

New Lenox School District 122

# **Language Arts Curriculum Guide**

## **Grade 2**

**New Lenox School District 122  
Language Arts Curriculum-GRADE 2**

E=Exposure M=Mastery (80% Accuracy) R=Review  
\*E=Spiraling Development in Grade Levels \*M=Spiraling Mastery in Grade Levels

**BY THE END OF GRADE 2, STUDENTS WILL BE ABLE TO:**

<b>STATE GOAL 1: READING WITH UNDERSTANDING AND FLUENCY</b>			
<b>Skill/Topic</b>	<b>Benchmark</b>		<b>Level of Mastery</b>
<b>Learning Standard: Beginning Reading Skills</b>			
BRS	4.B.EC	Develop oral language.	E*
BRS	2.B.EC	Participate in shared reading experiences.	E*
BRS	1.A.ECa	Demonstrate proper book handling.	R
BRS	1.A.ECa	Understand that print has meaning	M
BRS	1.A.ECd	Name letters.	M
BRS	1.A.ECb	Demonstrate directionality: left to right/top to bottom.	M
BRS	1.A.ECb	Demonstrate return sweep.	M
BRS	1.A.ECa	Demonstrate concept of letter.	M
BRS	1.A.ECa	Demonstrate concept of word.	M
BRS	1.A.ECa	Demonstrate concept of sentence.	M
<b>Learning Standard A: Apply word analysis and vocabulary skills to comprehend selections.</b>			
DWS-PA	1.A.1a	Segment sentences into individual words.	R
DWS-PA	1.A.1a	Count words in sentences.	M
DWS-PA	1.A.1a	Segment syllables.	M
DWS-PA	1.A.1a	Count syllables in words.	M
DWS-PA	1.A.1a	Rhyme words.	M
DWS-PA	1.A.1a	Recognize alliteration/assonance.	E
DWS-P	1.A.1a	Blend sounds to make spoken words.	M
DWS-PA	1.A.1a	Segment words into phonemes.	M
DWS-PA	1.A.1a	Count phonemes in a word.	M
DWS-PA	1.A.1a	Identify beginning sound in a word.	M
DWS-PA	1.A.1a	Identify ending sound in a word.	M
DWS-PA	1.A.1a	Identify middle sound in a word.	M
DWS-PA	1.A.1a	Substitute one phoneme for another.	M
DWS-PA	1.A.1a	Adding phonemes to a word.	M
DWS-PA	1.A.1a	Deleting phonemes from a word.	M
DWS-P	1.A.1a	Recognize consonant sounds in the initial, medial, and final positions.	M
DWS-P	1.A.1a	Discriminate short vowel sounds.	M
DWS-PA	1.A.1a	Identify rime patterns.	M
DWS-P	1.A.1a	Discriminate long vowel sounds.	M
DWS-P	1.A.1a	Recognize vowel teams.	
DWS-P	1.A.1a	Recognize consonant blends.	M
DWS-P	1.A.1a	Recognize consonant clusters at the end of a word.	M
DWS-P	1.A.1a	Use murmur diphthongs. (r controlled)	M
DWS-P	1.A.1a	Use consonant digraphs.	M
DWS-P	1.A.1a	Apply special vowel sounds.	E
DWS-P	1.A.1a	Discriminate CE/CI, GE/GI.	E
DWS-P	1.A.1a	Apply irregular vowel teams.	E
DWS-P	1.A.1a	Apply variations of Y.	E
DWS	1.A.1a	Demonstrate word-chunking skills	M
DWS	1.A.1a	Compare and contrast words.	E
DWS	1.A.1a	Syllabicate words.	E
DWS	1.A.1a	Identify SCHWA sound.	E
DWS-SA	1.A.1a	Recognize root words and word endings.	E
DWS-SA	1.A.1a	Use contractions.	M*
DWS-SA	1.A.1a	Use compound words.	M
DWS-SA	1.A.1a	Recognize plural nouns.	M
DWS-SA	1.A.1a	Recognize possessive nouns.	E
DWS-SA	1.A.1a	Use syllables to decode words.	E
DWS-SA	1.A.1a	Recognize spelling changes.	E

