adequate

initial reading instruction requires that students use reading to obtain meaning from print and have frequent opportunities to read.

They should extend their repertoire of reading-comprehension strategies for both narrative and informational text with instructional adjuncts (e.g., graphs, diagrams) and more sophisticated techniques for analyzing text (e.g., comparison and contrast). Initial skill in editing and revising text must be developed at this grade level, and increased emphasis should be placed on legible and coherent writing. Students should continue to work on written and oral English-language conventions as they develop their awareness of the parts of speech and the correct spelling of more complex word types. Listening comprehension and speaking expectations increase as second graders learn to paraphrase, clarify, explain, and report on information they hear, experience, and read.

The strands to be emphasized in the second grade are listed on the following page under the appropriate domains.

Each of the strands is addressed separately with the exception of the written and oral English-language conventions strand, which is integrated within appropriate sections.

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## Reading

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
  - 2.0 Reading Comprehension
  - 3.0 Literary Response and Analysis
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## Writing

- 1.0 Writing Strategies
  - 2.0 Writing Applications (Genres and Their Characteristics)
- 

## Written and Oral English-Language Conventions

- 1.0 Written and Oral English-Language Conventions
- 

## Listening and Speaking

- 1.0 Listening and Speaking Strategies
  - 2.0 Speaking Applications (Genres and Their Characteristics)
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## Reading Word Analysis, Fluency, and Systematic Vocabulary Development

### Decoding and Word Recognition

At the *beginning* of the second grade, students should be able to (1) generate the sounds for all consonants, consonant blends, and long and short vowels; (2) recognize common sight words; and (3) process word families and inflectional endings of words.

Development of word-analysis and word-recognition skills in the second grade proceeds systematically, building on first-grade skills and extending those fundamental understandings purposefully and interdependently. Instruction should carefully sequence the introduction of new skills and strategies. If students lack proficiency in prerequisite skills, those

skills must be taught before more advanced word structures are presented.

Early in the second grade, decoding operations are mechanical and not automatic for many learners. During this year students typically make great strides in decoding fluency (Ehri and McCormick 1998). Over the course of the year, they develop fluency through instruction in advanced phonics units (e.g., vowel diphthongs) and in the use of larger orthographic units of text, such as onset and rime. (Onset is the consonant or consonants that come before the first vowel; rime is the remainder of the word beginning with the first vowel [e.g., *h-ill*, *p-ill*] to read words.) Redundancy in letter sounds and orthographic units in words allows students to process words more efficiently. They learn to read phonetically regular words more fluently as they become familiar and facile with chunks of text. *Note.* Students have not merely memorized the larger units but, when necessary, can apply their knowledge of letter-sound correspondences to work their way through the words.

Students in the second grade should also continue instruction and practice in learning reliable rules to assist in decoding. For example, learning that an *e* at the end of a word usually causes the medial vowel to be long (or say its name) is a rule that advances word-analysis skills. A primary goal of second-grade word-analysis instruction is to increase systematically students' ability to read words because of their knowledge of more complex spelling patterns.

Another essential component of fluency development is the opportunity for students to practice unfamiliar words many times in text, allowing them to use their decoding skills with a high degree of success. Text that students practice should be at their instructional level, with no more than one in ten words read inaccurately.

Advanced instruction in decoding is more effective if it relies on the following principles of design and delivery. Suggested procedures to follow are to:

- Teach the advanced phonic-analysis skills as explicitly as was done for the earlier letter-sound correspondences: first in isolation, then in words and connected text, and, when the students become proficient, in trade books.
- Avoid assuming that learners will automatically transfer skills from one word type to another. When introducing a new letter combination, prefix, or word ending, model each of the fundamental stages (e.g., letter-combination, prefixes), blending the word and then reading the whole word.
- Separate auditorily and visually similar letter combinations in the instructional sequence (e.g., do not introduce both sounds for *oo* simultaneously; separate *ai*, *au*).
- Sequence words and sentences strategically to incorporate known phonics units (e.g., letter combinations, inflectional endings).
- Ensure that students know the sounds of the individual letters prior to introducing larger orthographic units (e.g., *ill*, *ap*, *ing*).
- Provide initial practice in controlled contexts in which students can apply newly learned skills successfully.
- Offer repeated opportunities for students to read words in contexts where they can apply their advanced phonics skills with a high level of success.
- Use decodable text, if needed, as an intervening step between explicit skill acquisition and the student's ability to read quality trade books.

