

SECOND GRADE READING AND ENGLISH LANGUAGE ARTS

Standard 1:	Reading	
RLA.S.2.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 	
Objectives	Students will	PLT Activity and Page
RLA.O.2.1.01	identify and practice basic elements of phonetic analysis: <ul style="list-style-type: none"> syllabication diphthongs digraphs variant vowel sounds such as r-controlled 	
RLA.O.2.1.02	identify and practice grade level appropriate sight words and reading vocabulary (e.g., high frequency words, homonyms, homophones, multiple meaning words, synonyms, antonyms).	#62 To Be a Tree p. 265
RLA.O.2.1.03	identify and practice basic elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).	
RLA.O.2.1.04	apply explicitly taught vocabulary words in oral and written experiences.	#62 To Be a Tree p. 265
RLA.O.2.1.05	describe a purpose for reading: <ul style="list-style-type: none"> for information for pleasure to understand specific viewpoints to follow directions 	
RLA.O.2.1.06	read familiar stories, poems and passages with fluency: <ul style="list-style-type: none"> appropriate rate accuracy prosody 	
RLA.O.2.1.07	use a variety of context clues to determine word meanings (e.g., prior knowledge, read ahead, reread).	
RLA.O.2.1.08	use meaning clues to aid comprehension and make predictions about content (e.g., pictures, picture captions, title, cover, heading).	

RLA.O.2.1.09	read second grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	
RLA.O.2.1.10	respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate.	
RLA.O.2.1.11	use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, predict, sequence, draw conclusions, describe characters and provide main idea and support details.	
RLA.O.2.1.12	infer the author's purpose in literacy and information text: <ul style="list-style-type: none"> • to persuade • to entertain • to inform 	
RLA.O.2.1.13	make the connections between characters or simple events in a literary work to own life or other cultures (e.g., events, characters, conflicts, themes).	
RLA.O.2.1.14	recognize genre in literary texts: <ul style="list-style-type: none"> • fairy tales • folk tales • poems • fables • fantasies • biographies • short stories • chapter books • plays and informational texts • magazines • textbooks • electronic resources • reference materials 	#18 Tale of the Sun p. 86
RLA.O.2.1.15	use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., environmental print, written directions, signs, captions, electronic resources, labels).	
RLA.O.2.1.16	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	
Standard 2:	Writing	

RLA.S.2.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes. 	
Objectives	Students will	PLT Activity and Page
RLA.O.2.2.01	demonstrate proper manuscript and begin use of cursive writing techniques: <ul style="list-style-type: none"> • posture • paper placement • pencil grip • letter formation • letter size • spacing 	#16 Pass The Plants, Please p. 77
RLA.O.2.2.02	write correctly formed and punctuated simple sentences (e.g., declarative, interrogative, exclamatory).	#2 Get in Touch with Trees p. 20 #18 Tale of the Sun p. 86 #76 Tree Cookies p.327
RLA.O.2.2.03	develop a story with proper sequence (e.g., beginning - middle – end, containing a main idea, supporting details).	
RLA.O.2.2.04	construct a story using the five-step writing process: <ul style="list-style-type: none"> • pre-writing • draft • revise • edit • publish 	
RLA.O.2.2.05	use conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level lists, use letter/sound relationships to spell independently, spell irregular words, transition from phonetic to conventional spelling).	#15 A Few Of My Favorite Things p. 75 #18 Tale of the Sun p. 86
RLA.O.2.2.06	use conventions of capitalization in written composition (e.g., titles, initials, titles of written works, greeting and closing of a letter).	#15 A Few Of My Favorite Things p. 75 #18 Tale of the Sun p. 86
RLA.O.2.2.07	use conventions of punctuation in written composition (e.g., period in abbreviations, initials, commas in dates, greeting and closing of letter, separate city-state-country, separate items in a list, apostrophe in contractions and singular possessives).	

RLA.O.2.2.08	use grammar in written composition (e.g., correct subject/verb agreement, simple adjectives, adverbs).	#18 Tale of the Sun	p. 86
RLA.O.2.2.09	compose in a variety of forms and genres for different audiences (e.g., journals, letters, stories, simple reports).	#13 We All Need Trees	p. 65
RLA.O.2.2.10	alphabetize to the second letter and use simple guidewords.		
RLA.O.2.2.11	use a variety of sources to gather information to communicate with others (e.g., dictionaries, informational books, pictures, charts, indexes, videos, television programs, guest speakers, graphic organizers).	#46 Schoolyard Safari	p.197
Standard 3:	Listening, Speaking and Media Literacy		
RLA.S.2.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.		
Objectives	Students will	PLT Activity and Page	
RLA.O.2.3.01	listen, recite and respond to familiar stories, poems and songs (e.g., retell in sequence, relate information to own life, describe character, setting, plot, engage in creative dramatics, imagine beyond the story).	#18 Tale of the Sun	p. 86
RLA.O.2.3.02	describe the main idea or intended messages in a variety of visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).		
RLA.O.2.3.03	access media tools to create an oral or visual presentation (e.g., desktop publishing, electronic resources, photos).	#46 Schoolyard Safari	p.197