



## Danville District No. 118 Second Grade English Language Arts Curriculum and Scope and Sequence

### Foundational Skills

#### Standard 1: Phonics and Word Recognition

#### Standard 2: Fluency

Standard	Anchor Standards	Objectives	Action Plan	Resources
Foundational Skills	Phonics and Word Recognition <b>(RF.2.3)</b>	<p><b>The student will be able to:</b>  <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3a)</li> <li>Know spelling-sound correspondences for additional common vowel teams. (RF.2.3b)</li> <li>Decode regularly spelled two-syllable words with long vowels. (RF.2.3c)</li> <li>Decode words with common prefixes and suffixes. (RF.2.3d)</li> <li>Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3e)</li> <li>Recognize and read grade-appropriate irregularly spelled words. (RF.2.3f)</li> </ul>	<p>Incorporate high frequency words</p> <p>Differentiate and distinguish multi-syllable words with long and short vowels</p> <p>Analyze words with prefixes and suffixes</p>	<p><i>Trophies</i></p> <p>Saxon Phonics</p>
	Fluency <b>RF.2.4</b>	<p><b>The student will be able to:</b>  <b>Read with sufficient accuracy and fluency to support comprehension.</b></p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding. (RF.2.4a)</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.2.4b)</li> <li>Use context to confirm or self-correct word recognition and understanding (RF.2.4c)</li> </ul>	<p>Retell story events with accuracy and answer comprehension questions</p>	<p>DIBELS assessment</p> <p>Accelerated reader</p> <p><i>Trophies</i></p> <p>Storytown fluency builder cards</p>

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**Anchor Standard 1: Key Ideas and Details**

**Anchor Standard 2: Craft and Structure**

**Anchor Standard 3: Integration of Knowledge and Ideas**

**Anchor Standard 4: Range of Reading and Level of Text Complexity**

Standard	Anchor Standards	Objectives	Action Plan	Resources
Literature	Key Ideas and Details <b>RL.2.1</b>	<b>The student will be able to:</b> <b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>	The 5 W and H questions will be asked to establish understanding of main characters, setting and context clues within a story.	<i>Trophies</i>  DIBELS retell
	Key Ideas and Details RL.2.2	<b>The student will be able to:</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Distinguish between the following genres: fantasy, informational book, realistic fiction, story, folktale, photo essay and poem	<i>Trophies</i>  Graphic organizers
	Key Ideas and Details <b>RL.2.3</b>	<b>The student will be able to:</b> <b>Describe how characters in a story respond to major events and challenges.</b>	With prompting and support, retell familiar stories, including key details to identify major events and challenges.	Graphic organizers
	Craft and Structure RL.2.4	<b>The student will be able to:</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Read various stories, poems and songs to compare and contrast the rhythm and meaning	Variety of literature Dictionaries - online

			between them.	
	Craft and Structure RL.2.5	<b>The student will be able to:</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Graphic organizers can be used to demonstrate beginning, middle and ending of a story.	
	Craft and Structure RL.2.6	<b>The student will be able to:</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Orally read Reader's Theater, plays, stories and poems to practice speaking in different voices for each character and recognize their points of view.	Novels, poetry, Reader's Theater, plays
	Integration of Knowledge and Ideas RL.2.7	<b>The student will be able to:</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Create mental images and use graphic organizers to gain information while reading.	Graphic organizers
	Integration of Knowledge and Ideas RL.2.8	<b>The student will be able to:</b> (not applicable to literature)		
	<b>Integration of Knowledge and Ideas RL.2.9</b>	<b>The student will be able to:</b> <b>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</b>	Use a Venn Diagram to compare and contrast two reading selections.	Graphic organizers
	<b>Range of Reading and level of Text Complexity RL. 2.10</b>	<b>The student will be able to:</b> <b>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.</b>	Expose students to a broad range of high-quality literature, and poetry to build background knowledge that supports reading in content areas such as social studies and science.	<i>Trophies</i>  Renaissance place  Science and Social Studies text books and leveled readers

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**Anchor Standard 1: Key Ideas and Details**

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**Anchor Standard 4: Range of Reading and Level of Text Complexity**