- Incorporate spelling to reinforce word analysis. After students can read words, provide explicit instruction in spelling, showing students how to map the sounds of letters onto print.
- Make clear the connections between decoding (symbol to sound) and spelling (sound to symbol). At this point students have three powerful tools to facilitate word learning: ability to hear sounds in words, knowledge of the individual letter sounds or letter-sound combinations, and knowledge of the letters. Teach and remind students to rely on those skills and strategies when they encounter unfamiliar words or need to spell a word. However, ensure that students understand that some words are not spelled as they sound. The spelling of those words must be memorized at this stage.
- Teach decoding strategies initially, using words with meanings familiar to students.

*Multisyllabic word reading.* As students progress in word-analysis skills, they encounter more complex words, particularly words with more than one syllable. In the second grade students learn the rules of syllabication. Two strategies aid multisyllabic word recognition—breaking the word into syllables and learning prefixes and suffixes.

*Sight-word reading.* Second-grade word-analysis instruction must systematically teach children sight-word recognition of high-frequency words. When sight words (high-frequency irregular words) are being taught, it is important for the teacher to:

1. Select words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text.

2. Sequence high-frequency irregular words to avoid potential confusion. For example, high-frequency words that are often confused by students should be strategically separated for initial instruction.
3. Limit the number of sight words introduced at one time (five to seven new words).
4. Preteach the sight words prior to reading connected text.
5. Provide a cumulative review of important high-frequency sight words as part of daily reading instruction (two to three minutes).

*Fluency.* The benchmark of fluent readers in the second grade is the ability to read grade-level material aloud and accurately in a manner that sounds like natural speech. The essential questions to be asked: What should second-grade speech sound like? How do we define fluency for second graders? Research studies indicate that students reading at the fiftieth percentile in spring in the second grade read 90 to 100 words per minute correct orally (Hasbrouck and Tindal 1992) and that, on average, they increase their reading fluency approximately 1.46 correct words per minute per week (Fuchs et al. 1993).

### Vocabulary and Concept Development

In the second grade curriculum and instruction extend the understanding of concepts and vocabulary in four primary ways:

- Knowledge and use of antonyms and synonyms
- Use of individual words in compounds to predict the meaning
- Use of prefixes and suffixes to assist in word meaning
- Learning multiple-meaning words

Two emphases in vocabulary development initiated in kindergarten should

carry through into the second grade:

(1) direct instruction of specific concepts and vocabulary essential to understanding text; and (2) exposure to a broad and diverse vocabulary through listening to and reading stories and informational texts.

Of the new vocabulary skills introduced in the second grade, the use of prefixes and suffixes to aid in word meaning is a skill that students may use frequently as they read more complex and challenging texts. When teaching prefixes and suffixes to assist in word meaning, teachers should emphasize those that occur with the greatest frequency in second-grade material. Prefixes and suffixes that are most useful in understanding word meaning should be introduced before less useful ones.

In presenting instruction in prefixes and suffixes, the teacher should:

1. Introduce the prefix or suffix in isolation, indicating its meaning and then connecting it in words.
2. Illustrate the prefix or suffix with multiple examples.
3. Use examples when the roots are familiar to students (e.g., *remake* and *replay* as opposed to *record* and *recode*) (Cunningham 1998).
4. Integrate words into sentences and ask students to tell the meaning of the word in the sentence.
5. Review previously introduced words cumulatively.
6. Separate prefixes that appear similar in initial instructional sequences (e.g., *pre*, *pro*).

