

Second Grade English Standards

Writing

Standard	Quarter			
	1st	2nd	3rd	4th
<i>Creating and shaping texts</i>				
1. Write simple and compound sentences and begin to use subordination clauses in relation to time (when) and reason (why).				
2. Draw on knowledge and experience of texts in deciding and planning what and how to write. Uses basic components of the writing process (e.g., prewriting, drafting and publishing) to write for a variety of purposes (e.g., narration, exposition).				
3. Organizes writing into a simple paragraph format with a beginning, middle and end.				
4. Use age-appropriate prewriting strategies (e.g., drawing, brainstorming, graphic organizers) to generate and organize ideas with teacher assistance.				
5. Writes a simple friendly letter.				
6. Make adventurous word and language choices appropriate to the style and purpose of the text.				
7. Tell a focused story using various approaches (e.g., pictures, scribbles, letter approximations, connected oral account).				
8. Select from different presentational features to suit particular writing purposes on paper and on screen.				
9. Experiment with different forms of writing (e.g., song, poetry, short fiction, recipes, diary, journal, directions).				
<i>Create a legible document</i>				
1. Write legibly, using upper and lower case letters appropriately within words and observing correct spacing within and between words.				
<i>Conventions</i>				
1. <i>Student uses correct grammar (noun and simple verbs)</i>				
a. Uses simple present tense – action verbs (go, say, tell, play)				
b. Correctly use present tense of ‘to be’				
c. Correct use of appropriate pronouns				
d. Correctly use past tense of ‘to be’ and some irregular verbs				
2. Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns.				
3. Uses correct spelling of age-appropriate high-frequency words based on top 200 words from the Dolch sight word list.				
4. Uses correct punctuation (sentence ending, commas in a				

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series, beginning use of quotation marks).				
5. Uses correct capitalization for proper nouns (months, days of the week, people, titles of people, books and movies)				

Reading

Standard	Quarter			
	1st	2nd	3rd	4th
<i>Apply reading strategies to improve understanding and fluency.</i>				
1. Identifies the main events and characters in stories and finds specific information in simple context.				
2. Makes predictions showing an understanding of ideas, events and characters and relate to personal experience.				
3. Uses information to form questions and verify predictions.				
4. Summarizes content of reading material using text organization				
5. Continuously check and clarify for understanding (reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).				
6. Read age-appropriate material orally with accuracy, rhythm, volume and flow that sounds like everyday speech.				
7. Identify motives of characters in various works (e.g., biography, non-fiction, diary).				
<i>Engaging and responding to texts.</i>				
1. Read whole books on their own, choosing and justifying selections.				
2. Identify the literary elements of theme, setting, plot and character within literary works.				
3. Explain their reactions to texts, commenting on important aspects.				
4. Distinguishes fiction and non-fiction texts and the different purposes for reading them.				
5. Ask questions to clarify understanding before, during and after reading.				
6. Describe differences between prose and poetry.				
<i>Apply word analysis and vocabulary skills to comprehend selections.</i>				
1. Apply word analysis skills (phonics, word patterns) to recognize new words.				
2. Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials such as a dictionary and glossary.				
<i>Word structure and spelling</i>				
1. Segment sounds into their constituent phonemes in order to spell them correctly. (syllables)				
2. Recognize and use alternative ways of spelling the graphemes already taught for example that the /ae/ sound can be spelt 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives.				

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3. Use knowledge of common inflections in spelling, such as regular and irregular plurals, as well as comparisons.				
4. Read and spell less common alternative graphemes including trigraphs.				
5. Read high and medium frequency words independently and automatically.				

Communication Skills

Standard	Quarter			
	1st	2nd	3rd	4th
<i>Speaking</i>				
1. Speak with clarity and use appropriate intonation when reading and reciting texts.				
2. Retell stories, ordering events using story language.				
3. Tell real and imagined stories using the convention of familiar story language.				
4. Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.				
5. Present brief oral reports, using language and vocabulary appropriate to the message and audience.				
<i>Listening and responding</i>				
1. Listen to others in class, ask relevant questions and follow instructions.				
2. Listen to talk by an adult, remember some specific points and identify what they have learned.				
3. Respond to presentations by describing characters, repeating some highlights and commenting constructively.				
4. Complete a 2-step task based on oral instructions.				
5. Listen attentively by facing the speaker and making eye contact and paraphrasing what is said.				
6. Listen to poetic language and learn to identify rhythm and rhyme.				
<i>Group discussions and interaction</i>				
1. Take turns to speak, listen to each other's suggestions and talk about what they are going to do.				
2. Ask and answer questions, make relevant contributions, offer suggestions and take turns.				
3. Ensure that everyone contributes, allocate tasks, and considers alternatives and reach agreement (cooperative learning).				
4. Work effectively in groups by ensuring that each member takes a turn challenging, supporting and moving on (cooperative learning).				
5. Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member (cooperative learning).				