

Galway ELA Curriculum Guide 2nd Grade

READING:

Decoding Including Phonics and Structural Analysis

- Identify and produce all letter-sound correspondences, including consonant blends/digraphs and vowel digraphs/diphthongs
- Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, multisyllabic grade-level words
- Decode by analogy using knowledge of known words in word families to read unfamiliar grade-level words (e.g., given the known *word boat, read coat, moat, goat*)
- Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)
- Check accuracy of decoding using context to monitor and self-correct

Print Awareness

- Identify book parts and their purposes including identification of author, illustrator, title page, table of contents, index, and chapter headings

Fluency

- Sight-read automatically grade-level, common, high-frequency words
- Sight-read automatically grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 2: 82 WPM) (Davidson, M., & Towner, J. (2000). *Reading Screening Test*. Bellingham, WA: Applied Research and Development Center.)

Background Knowledge and Vocabulary Development

- Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary
- Study categories of words (e.g., transportation, sports) to learn new grade-level vocabulary
- Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade-level vocabulary
- Connect words and ideas in books to spoken language vocabulary and background knowledge
- Learn new words indirectly from reading books and other print sources.
- Use a dictionary to learn the meanings of words

Comprehension Strategies

- Read grade-level texts with comprehension and for different purposes
- Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, self-correct) to clarify meaning of text
- Work cooperatively with peers (e.g., peer pairs or groups) to comprehend text
- Organize text information by using graphic or semantic organizers
- Compare and contrast similarities and differences among characters and events across stories
- Compare and contrast similarities and differences in information from more than one informational text
- Comprehend and interpret information from a variety of graphic displays including diagrams, charts, and graphs
- Ask questions when listening to or reading texts
- Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts
- Summarize main ideas and supporting details from imaginative or informational text, both orally and in writing
- Support point of view with text information
- Lead or participate in discussion about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)
- Demonstrate comprehension of grade-level text through creative response, such as writing, drama, and oral presentation

Motivation to Read

- Show interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, poetry, and other imaginative and informational texts
- Read voluntarily for own purposes and interests
- Show familiarity with the title and author of grade-level books
- Read independently and silently

WRITING:

Spelling

- Spell correctly previously studied words (e.g., grade-level multisyllabic, decodable words; irregularly spelled content and high-frequency words) in writing
- Use spelling patterns (e.g., word families) in writing

Based on May 2005 NYS ELA Core Curriculum PK – Grade 12 Literacy Competencies.

Prepared spring 2008.

- Represent all the sounds in a word when spelling independently

Handwriting

- Write legibly all uppercase and lowercase manuscript letters

Composition

- Write in response to the reading of imaginative and informational texts
- Write a variety of compositions with assistance, using different organizational patterns (e.g., informational reports, such as compare/contrast, and sequence of events; correspondence; and imaginative stories)
- Write original text using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
- Make judgments about relevant and irrelevant content to include in writing
- Write sentences in logical order and use paragraphs to organize topics
- Use capitalization, punctuation, and spelling rules to produce final products
- Vary the formality of language depending on purpose of writing (e.g., friendly letter, report)
- Begin to convey personal voice in writing
- Participate in writing conferences with teachers and peers to improve own writing and that of others

Motivation to Read

- Write voluntarily to communicate ideas and emotions to a variety of audiences
- Write voluntarily for different purposes (e.g., tell stories, share information, give directions)
- Share writing with others (e.g., participate in author's circle)

LISTENING:

Listening

- Listen attentively to spoken language, including grade-level books read aloud
- Listen attentively for different purposes
- Listen respectfully without interrupting when others speak
- Attend to a listening activity for a specified period of time

SPEAKING:

Speaking

- Speak in response to the reading of imaginative and informational texts
- Use grade-level vocabulary to communicate ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing)
- Use conventional grammar in own speech
- Vary formality of language according to purpose (e.g., conversation with peers, presentation to adults)
- Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience
- Take turns in conversation and respond respectfully when speaking in a group
- Participate in group discussions
- Offer feedback to others during conferences