



Bedford Public Schools

Grade 2 – English Language Arts

The Davis School second grade program stands on the shoulders of both the kindergarten and first grade curricula. Students continue to stretch their skills in speaking, listening, reading, and writing. Our second grade students concentrate on the five elements of balanced literacy instruction: phonemic awareness, phonics, comprehension, vocabulary and reading fluency.

The second grade reading curriculum includes whole group and small group instruction. Children engage text in a sophisticated manner, delving into character development, making inferences, and participating in discussions both with peers and teachers. Students in grade two have continued exposure to a variety of reading strategies that are based on gaining a stronger, more independent application of phonics. Teachers incorporate a multi-sensory, systematic, and sequential phonics/spelling program. As children grow as readers, more attention is given to higher-level thinking skills.

Our second grade writing program focuses on refining writing skills that include: generating ideas, organizational planning, writing personal narratives, informational, and opinion pieces. Students work on writing about a focused topic that is supported by an appropriate structure and includes numerous supporting and interesting details. Students write complete sentences that are varied in their structure. Children revise and edit drafts in order to provide clarity of message to their reader. Our yearlong goal is to continue to build students' confidence in their ability to communicate through their writing using various genres.

The Bedford Public Schools' K-5 English Language Arts curriculum is aligned to the 2011 Common Core State Standards. By incorporating essential questions and enduring understandings to units of study, children engage in higher order thinking skills, with the intention of helping each child to become a life-long learner.



Learning Expectations

[Literature](#)

[Informational Text](#)

[Reading Foundations](#)

[Opinion Writing](#)

[Informative/Explanatory Writing](#)

[Narrative Writing](#)

[Speaking and Listening](#)

[Language](#)

Literature

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Reading is a lifelong skill that enhances learning and provides enjoyment. • Literature is a tool that expands our understanding of the world. • Reading serves different purposes. • Reading includes active listening and independent application of skills. • Fiction follows a predictable structure that helps in comprehending what is read. 	<ul style="list-style-type: none"> • Why do we read? • How does a student learn to read? • How does understanding the structure of a genre help us to better comprehend what we read? • Why is it important to think while you read? 	<ul style="list-style-type: none"> • Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding. • Retell stories, fables, folktales, and fairy tales from around the world, and determine central messages. • Include beginning, middle, and end when retelling. • Describe how characters respond to major events/challenges. • Acknowledge differences in the points of view of characters. • Use information gained from illustrations, words, or digital text to demonstrate understanding of character, setting, or plot. • Identify dialog and how it adds to a story or poem. • Compare and contrast multiple versions of the same story. • Describe how words provide rhythm and meaning in a story, song, or poem. • Read and comprehend literature in the grades 2-3 text complexity band proficiently, with scaffolding needed at the high end of the range.

Informational Text

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students t</p>
<ul style="list-style-type: none"> • Reading is a lifelong skill that enhances learning and provides enjoyment. • Reading informational text expands our understanding of the world and its people. • Reading serves different purposes. • Reading includes active listening and independent application of skills. • Informational texts have specific features that aid in understanding. 	<ul style="list-style-type: none"> • Why do we read informational texts? • How does reading informational text help us understand our world? • How does understanding the structure of a genre help us to better comprehend what we read? • Why is it important to think while you read? 	<ul style="list-style-type: none"> • Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • Identify main topic of multi-paragraph text. • Describe the connections between a series of historical events, scientific ideas/concepts, or steps in procedural texts. • Determine the meaning of words and phrases in a 2nd grade text relative to content areas. • Know and use various text features to locate information efficiently. • Identify main purpose of text, including what the author wants to answer or describe. • Explain how images contribute to and clarify a text. • Compare and contrast the most important points between 2 texts on the same topic. • Describe how reasons support specific points the author makes. • Read and comprehend informational texts in the grades 2-3 text complexity band proficiently, with scaffolding needed at the high end of the range.