<b>Standard</b>	<b>Anchor Standards</b>	<b>Objectives</b>	<b>Action Plan</b>	<b>Resources</b>
Informational Text	Key Ideas and Details <b>RI.2.1</b>	<b>The student will be able to:</b> Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	The 5 W and H questions will be asked to establish understanding of main characters, setting and context clues within a story.	<i>Trophies</i>  Science and Social Studies textbooks and leveled readers  DIBELS retell
	Key Ideas and Details RI.2.2	<b>The student will be able to:</b> Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	Read chapter books, informational texts, and poetry to help students understand and organize informational text, including the use of paragraphs within a text, and show how paragraphs revolve around a particular point or idea.	Novels  Science and Social Studies textbooks  Leveled readers  Poetry

	Key Ideas and Details RI.2.3	<b>The student will be able to:</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Use timelines providing details of important events and explaining the process of events in a chronological order.	Science and Social Studies textbooks and leveled readers
	Craft and Structure RI.2.4	<b>The student will be able to:</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Establish meaning of unknown words using context clues and vocabulary words.	HMH Vocabulary Trophies
	<b>Craft and Structure RI.2.5</b>	<b>The student will be able to:</b> <b>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.</b>	Use strategies for marking the text such as highlighting headings, circling keywords, and starring the most important words in a text.	Scholastic News online  Science and Social Studies texts and leveled readers  <i>Trophies</i>
	Craft and Structure RI.2.6	<b>The student will be able to:</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Identify the author's purpose in determining whether the story is trying to persuade, entertain or inform the reader.	<i>Trophies</i>  Variety of literature
	Integration of Knowledge and Ideas RI.2.7	<b>The student will be able to:</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Use images to ask and answer questions to identify the main idea and supporting details of a text.	Process charts from science or online
	Integration of Knowledge and Ideas RI.2.8	<b>The student will be able to:</b> Describe how reasons support specific points the author makes in a text.	Retell of the text will allow students to provide details in the text.	Science and Social Studies textbooks and leveled readers  News articles

	<b>Integration of Knowledge and Ideas RI.2.9</b>	<b>The student will be able to: Compare and contrast the most important points presented by two texts on the same topic.</b>	Use a Venn Diagram to compare and contrast two reading selections.	Graphic organizer
	<b>Range of Reading and level of Text Complexity RI.2.10</b>	<b>The student will be able to: By the end of the year, read and comprehend information 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.</b>	Expose students to a broad range of high-quality literature, and poetry to build background knowledge that supports reading in content areas such as social studies and science.	<i>Trophies</i>  Science and Social Studies textbooks and leveled readers  Poetry  Current events articles

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**Writing**

**Standard 1: Text Type and Purposes**

**Standard 2: Production and Distribution of Writing**

**Standard 3: Research to Build and Present Knowledge**

**Standard 4: Range of Writing**

Standard	Anchor Standards	Objectives	Action Plan	Resources
Writing	<b>Text Types and Purposes</b> <b>W.2.1</b>	The student will be able to: <b>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.</b>	During mini-lessons, use mentor texts to model various components and texts of opinion writing.  Write an opinion piece that introduces a topic, clearly states an opinion, creates an organizational structure, and provides reasons supported with facts and details.  Generate ideas on a given topic and state an opinion utilizing a graphic organizer. Create an introduction that includes the writer's	Heggerty writing  Graphic organizer  District writing resource binder  Six Traits  Mentor texts  Appendic C-CCSS exemplars  An array of student writing samples

			<p>opinion.</p> <p>Correctly link opinions and reasons using factual words and phrases.</p> <p>Write a concluding statement supporting the opinion presented.</p> <p>Model examples of opinion writing through the use of mentor texts or samples of student writing.</p> <p>Use fiction and non-fiction mentor texts to provide topics. Students write to express an opinion and support that opinion with reasons and/or facts.</p>	
	Text Types and Purposes <b>W.2.2</b>	<b>The student will be able to: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b>	<p>During mini-lessons, use mentor texts to model various components and texts of informative/explanatory writing.</p> <p>Review student notes and graphic organizers to compose writing to</p>	<p>Heggerty writing</p> <p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>



			<p>inform and explain.</p> <p>Write informative/explanatory pieces that introduce a topic clearly and group related information in paragraphs.</p> <p>Use and discuss graphic organizers/diagrams as an outline for students to organize their thoughts through informative texts.</p> <p>Point out differences between facts and opinions or thoughts in nonfiction text.</p> <p>Produce an informative/explanatory piece using facts and definitions to establish points. Focus on concluding statements in texts.</p>	
	<p><b>Text Types and Purposes</b> <b>W.2.3</b></p>	<p><b>The student will be able to:</b> <b>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.</b></p>	<p>During mini-lessons, use mentor texts to model various components and texts of narrative</p>	<p>Exemplars</p> <p>Appendix C – CCSS</p> <p>District writing resource binder</p>