DWS-SA	1.A.1a	Utilize prefixes/suffixes.	E
DWS-SA	1.A.1b	Use picture clues.	M
DWS-SA	1.A.1b	Use context clues.	M
DWS-SA	1.A.1a	Recognize high frequency words.	M*
V	1.A.1b	Know word meanings.	E*
V	1.A.1a	Distinguish synonyms and antonyms.	E
V	1.A.1b	Understand some words have multiple meanings.	E*
V	1.A.1a	Identify and use homonyms.	E
V	1.A.1b	Demonstrate an understanding of connotation and denotation.	E
V	1.A.1a	Classify words.	M*
V	1.A.1a	Understand analogies.	E*
V	1.A.1b	Use semantic/word maps.	E*
V	1.A.1b	Discuss specialized language.	E
V	1.A.1a	Discuss colloquialisms.	E
V	1.A.1a	Discuss acronyms.	E
V	1.A.1a	Discuss slang expressions.	E
		<b>Learning Standard B: Apply reading strategies to improve understanding and fluency.</b>	
C-GIT	1.B.1a/1.B.1c	Employ picture details.	M
C-GIT	1.B.1c	Retell a story.	E
C-GIT	1.B.1c	Cite word referents.	E
C-GIT	1.B.1d	Adjusts reading rate.	E*
C-COM	1.B.1c	Categorize and clarify.	E*
C-COM	1.B.1a	Make and check predictions.	E*
C-COM	1.B.1a	Identify cause and effect.	E*
C-COM	1.B.1c	Make and support inferences.	E*
C-COM	1.B.1c	Paraphrase text.	E*
C-COM	1.B.1a/1.B.1c	Apply K – W – L / K- W – W – L	E*
C-COM	1.B.1a	Apply Stop and Think: R T T	E*
C-COM	1.B.1a/1.B.1c	Apply Stop and Think: R T W	E*
C-COM	1.B.1a/1.B.1c	Apply S Q 3 R	E*
C-COM	1.B.1a/1.B.1c	Apply S Q P 3 R	E*
C-COM	1.B.1c	Rereading text to clarify for understanding.	E*
C-ET	1.B.1c	Differentiate between fact and opinion.	E
T-S	1.B.1b	Access prior knowledge.	E*
L-G	1.B.1b	Identify reality/fantasy.	M
L-G	1.B.1b	Identify fiction.	M
L-G	1.B.1b	Identify plays.	M
L-G	1.B.1b	Identify myth, legend, fable.	E
L-G	1.B.1b	Identify Fairy Tale	E
L-G	1.B.1b	Identify realistic fiction.	E
L-G	1.B.1b	Identify biography/autobiography.	E
L-G	1.B.1b	Identify mystery.	E
L-G	1.B.1b	Identify story telling.	E
L-G	1.B.1b	Identify journal and diary.	E
L-G	1.B.1b	Identify a personal narrative.	E
L-G	1.B.1b	Identify descriptive writing.	E
L-G	1.B.1b	Identify non-fiction.	E
L-G	1.B.1b	Identify content area reading.	E
L-G	1.B.1b	Identify informational article.	E
L-G	1.B.1b	Identify historical fiction.	E
L-G	1.B.1b	Identify a speech.	E
L-G	1.B.1b	Identify a research report.	E
L-G	1.B.1b	Identify a letter.	E
L-G	1.B.1b	Identify an essay.	E
L-G	1.B.1b	Identify poetry.	E*
L-G	1.B.1b	Identify an interview.	E
L-G	1.B.1b	Identify song/music.	E
L-G	1.B.1b	Identify riddle.	E
L-G	1.B.1b	Identify wordless picture book.	M
S	1.B.1d	Read age-appropriate material aloud with fluency and accuracy.	M*
S	1.B.1c	Read for specific information.	E
S	1.B.1d	Read with appropriate expression	E
S	1.B.1a	Skim/scan text for information.	E
T-M	1.B.1a/1.B.1c	Engage a variety of metacognition skills. (refer to NCA Scope & Sequence)	E*

