

2nd Grade - Objectives & Skills

READING	WRITING	SPEAKING	LISTENING
<p>Students read for specific purposes when background knowledge and vocabulary are familiar. They:</p> <ul style="list-style-type: none"> - understand familiar vocabulary in age-appropriate stories, poems, environmental print, and computer text. - select main ideas, make predictions, follow sequence, compare and contrast characters in short, familiar passages from a variety of genres. - use some correct phrasing and rhythm when reading familiar material aloud. - use the school library, with assistance, to find personal reading materials for enjoyment. <p>Students demonstrate increasing independence in familiar reading tasks, with ongoing support. They:</p> <ul style="list-style-type: none"> - begin to follow written instructions. - describe story components(character, plot, setting) - read and understand grade-appropriate text, with some assistance. 	<p>Students write in certain contexts using simple familiar English structures. They:</p> <ul style="list-style-type: none"> - use basic sentence structures (statements, questions, exclamations) - use appropriate formats to write for a variety of purposes (lists, labels, cards, stories, letters) - use the writing process with assistance(participate in structured prewriting activities, make some changes between the initial and final draft) - use computers to begin to develop word-processing skills. - write short compositions, making some use of appropriate verb tenses, simple sentences, and beginning to use new vocabulary. - write collaboratively with peers (with some assistance) 	<p>Students speak English with increasing spontaneity and some accuracy. They:</p> <ul style="list-style-type: none"> - imitate some English stress and intonation patterns. - participate in short, prepared role plays and dialogues. - ask simple questions. - participate in classroom discussions using short phrases and short sentences. - recount familiar events, stories, and key information. - give simple directions or instructions and communicate simple observations. - express personal opinions and emotions. - speak with sufficient clarity and accuracy for listener comprehension. 	<p>Students understand key information presented in highly supported contexts in a variety of settings. They:</p> <ul style="list-style-type: none"> - begin to respond to unseen speakers (listening activities, assemblies) - identify main ideas in visually supported oral presentations containing familiar vocabulary. <p>Students understand social English, but require contextual support to understand academic language. They:</p> <ul style="list-style-type: none"> - respond to discussions and conversations. - identify key information in most contexts, with the aid of some repetition. - respond appropriately to body language, non-verbal signals, tone of voice, pauses, stress, and intonation.