			<p>writing.</p> <p>Utilize graphic organize to create a plan for writing.</p> <p>Develop narrative pieces to develop real or imagined experiences or events using descriptive details and clear sequence</p> <p>Read exemplars of narrative text aloud and model how students can apply learned information to their own writing.</p> <p>Write narratives across all content areas about experiences in and out of the classroom.</p> <p>Use graphic organizers to assist in sequencing writing.</p>	Graphic organizers
	Production and Distribution of Writing W.2.4	<b>The student will be able to:</b> (Begins in Grade 3)		

	Production and Distribution of Writing W.2.5	<b>The student will be able to:</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Teacher models revising and editing of written work.  Students assist teacher in revision.  Students share writing examples with peers, giving and receiving advice to strengthen their writing skills.	ENO board  Student blogging  <a href="http://www.edmodo.com">www.edmodo.com</a>  <a href="http://www.kidblog.com">www.kidblog.com</a>
	Production and Distribution of Writing W.2.6	<b>The student will be able to:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Teacher models revising and editing of written work using digital tools, such as Word or PowerPoint.  Write collaboratively with peers while exploring different digital tools to produce and publish writing.  Produce a 6-8 PowerPoint slide presentation with a partner.	ENO board  Publication software  District writing resource binder  Mentor texts
	Research to Build and Present Knowledge W.2.7	<b>The student will be able to:</b> 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).	Write a report on a given topic using several sources.	Print resources  Internet resources

	Research to Build and Present Knowledge W.2.8	<b>The student will be able to:</b> Recall information from experiences or gather information from provided sources to answer a question.	Recall and gather information from experiences and sources to recognize, sequence and organize, key ideas and supporting details.  Use the information to find answers to questions.	Note-taking strategy  Graphic organizers  Mentor texts
	Research to Build and Present Knowledge W.1.9	<b>The student will be able to:</b> (Begins in grade 4)		
	Range of Writing W.1.10	<b>The student will be able to:</b> (Begins in grade 3)		

## Danville District No. 118 Second Grade English Language Arts Curriculum and Scope and Sequence

### Language

**Standard 1: Conventions of Standard English**

**Standard 2: Knowledge of Language**

**Standard 3: Vocabulary Acquisition and Use**

Standard	Anchor Standards	Objectives	Action Plan	Resources
Language	<b>Conventions of Standard English L.2.1</b>	<p>The student will be able to:</p> <p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ul style="list-style-type: none"> <li>• Use collective nouns (e.g., group). (L.2.1a)</li> <li>• Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1b)</li> <li>• Use reflexive pronouns (e.g., myself, ourselves). (L.2.1c)</li> <li>• Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) (L.2.1d)</li> <li>• Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1e)</li> <li>• 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). (L.2.1f)</li> </ul>	<p>Identify nouns, plural nouns, pronouns, verbs, adjectives, and adverbs.</p> <p>Explain why specific parts of speech are used in sentences.</p>	<p><i>Trophies</i></p> <p>Mentor texts</p>

	<b>Conventions of Standard English L.2.2</b>	<p><b>The student will be able to:</b>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <ul style="list-style-type: none"> <li>• Capitalize holidays, product names, and geographic names. (L.2.2a)</li> <li>• Use commas in greetings and closings of letters. (L.2.2b)</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2c)</li> <li>• <b>Generalize learned spelling patterns when writing words. (L.2.2d)</b></li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2e)</li> </ul>	<p>Apply capital letters to proper nouns in multiple forms of writing.</p> <p>Use tools such as dictionaries, spell check, or online resources to ensure correctness.</p>	<p>Print and online dictionaries</p> <p>District writing resource binder</p> <p>Saxon Phonics</p>
	<p>Knowledge of Language L.2.3</p>	<p><b>The student will be able to:</b>  Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Compare formal and informal uses of English. (L.2.3a)</li> </ul>	<p>Apply correct grammar in all domains: reading, writing, listening, and speaking.</p> <p>Recognize variations in informal use demonstrated in selection. (i.e., southern dialect, vernacular speech, etc.)</p>	<p>Exemplars: Appendix C – CCSS</p> <p>An array of student sample</p> <p>District writing resource binder</p>
	<p>Vocabulary Acquisition and Use L.2.4</p>	<p><b>The student will be able to:</b>  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.</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4a)</li> <li>• Determine the meaning of the new word formed when a known prefix is added to a known word. (L.2.4b)</li> </ul>	<p>Break apart words to understand meaning by understanding prefixes, suffixes, and base words.</p> <p>Apply context clues when reading to determine meaning of unknown words.</p> <p>Use appropriate tools</p>	<p>HMH robust vocabulary</p> <p>Print or internet – based dictionaries</p> <p>Mentor texts</p> <p>Saxon Phonics</p>