### Reading Reading Comprehension

In the second grade informational text gains greater prominence than before as students learn to (1) use conventions of informational text (e.g., titles, chapter

headings) to locate important information; (2) ask clarifying questions; and (3) interpret information from graphs, diagrams, and charts. Concurrently, students learn the importance of reading in locating facts and details in narrative and informational text and recognizing cause-and-effect relationships.

Given the great number of comprehension skills and strategies to be learned, instruction should be organized in a coherent structure. A question that might be asked here is, Which skills and strategies should be used during prereading, reading, and postreading?

Instruction in reading comprehension is the intentional teaching of information or strategies to increase a student's understanding of what is read. When the second-grade standards are considered in conjunction with the big picture of instruction in reading comprehension, it is important to recognize that such instruction consists of three phases. In the *acquisition phase* the skill or strategy is taught explicitly with the aid of carefully designed examples and practice. This phase may consist of one or more days depending on the skill or strategy being taught. The *focused application phase* should continue across several instructional sessions to illustrate the applicability and utility of the skill or strategy. The *strategic integration phase*, occurring over the course of the year, is designed to connect previously taught skills and strategies with new content and text. Curriculum and instruction should cumulatively build a repertoire of skills and strategies that are introduced, applied, and integrated with appropriate texts and for authentic purposes over the course of the year. As students begin to develop reading-comprehension skills, effective

teachers foster interest and motivation to read and assist students in developing an appreciation of the rewards and joys of reading.

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### Reading Literary Response and Analysis

In the second grade students work extensively in analyzing the elements of narrative text and comparing and contrasting elements within and among texts. Building on their prior schemata of stories, students read versions of stories written by different authors to gain an understanding of the influence of the writer and the culture. They use the narrative text structure to write brief narratives (Writing Applications Standard 2.1) and retell stories (Listening and Speaking Standard 2.1). Emphasis on comprehension is centered on teaching students to analyze narratives, compare and contrast, and generate alternative endings. The connections with the listening, speaking, and writing domains are clear in this strand. Instructional effectiveness and efficiency can be gained by employing inherent connections in content.

As students learn to compare and contrast, many will benefit from a structure specifying the dimensions that will be compared and contrasted. The story grammar structure works elegantly in this instance as a tool for prompting information to compare and contrast, organizing information, and grouping related ideas to maintain a consistent focus (Writing Strategies Standard 1.1). This feature will be the focus of the instructional and curricular profile that appears at the end of the second-grade section.

## Writing Writing Strategies and Writing Applications

Students become more comfortable and familiar with writing when it is a regular and frequent activity. In the second grade writing progresses to narratives in which students move through a logical sequence of events. They learn to write about an experience in the first grade and to write for different audiences and purposes in the second grade. The narrative structure and requirements expand in the second grade to multiple paragraphs that integrate knowledge of setting, characters, objectives, and events to develop more complex and complete narratives. In addition, second graders learn an additional text structure, the friendly letter, as a form of written communication.

Applications of narrative and letter writing depend on well-developed writing strategies, including grouping of related ideas, facility with various stages of writing, and legible handwriting. In the second grade students focus on learning to revise text to improve sequence and increase descriptive detail. Concurrently, they require instruction in distinguishing between complete and incomplete sentences, extending grammatical proficiency with parts of speech, applying correct capitalization and punctuation, and expanding their repertoire of correctly spelled words. Spelling instruction progresses to include inflected endings and irregular or exception words (e.g., *said*, *who*, *what*, *why*). The instructional guidelines for systematic instruction introduced in the first grade are equally important in the second grade. They consist of small sets of words that are introduced explicitly, reviewed frequently, and integrated into writing exercises.

The standards on which writing strategies and applications are based may

be conceived as discrete skills that learners apply. Alternatively, and more effectively, the individual skills can be conceptualized in strands. Within a single writing lesson, instruction might occur along each of the major strands in writing strategies (e.g., organization, penmanship, revision) and written and oral English conventions (e.g., sentence structure, grammar, punctuation, capitalization, spelling). Instruction in each strand can address the specific dimensions of grammar and punctuation appropriate to the individual student.