		<b>Learning Standard C: Comprehend a broad range of reading materials.</b>	
C-ET	1.C.1b	Identify topic/main idea.	E
C-ET	1.C.1a	Identify supporting details.	E
C-COM	1.C.1d	Sequence a text.	M*
C-COM	1.C.1c	Compare and contrast.	E*
C-COM	1.C.1a	Generate questions.	E*
C-COM	1.C.1d	Summarize text.	E
C-COM	1.C.1d	Map a story.	E
C-ET	1.C.1d	Identify author's purpose.	E
C-ET	1.C.1e	Identify author's point of view.	E
C-ET	1.C.1d	Identify purpose of text.	E
C-ET	1.C.1a	Recognize question words.	E
C-ET	1.C.2d	Follow written directions.	M*
C-ET	1.C.1d	Comprehend content area reading.	E
C-ET	1.C.1e	Interpret captions, titles, & subtitles. (also applies to State Goal 5)	E
C-ET	1.C.1e	Interpret advertisements.	E
C-ET	1.C.1f	Utilize graphic aids to interpret information. (refer to NCA Scope & Sequence)	E
<b>STATE GOAL 2: READ AND UNDERSTAND LITERATURE REPRESENTATIVE OF VARIOUS SOCIETIES, ERAS, AND IDEAS.</b>			
		<b>Learning Standard A: Understand how literary elements and techniques are used to convey meaning</b>	
L-SE	2.A.1a	Identify setting.	E
L-SE	2.A.1a	Identify theme.	E*
L-SE	2.A.1a	Identify characters.	M
L-SE	2.A.1a	Identify plot - (beginning, middle, end)	E
L-SE	2.A.1a	Identify plot – problem/solution.	E
L-AC	2.A.2a	Identify similes.	E
L-AC	2.A.2a	Identify metaphor.	E
L-AC	2.A.2a	Identify Personification.	E
L-AC	2.A.2a	Explain the author's use of description.	E*
L-AC	2.A.2a	Identify repetition, rhythm, rhyme.	E
L-AC	2.A.2a	Identify exaggeration, humor, and pun.	E
L-AC	2.A.2a	Identify mood and tone of text.	E
L-AC	2.A.2a	Identify flashback and foreshadowing.	E
L-AC	2.A.2a	Identify use of dialogue in text.	E
L-AC	2.A.2a	Identify alliteration.	E
L-AC	2.A.2a	Identify onomatopoeia.	E
L-AC	2.A.2a	Identify idioms.	E*
		<b>Learning Standard B: Read and interpret a variety of literary works.</b>	
T-M	2.B.1a	Respond or critique a text.	E
<b>STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.</b>			
		<b>Learning Standard A: Use correct grammar, spelling, punctuation, capitalization, and structure. (Standards B &amp; C-Writing Guide)</b>	
G-C	3.A.1	Write the four types of sentences.	M
G-C	3.A.1	Write a complete sentence (subject and predicate).	M*
G-PS	3.A.1	Identify and use nouns correctly.	M*
G-PS	3.A.1	Identify and use verbs correctly.	M*
G-PS	3.A.1	Identify and use adjectives correctly.	M*
G-PS	3.A.1	Identify and use pronouns correctly.	M*
G-C	3.A.1	Capitalize correctly: proper nouns, titles, months, holidays, days of the week.	M*
G-C	3.A.1	Use punctuation correctly for: quotations, commas, periods, exclamations, apostrophes, and questions.	M*
DWS	3.A.1	Identify and apply sound-letter relationships.	M*
G-G	3.A.1	Apply spelling strategies and rules.	M*
G-C	3.A.1	Master frequently misspelled words.	M*
<b>STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.</b>			
		<b>Learning Standard A: Listen effectively in formal and informal situations</b>	
L	4.A.1a	Listen attentively.	M*
L	4.A.1b	Listen critically.	E
L	4.A.1c	Listen for information.	E
L	4.A.1c	Listen in discussions and conversations.	M
L	4.A.1c	Listen to follow directions.	M

		<b>Learning Standard B: Speak effectively using language appropriate to situation and audience.</b>	
S	4.B.1a	Speak effectively.	E
S	4.B.1a	Tell a story-beginning, middle, and end.	M
S	4.B.1a	Name self last.	M
S	4.B.1a	Subject/verb agreement in speaking.	M
S	4.B.1a	Speak in discussions and conversations.	E
S	4.B.1a	Choral reading.	E
S	4.B.1a	Dramatization, improvisation, pantomime.	E
<b>STATE GOAL 5: USE THE LANGUAGE ARTS TO ACQUIRE, ASSESS, AND COMMUNICATE IDEAS.</b>			
		<b>Learning Standard A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</b>	
RSS	5.A.1b	Locate information using a table of contents.	M
RSS	5.A.1b	Locate information using a title page.	M
RSS	5.A.1b	Locate information using an index.	E
RSS	5.A.1b	Use alphabetical order.	M*
RSS	5.A.1b	Use guidewords.	E
		<b>Learning Standard B: Analyze and evaluate information acquired from various sources.</b>	
T-S	5.B.1a	Demonstrate the age-appropriate use of note-taking skills.	E
T-S	5.B.1b	Demonstrate differentiated test-taking skills.	E

**Skill/Topic Codes**

<b>Beginning Reading Skills</b>	BRS
<b>Decoding and Word Study</b>	DWS
Phonemic Awareness	DWS-PA
Structural Analysis	DWS-SA
Phonics	DWS-P
<b>Vocabulary</b>	V
<b>Comprehension</b>	C
Getting Information from Text	C-GIT
Constructing and Organizing Meaning	C-COM
Evaluating Text	C-ET
<b>Thinking</b>	T
Strategies	T-S
Metacognition	T-M
<b>Literature</b>	L
Story Elements	L-SE
Authors Craft	L-AC
Genres	L-G
<b>Listening</b>	L
<b>Speaking</b>	S
<b>Reference and Study Skills</b>	RSS
<b>Grammar</b>	<b>G</b>
Parts of Speech	G-PS
Conventions	C-PS

PLEASE NOTE: Those skills depicted as M (mastery) are considered a critical skill for slow learners.