

**LaGrange School District 105**  
**2nd Grade**  
**English Language Art Curriculum**

**Statement of English Language Arts Philosophy**

Language Arts includes reading, writing, speaking, listening, spelling, and the study of literature. A language rich environment combines these skills while promoting a child's appreciation and enjoyment of the learning process. In order to provide for the integration of the language arts in a reading program, a holistic and relevant approach is needed to meet a child's developmental level. An appropriate balance of reading, writing, speaking, listening, and thinking will ultimately foster a successful, productive learning environment.

**Instructional Practices in English Language Arts Education**

**Grades K - 8**

***English Language Arts Classroom Practices:***

- Address explicit, sequential instruction of foundational skills--specifically in grades K-5-- to ensure a continuum of literacy learning in all grades.
- ELA Classroom Structures
- Structure blocks of time devoted to guided, collaborative, and independent student literacy experiences.
- Develop a common language for literacy instruction across all grade levels.
- Apply literacy skills in increasingly authentic, complex, and varied purposes.
- Embrace innovative technologies that enhance the learning experience.
- Guide and differentiate instruction in response to ongoing assessments, feedback, and goal setting by teachers, peers, and self.
- Facilitate student-driven instruction, collaboration and discussions: brainstorming, reflective listening, conferencing.
- Encourage high-level thinking through questioning (i.e., Webb's "Depth of Knowledge").
- Reading
- Provide access to authentic, quality texts at differentiated levels.
- Increase, gradually and incrementally, the emphasis on informational literacy within the English language arts class and across content areas.
- Provide explicit, integrated skill instruction and modeling for balanced literacy components in varied genres: reading, writing, speaking, listening, and viewing.
- Teach and reinforce strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.
- Provide explicit, integrated instruction of metacognitive strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.
- Instruct in all text types and genres (i.e., fiction, drama, poetry, primary/ secondary sources, speeches, political cartoons, media, digital text... etc.) as students progress from grade-to-grade.
- Writing
- Guide writing instruction using writing traits such as ideas, organization, word choice, sentence fluency, voice, and conventions.
- Write OPINION/ARGUMENTATIVE, INFORMATIVE, and NARRATIVE focused pieces with increased sophistication.
- Implement a variety of flexible student groupings for literacy experiences: read alouds, guided reading, shared reading, book talks, and written work.
- Encourage use of evidence from literary and informational texts to support students' interpretations and opinions.

**Specific Student Groups K-8**

***Practices for continual student improvement in the English Language Arts classroom:***

- Adapt New Illinois ELA Learning Standards to needs of English Language Learners, and measure their critical thinking skills without penalty for lack of experience with English.
- Support students with special needs as they experience the New Illinois ELA Learning Standards; align their IEP goals to grade level standard; and expose students to rich academic content.
- Ensure literacy instruction for highly-able students that honors their instructional entry points, and set and monitor related growth expectations.

- Model and promote information literacy to increase student skills in analyzing and evaluate sources for credibility, bias, purpose, and audience.

## Common Core Standards Taught Throughout the Year

### *Reading Informational Text (RI) and Literature (RL)*

#### ***Key Ideas and Details***

**RI.2.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RL.2.3** Describe how characters in a story respond to major events and challenges.

#### ***Craft and Structure***

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

**RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### ***Integration of Knowledge and Ideas***

**RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RI.2.8** Describe how reasons support specific points the author makes in a text.

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### ***Range of Reading and Level of Text Complexity***

**RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### ***Reading Foundations Standards***

#### ***Phonics and Word Recognition***

**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

### ***Fluency***

**RF.2.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## ***Language Standards***

### ***Conventions of Standard English***

**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

**L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### ***Knowledge of Language***

**L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English

### ***Vocabulary Acquisition and Use***

**L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

**L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

### Speaking and Listening Standards

#### ***Comprehension and Collaboration***

**SL.2.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### ***Presentation of Knowledge and Ideas***

**SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific expectations.)

## ELA Unit 1: Community & Friendship

Timing: September – October

#### **Essential Questions:**

- How does understanding story elements help me as a reader?
- How does remembering the beginning, middle and end of a story help me as a reader?
- How does knowing text features help me find information about a topic?
- How can talking with my classmates about books help me better understand the text?