In instruction according to strands, incremental and progressive skills and strategies within and across a range of strands related to a larger domain are introduced and learned to provide a precise, coherent course of study. Such instruction, both specific and related, which focuses on specific skills and strategies and incorporates them into exercises once learners are proficient with individual skills, is especially appropriate for writing. Features of this instruction are as follows:

1. Dimensions of a complex task are analyzed, and the strands are identified (e.g., organization, grammar, sentence structure, and stages of writing).
2. Specific objectives within a strand are identified and sequenced individually.
3. Cross-strand skills are integrated once learners are proficient in individual strand skills and strategies.
4. Previously taught skills and strategies are reviewed cumulatively.
5. The instructional analysis of the content and proficiency of the learner will prescribe the length of the instructional sequence.

## Listening and Speaking

### Listening and Speaking Strategies; Speaking Applications

In the second grade the students' proficiency in speaking and listening expands quantitatively and qualitatively. The students are responsible for comprehending larger amounts of information presented orally (e.g., three- to four-step instructions) and for communicating their ideas with increased attention to detail and substance (e.g., reporting on a topic with supportive facts and details). Speaking strategies are applied in two primary formats—recounting experiences or stories and reporting on a topic with facts and details.

Narrative experiences or stories and reports, which are the focus of second-grade instruction, have identifiable and generalizable structures taught in reading and writing and can be used to communicate ideas orally. Although students may be quite facile in identifying the common elements of stories by the second grade, identifying or recognizing is a simpler task in most cases than generating and producing the elements of text in oral reports. Instruction to prepare students to recall stories or experiences or to report on a topic should proceed from (1) the reading of text for which students know the elements (e.g., characters, setting, problem, important events, resolution to the problem, conclusion); to (2) the identification of those elements in stories and topics; and (3) the production or generation of the elements.

Students should be introduced to the simple strategy of organizing both narrative and expository texts chronologically. That type of organization is particularly applicable to language arts activities that reinforce the history–social science standards for this grade level. In addition to under-

standing chronological organization, students can build on the *who*, *what*, *when*, *where*, and *how* strategy learned in the first grade as another way of organizing oral and written communication.

## Content and Instructional Connections

The following activities integrate standards across domains, strands, and academic disciplines. Teachers may wish to:

1. Reinforce the connections between phonemic awareness (hearing the sounds in words), phonological recoding (translating a printed word into its letter-sound correspondences), and translating sounds into print (spelling).
2. Extend the words that students can read (e.g., special vowel spellings, plurals) into their spelling and writing.
3. Incorporate words taken from vocabulary instruction (e.g., synonyms, words with prefixes) into exercises providing systematic opportunities to use words in sentences throughout the day.
4. Incorporate comprehension strategies into other content areas (e.g., reading a science textbook when appropriate) and practice those strategies.
5. Use story grammar elements as a common structure for comprehending, retelling, and composing stories.
6. Select appropriate content standards in science, mathematics, and history–social science to address within the instructional time allotted for instruction in the language arts.

Please see Appendix B for examples of standards that span domains and strands.

## Second Grade

# Curricular and Instructional Profile

### Reading Standard 3.1

DOMAIN	STRAND	SUBSTRAND	STANDARD
Reading	3.0 Literacy response and analysis	Narrative analysis of grade-level-appropriate text	3.1 Compare and contrast plots, settings, and characters presented by different authors.

*Prerequisite standards:* **Kindergarten Literary Response and Analysis Standard 3.3:** Identify characters, settings, and important events.

**First-Grade Literary Response and Analysis Standard 3.1:** Identify and describe the elements of plot, setting, and characters in a story as well as the story's beginning, middle, and ending.

### Curricular and Instructional Decisions

#### Instructional Objectives

1. Identify the major events (plot), settings, and characters of stories.
2. Compare and contrast those elements.

Successful comparison and contrast of story elements depend on the ability to identify the major elements of individual stories. In this standard second graders use the literary elements of stories to identify similarities and differences between and among a wide, varied sampling of children's literature.