		<ul style="list-style-type: none"> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root. (L.2.4c)</li> <li>• Use knowledge of the meaning of individual words to predict the meaning of compound words. (L.2.4d)</li> <li>• Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4e)</li> </ul>	such as: dictionaries, spell check, and on-line resources to ensure correctness and clarify meaning.	
	Vocabulary Acquisition and Use L.2.5	<p><b>The student will be able to:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (L.2.5a)</li> <li>• Distinguish shades of meaning among loosely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (L.2.5b)</li> </ul>	<p>Demonstrate the meaning of robust vocabulary words through role play, writing, drawing, and discussion.</p> <p>Follow directions with newly acquired vocabulary words and concepts.</p>	<p>HMH robust vocabulary</p> <p>Mentor texts</p>
	Vocabulary Acquisition and Use L.2.6	<p><b>The student will be able to:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>Demonstrate an understanding of vocabulary acquired in texts, and through real-life experiences with role play, writing, drawing, and discussion</p>	<p><i>Trophies</i></p> <p>HMH robust vocabulary</p> <p>Online and print dictionaries</p> <p>Mentor texts</p>

# Danville District No. 118

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### Speaking and Listening

#### Standard 1: Comprehension and Collaboration

#### Standard 2: Presentation of Knowledge and Ideas

Standard	Anchor Standards	Objectives	Action Plan	Resources
Speaking and Listening	<b>Comprehension and Collaboration SL.2.1</b>	<p>The student will be able to:</p> <p><b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b></p> <ul style="list-style-type: none"> <li>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). (SL.2.1 a)</li> <li>Build on others' talk in conversations by linking their comments to the remarks of others. (SL.2.1 b)</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1 c)</li> </ul>	<p>Participate in a variety of oral presentations (author's chair, book review, read aloud, retell story, story-telling, charades, pantomime)</p> <p>Listen for the following purposes:</p> <p>Follow directions</p> <p>For specific Information</p> <p>For enjoyment</p> <p>To actively participate In class discussion</p>	<p>Think/pair/share</p> <p>Turn and talk</p> <p>Seasonal or clock partners</p>
	<b>Comprehension and Collaboration SL.2.2</b>	<p>The student will be able to:</p> <p><b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b></p>	<p>Model the use of graphic organizers to establish key details</p>	<p>Bloom's taxonomy</p>



			<p>about a topic</p> <p>Discuss diagrams, and explanatory illustrations from informative texts.</p> <p>Practice answering questions in addition to asking.</p> <p>Model asking about details during presentations across varied media.</p> <p>Demonstrates different types of questioning, such as "asking about details," "asking for clarification," "asking for more information."</p>	
	<b>Comprehension and Collaboration SL.2.3</b>	<b>The student will be able to: 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.</b>	Listen attentively and respond to a variety of media and speakers.	Note-taking strategy
	<b>Presentation of Knowledge and Ideas SL.2.4</b>	<b>The student will be able to: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</b>	<p>Focus on the topic when speaking.</p> <p>Apply details when discussing with peers, teacher, and outside of classroom.</p>	PowerPoint as guide

	Presentation of Knowledge and Ideas SL.2.5	<b>The student will be able to:</b> 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.	Record examples of student readings in multiple genres.  Create visuals to add detail to the topic being discussed.	PowerPoint  Visual Aids
	Presentation of Knowledge and Ideas SL.2.6	<b>The student will be able to:</b> Produce complete sentences with appropriate to task and situation in order to provide requested detail or clarification.	Provide details when asked questions.  Responses should reflect topic being discussed.	Checklists, rubrics for student feedback