

Fayette R-III

Daly Elementary- 2nd Grade Curriculum Guide for ELA

Fayette R-III Mission: To educate all students to be ethical, successful citizens.

The 2nd Grade Learning Goals are based on the Missouri Learning Standards. The Missouri Learning Standards define the knowledge and skills students need to succeed in college, other postsecondary training and careers. This document is designed to make clear what each child should know and be able to do by the end of 2nd Grade.

Course Description: In this course students explore the world of reading, writing, speaking, and listening. Students engage in activities which foster excitement for language learning and an intuitive sense of language structure. Course work includes working independently and in groups to complete projects, learning study and organizational skills, incorporating an increasing vocabulary in speaking and writing, applying work analysis strategies to spell and define words, demonstrating the writing process, and identifying and extending patterns found in written and spoken language. The course emphasizes the need for students to construct meaning from, and respond to, oral communication and reading selections, and to express ideas and opinions to others through speaking, emergent writing, and drawings.

Course Rationale: The Fayette R-III English Language Arts program is the foundation upon which all other learning takes place. Communication skills are central to both cognitive and social development. Listening, speaking, reading, and writing are skills students need to help them solve problems, make decisions, interpret information and communicate their ideas to others. Fayette R-III schools will provide a balanced program of listening, speaking, reading and writing that emphasizes not only the understanding and appreciation of language and literature, but also the application of communication skills to the world and the workplace.

ELA Student Learning Goals	Standard Alignment
Students can ask and answer questions before, during, and after reading a text to identify <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details.	RI2.1, RI2.1 CA2, CA3, 1.5, 1.6
Students can compare and contrast two or more versions of the same story.	RI2.9 CA2, 1.5, 1.6
Students can use information in a text to determine the meaning of words and phrases about the topic/subject of the text.	RI2.4 CA2, CA3, 1.5, 1.6
Students can identify, give examples, and use text features (such as captions, glossaries, icons) to help locate key facts or information.	RI2.5 CA3, 1.4
Students can identify specific points the author makes in a text and describe the reasons the author uses to support each point. Students can identify the most important points found in two different texts on the same topic and compare and contrast the most important points.	RI2.8, RI2.9 CA3, 1.5, 1.6, 1.7
Students can identify the most common short and long vowel patterns, common vowel teams, two-syllable words, words with common prefixes and suffixes, words with similar patterns that create different sounds, and read irregularly spelled words.	RF2.3 CA1, CA2, CA3, 1.5, 1.6

Students can read grade-level text fluently and show comprehension through voice, timing, and expression. Students can recognize when a word does not make sense within text and self-correct misread or misunderstood words using context clues, rereading with corrections when necessary.	RF2.4 CA2, CA3, 1.5, 1.6
Students can clearly communicate in writing (with support) by: writing opinion pieces with an introduction, supporting reasons and a concluding statement/section; selecting a topic and identifying information to share and presenting the information with a concluding statement or section; writing a story with events placed in order, describing actions, thoughts, and feelings and creating an ending for the story; researching a topic and working with others to write about the topic.	W2.1, W2.2, W2.3, W2.7 CA4, 2.1, 2.2, 4.1
Students can create simple and compound sentences and correctly identify and use collective nouns, irregular plural nouns, reflexive pronouns, irregular verbs in the past tense, adjectives, and adverbs.	L2.1 CA4, 2.1, 2.2
Students can recognize holidays, product names, and geographic names and capitalize them when writing; appropriately use apostrophes in contractions and possessives; use common spelling patterns when writing words; identify misspelled words and use a dictionary to assist in correct spelling.	L2.2 CA1, 1.5, 1.6
Students can determine the meaning of unknown words using context clues; recognize common prefixes; break down unknown words into units of meaning to determine definitions; recognize compound words and predict the meaning using individual words; use glossaries and beginning dictionaries to determine the meaning of unknown words.	L2.4 CA1, CA2, CA3, 1.4, 1.5, 1.6

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Resources:

Houghton Mifflin Core Reading Series
Missouri Reading Initiative binder
Scholastic News
Balanced Literacy- Kagan
Literacy by Design and Social Studies/Science text- leveled readers

Assessments:

DRA2
AIMS Web
Houghton Mifflin Reading Assessments