#### Instructional Design

Comparing and contrasting textual elements involve a host of factors that make this task either manageable or extraordinarily difficult. Initial instruction is likely to be most effective and efficient if it adheres to the following guidelines. Teachers may wish to:

1. Begin with a review and practice of identifying story grammar elements (e.g., setting, characters, problems, attempts to solve

## Instructional Design (Continued)

- the problem or sequence of events, and resolution of the problem or conclusion).
2. Support readers' identification of story grammar elements with a think sheet or story note sheet that outlines the elements students should identify.
  3. Select stories with parallel structures that adhere to conventional story lines.
  4. Use stories in which elements are explicit and clearly identifiable.
  5. Do not proceed to a comparison and contrast analysis until students can identify elements of individual stories reliably. (Provide additional practice if necessary.)
  6. Model how to compare and contrast explicitly, focusing on specific elements.
  7. Begin with an oral comparison and contrast analysis. Have the students read the same story as a group and use a comparison and contrast version of the story grammar elements to indicate whether elements are the same or different.
  8. Include stories in which some elements are comparable and some are different.
  9. Begin with shorter stories and proceed to longer ones.
  10. Use stories with largely familiar vocabulary. Stories that are not presented orally should be within the readability level of students.
  11. Support learners in initial analyses by providing a concrete, overt strategy for comparing and contrasting elements that designates similarities and differences.
  12. Provide sufficient practice in both components of instruction: (a) identifying elements; and (b) comparing and contrasting elements between and among stories.

### **Progression of Examples for Comparison and Contrast Analysis**

- *First teaching sequence:* two stories, relatively brief, with explicit story grammar elements. Some elements in both stories should be comparable and some should differ (e.g., Peter Rabbit and Curious George are both "curious, mischievous").
- *Second teaching sequence:* two stories of moderate length, with explicit story grammar elements. Some elements in both stories should be comparable, and some should differ.
- *Third teaching sequence:* two or three stories that parallel the reading requirements of second graders. Elements are explicit.

*Note:* Each teaching sequence may require several days of instruction and practice for students to become proficient. This sequence is not intended to connote that this range of proficiency can be mastered in three days.

## Instructional Delivery

1. Begin the instructional sequence with a review of the elements of an individual story in which the students identify setting, characters, problems, attempts to solve the problem or sequence of events, and resolution of the problem or conclusion. One of the stories should be included in the subsequent comparison and contrast analysis.
2. Identify explicitly for the students the critical elements; that is, read a section of the story and talk students through the process of identifying individual elements (see the previous description). If the students have difficulty with specific elements, provide further practice with additional stories.
3. Follow up teacher-directed identification of the elements with guided practice during which the students (as a whole class or in respective reading groups) identify the elements with the teacher's assistance.
4. Conclude this segment of instruction with independent practice. Students should use story note sheets or summary sheets to identify the elements of a story.
5. Model the process of comparing and contrasting story elements by using a structured tool. Walk students through the comparison and contrast process, thinking out loud as you model. (For example, "In *Peter Rabbit* the story takes place in a small garden in the country. In *Curious George* the story takes place in a busy city. The settings of these stories are different.") Continue modeling through all the elements in the story.
6. Explain the steps in the strategy: "When you read stories, they often have the same parts or elements. We are going to look at those parts to see how the stories are the same and how they are different."
7. Model multiple examples.
8. Guide students through the process of using the story elements to compare and contrast stories, using questions: "Where do these stories take place? Who are the characters? How are they the same? How are they different?" Provide corrective feedback. In this phase decrease prompts and assign greater responsibility to students.
9. Test students, using the same text format as in the teaching sequences. Do so immediately after the last teaching example to determine whether the students have acquired the strategy.
10. If students cannot use the strategy to compare and contrast story elements, analyze their responses to determine (1) whether the difficulties are specific to certain elements or are more generic; or (2) whether the difficulties are specific to certain students. Provide appropriate instruction and practice.
11. Present additional examples to assess student understanding.