#### **Essential Vocabulary/Concepts:**

- Prediction
- Setting
- Characters
- Plot
- Problem
- Solution
- Glossary

- Table of Contents
- Caption
- Photograph
- Heading
- Bold Word
- Illustration

**Unit 1 ELA**  
**Common Core Standards FOCUS**

**Reading Informational Text and Literature**

***Key Ideas and Details***

**RI.1** Ask and answer questions to show understanding of key details in a text (who, what, when, where, why & how)

***Craft and Structure***

**RI.5** Know and use various text features to locate key facts or information.

**RL.5** Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

***Integration of Knowledge and Ideas***

**RI.7** Explain how specific images contribute to and clarify a text.

***Integration of Knowledge and Ideas***

**RL.7** Use information gained from the illustrations and words to demonstrate understanding of characters, setting or plot.

**ELA Unit 2: Author Study**  
**Timing: October - November**

**Essential Questions:**

- How does retelling a story help me as a reader?
- How do the characters respond to major events or challenges in the story?
- What is the author trying to tell me?
- How can talking with my classmates about books help me better understand the text?

**Essential Vocabulary/Concepts:**

**Unit 2 ELA**  
**Common Core Standards FOCUS**

**Reading Informational Text and Literature**

***Key Ideas and Details***

**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.3** Describe how characters in a story respond to major events and challenges.

***Craft and Structure***

**RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**ELA Unit 3: Holiday Traditions**

**Timing: November - December**

**Essential Questions:**

- How does knowing text features help me find information about a topic?
- How does knowing the main topic of the text help me use my schema?
- How does the main idea help me find key details?
- How does using the main idea and details from the whole text help me understand the author's purpose?
- How can talking with my classmates about books help me better understand the text?

**Essential Vocabulary/Concepts:**

**Unit 3 ELA**  
**Common Core Standards FOCUS**

## **Reading Informational Text and Literature**

### ***Key Ideas and Details***

**RI.2.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### ***Craft and Structure***

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

**RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

## **ELA Unit 4: Our Heroes**

**Timing: January – February**

### **Essential Questions:**

- How does knowing text features help me find information about a topic?
- How does making connections through a text help me understand the main topic?
- How does asking questions help me understand a text?
- How does using the main idea and details from the whole text help me understand the author's purpose?
- How can talking with my classmates about books help me better understand the text?

### **Essential Vocabulary/Concepts:**

**Unit 4 ELA  
Common Core Standards FOCUS**

## **Reading Informational Text and Literature**

### ***Key Ideas and Details***

**RI.2.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### ***Craft and Structure***

**RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

## **ELA Unit 5: Traditional Literature**

**Timing: February - March**

### **Essential Questions:**

- How does knowing the elements of a fairy tale/folk tale help me understand the story?
- How do time and place words help me determine important events?
- What is the lesson the author is trying to tell me?
- What is the lesson the author is trying to tell me?
- How can talking with my classmates about books help me better understand the text?

### **Essential Vocabulary/Concepts:**

## **Unit 5 ELA Common Core Standards FOCUS**

## **Reading Informational Text and Literature**

### ***Key Ideas and Details***

**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

### ***Craft and Structure***

**RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### ***Integration of Knowledge and Ideas***

**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

## **ELA Unit 6: Author's Purpose and Research**

**Timing: April - May**



**Essential Questions:**

- How does knowing text features help me find information about a topic?
- How does making connections across headings help me understand the author's purpose?
- How does using the main idea and details from the whole text help me understand the author's purpose?
- How can talking with my classmates about books help me better understand the text?

**Essential Vocabulary/Concepts:**

- Topic
- Heading
- Connections
- Author's Purpose
- Answer
- Describe
- Explain
- Inference

**Unit 5 ELA  
Common Core Standards FOCUS**

**Reading Informational Text and Literature*****Key Ideas and Details***

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

***Craft and Structure***

**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

***Integration of Knowledge and Ideas***

**RI.2.8** Describe how reasons support specific points the author makes in a text.

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.