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## Assessment

### Entry-Level Assessment

### Monitoring Student Progress

### Post-test Assessment

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## Universal Access

### Reading Difficulties or Disabilities

1. *Entry-Level Assessment for Instructional Planning*
  - a. The most important entry-level assessment information for this standard is the extent to which students are already familiar with the elements of stories. The most direct assessment is for students to read a story and identify the elements either in response to a list of elements or on their own.
  - b. Determine whether further instruction is needed in the identification of the basic elements of story grammar.
2. *Monitoring Student Progress Toward the Instructional Objective.* This assessment phase is designed to determine the effectiveness of instruction and students' mastery of what has been taught. By designing tasks that align with the sequence of instruction, student performance can be used to determine whether to proceed to the next phase of instruction or to conduct further instruction and practice at the current phase.
3. *Post-test Assessment Toward the Standard.* Analyzing stories by comparing and contrasting critical elements is a strategy that begins in the second grade and continues for many grades. This strategy should not be seen as a discrete skill that is taught and assessed at one time of the year. Narrative analysis should be distributed throughout the second grade to assess students' retention of the skill and to demonstrate the broad utility of the strategy. Published materials should emphasize this strategy and distribute its use across literature read in the second grade.

For a summative analysis a grid may be used that compares and contrasts story elements. Or students can be assigned to write a composition comparing and contrasting stories.

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1. *Students with Reading Difficulties or Disabilities*
    - a. Students reading below grade level will require reading selections taken from below-grade-level literature. At this stage the goal is for students to learn the elements of story grammar and the comparison and contrast analysis strategy. This strategy can be introduced, discussed, and applied to stories that are read aloud to students. They can then use the analysis strategies with texts they read on their own.
    - b. Students with disabilities or learning difficulties may need more extensive instruction in comparison and contrast. Materials should include examples of elements easily identifiable for basic comparison and contrast exercises.

Universal  
Access  
(Continued)

Advanced  
Learners

English Learners

- c. Students may need scaffolded story sheets that not only identify the story grammar elements, such as setting or resolution, but also define setting—where and when the story takes place; and resolution—how the problem was solved.
  - d. Instructional materials should provide a range of examples to allow more extensive practice.
2. *Students Who Are Advanced Learners*
- a. Advanced learners who have demonstrated above-grade-level comprehension skills and who have extensive reading experience may be grouped and given higher-level materials and a more sophisticated analysis of story elements. Regardless of how they are grouped, the teacher should substitute an advanced assignment for the regular lesson.
  - b. Advanced students might develop their own stories, orally or in writing, that compare and contrast a given story provided in class. They might compare and contrast two versions of the same story by different authors. Or they might rewrite a portion of a story to illustrate differences. These students may make connections that vary from the expected, given their ability to think creatively and abstractly and to generalize at an age earlier than that of their chronological peers.
3. *Students Who Are English Learners*
- a. Through carefully designed instruction students should learn the process of identifying elements of stories and comparing and contrasting those elements. For students whose primary language is not English (English learners), a foremost problem can be the vocabulary used in the stories. The concepts and vocabulary may require more extensive development than is necessary for other students.
- English learners can be helped to develop vocabulary through preteaching; providing vocabulary instruction; modeling the pronunciation of words; scaffolding (e.g., through summary sheets, visuals, realia, and compare and contrast sheets); and encouraging the students to use the vocabulary from the stories in class discussions and writing assignments. These students should learn more than the meaning of words. To accomplish grade-level objectives, they need to know how to use in their writing the words they have learned. To do so, they must learn the grammatical rules governing the use of words. When teaching words, the teacher should make sure to provide students with numerous examples of sentences containing

## Universal Access (Continued)

## Instructional Materials

- the words, encourage them to use words in their speech and writing, and provide corrective feedback when appropriate.
- b. English learners may require more extensive instruction in comparison and contrast. Resources should include explicit instruction in words and expressions used to compare and contrast (“In comparison with . . . , *X* is different from *Y* because . . . ; both *X* and *Y* have a similar setting”).
  - c. English learners benefit from extensive exposure to narrative models, comparison and contrast analyses, and multiple opportunities to use story elements to compare and contrast stories.
  - d. The teacher should select some texts that children of diverse cultures can relate to easily. Whenever possible, the texts should be authentic. Simplified texts should be used only with students with weak proficiency in English. Students who use the simplified texts need intensive English-language instruction to enable them to catch up with their peers.

1. Instructional materials should contain explicit instruction in strategies for comparing and contrasting stories. Enough selections should be made available at each level of instruction to ensure student mastery of the strategy.
2. Texts should be carefully selected and should contain critical features, including explicitness of the elements, length, familiarity of vocabulary, and readability.
3. Materials should include a range of selections and a corresponding set of assessment tasks to evaluate student performance at each stage of learning.
4. Materials should further include reproducible scaffolds or supports for students, including summary sheets that outline the story grammar elements and grids that use story grammar elements for comparison and contrast.

## Second Grade

# English–Language Arts Content Standards

### Reading

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/per*; vowel-consonant/consonant-vowel = *sup/per*).
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.
- 1.4 Recognize common abbreviations (e.g., *Jan.*, *Sun.*, *Mr.*, *St.*).
- 1.5 Identify and correctly use regular plurals (e.g., *-s*, *-es*, *-ies*) and irregular plurals (e.g., *fly/flies*, *wife/wives*).
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

#### Vocabulary and Concept Development

- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.

- 1.9 Know the meaning of simple prefixes and suffixes (e.g., *over-*, *un-*, *-ing*, *-ly*).
- 1.10 Identify simple multiple-meaning words.

#### 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

#### Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

#### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 State the purpose in reading (i.e., tell what information is sought).

- 2.3 Use knowledge of the author’s purpose(s) to comprehend informational text.
- 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., *why*, *what if*, *how*).
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.
- 2.7 Interpret information from diagrams, charts, and graphs.
- 2.8 Follow two-step written instructions.

### 3.0. Literary Response and Analysis

Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

#### Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Compare and contrast plots, settings, and characters presented by different authors.
- 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
- 3.3 Compare and contrast different versions of the same stories that reflect different cultures.
- 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

## Writing

### 1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

### Organization and Focus

- 1.1 Group related ideas and maintain a consistent focus.

### Penmanship

- 1.2 Create readable documents with legible handwriting.

### Research

- 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

### Evaluation and Revision

- 1.4 Revise original drafts to improve sequence and provide more descriptive detail.

### 2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

- 2.1 Write brief narratives based on their experiences:
  - a. Move through a logical sequence of events.
  - b. Describe the setting, characters, objects, and events in detail.
- 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

## Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

## 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

### Sentence Structure

- 1.1 Distinguish between complete and incomplete sentences.
- 1.2 Recognize and use the correct word order in written sentences.

### Grammar

- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

### Punctuation

- 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
- 1.5 Use quotation marks correctly.

### Capitalization

- 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

### Spelling

- 1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).
- 1.8 Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

## Listening and Speaking

### 1.0 Listening and Speaking Strategies

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.

#### Comprehension

- 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).

- 1.2 Ask for clarification and explanation of stories and ideas.
- 1.3 Paraphrase information that has been shared orally by others.
- 1.4 Give and follow three- and four-step oral directions.

### Organization and Delivery of Oral Communication

- 1.5 Organize presentations to maintain a clear focus.
- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
- 1.7 Recount experiences in a logical sequence.
- 1.8 Retell stories, including characters, setting, and plot.
- 1.9 Report on a topic with supportive facts and details.

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Recount experiences or present stories:
  - a. Move through a logical sequence of events.
  - b. Describe story elements (e.g., characters, plot, setting).
- 2.2 Report on a topic with facts and details, drawing from several sources of information.