Reading Foundations

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Reading with accuracy and fluency aids in comprehension. • Effective readers monitor their understanding of text by adjusting their strategies. • Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text. 	<ul style="list-style-type: none"> • How do we learn to read? • How do we figure out a word we do not recognize? • How does fluency affect reading comprehension? 	<p style="text-align: center;">Phonics</p> <ul style="list-style-type: none"> • Know and apply grade level phonics and word analysis skills when decoding. • Distinguish long and short vowels in reading one syllable and multi-syllabic words. • Know spelling-sound correspondence for additional vowel teams. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade appropriate sight words. <p style="text-align: center;">Fluency</p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Opinion Writing

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Writers get their ideas for their writing from personal experiences and from the world around them. • Opinion writing is a means to express ideas of importance and provide convincing evidence. • Opinion writing can be expressed in several ways: <ol style="list-style-type: none"> 1. drawing 2. oral dictation 3. written words 4. digital media 	<ul style="list-style-type: none"> • How do I use writing to communicate my opinions and convince others? 	<ul style="list-style-type: none"> • Introduce a topic. • Write an opinion. • Use linking words (i.e. because, and). • Provide reasons for opinion. • Explain reasons and/or provide evidence. • Provide a conclusion. • Revise work. • Edit work. • Utilize digital media to publish their writing.

Informative/Explanatory Writing

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Writing is a means to help others understand and learn. • Informational writing can be expressed in several ways: <ol style="list-style-type: none"> 1. drawing 2. oral dictation 3. written words 4. digital media • Writers get their ideas for writing from their own personal experiences and from the world around them. 	<ul style="list-style-type: none"> • How do I organize my writing in order to teach others? 	<ul style="list-style-type: none"> • Introduce a topic with an engaging beginning. • State detailed facts to support a topic. • Incorporate text features of informational writing. • Create varied pieces that include transitional words to show sequence. • Produce written research. • Gather information from provided sources to answer a question. • Provide an engaging conclusion. • Revise work. • Edit work. • Utilize digital tools to publish their writing.

Narrative Writing

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Writers get their ideas for writing from their own personal experiences and from the world around them. • Writing is a means to share stories based on personal experiences. • Narrative writing can be expressed in several ways: <ol style="list-style-type: none"> 1. drawing 2. oral dictation 3. written words 4. digital media 	<ul style="list-style-type: none"> • What are the stories that I can draw, tell, or write? 	<ul style="list-style-type: none"> • Determine a topic. • Introduce their topic with an engaging beginning. • Write about events in sequential order using transition words. • Incorporate relevant details that enhance their writing. • Use varied sentence structures. • Provide an engaging conclusion. • Revise work. • Edit work. • Utilize digital tools to publish their writing.

Speaking and Listening

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • There is a structure that governs language, which allows us to communicate our message clearly. • Active listening helps us to navigate and understand our world. 	<ul style="list-style-type: none"> • Why is being an active listener important? • How do we speak so that others understand our message? 	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners in small and large groups. • Follow agreed upon rules for discussion. • Build on others’ talk in conversation by linking their comments to those of others. • Ask for clarification, as needed, about topics and texts under discussion. • Describe key ideas and details from a text, read aloud, and information presented orally or through other media. • Add drawings/visuals when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences in order to provide requested detail or clarification. • Create audio recordings of recounts of experiences and, when appropriate, clarify ideas, thoughts, and feelings.

Language

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Command of the English language is important when speaking and writing. • Rules and conventions help readers and writers understand what is being communicated. 	<ul style="list-style-type: none"> • How do the rules of language affect communication? • How does having command of the English language affect of daily lives? 	<p style="text-align: center;">Conventions: Grammar and Usage</p> <ul style="list-style-type: none"> • Use collective nouns. • Form and use frequent irregular plural nouns. • Use reflexive pronouns. • Form and use past tense of frequently occurring irregular verbs. • Use adjectives and adverbs appropriately. • Produce and expand sentences using varied sentence structure. • Read, write, and understand common abbreviations (i.e. titles, time, location). <p style="text-align: center;">Conventions: Spelling and Writing</p> <ul style="list-style-type: none"> • Capitalize holidays, product names, and geographic names. • Use commas in greetings and closing of letters. • Use an apostrophe to form contractions. • Generalize learned spelling patterns. • Consult reference material to correct spelling. <p style="text-align: center;">Knowledge of Language</p> <ul style="list-style-type: none"> • Compare formal and informal uses of English.

Language (cont.)

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> • Use context clues to gain meaning of new words. • Determine the meaning of a new word formed when prefix is added. • Use base -word as a clue to learn new words. • Use knowledge of individual words to predict the meaning of compound words. • Use glossaries, dictionaries, and digital resources to clarify word meaning. • Demonstrate understanding of word relationships and word nuances. • Identify real-life connections between words and their use. • Distinguish synonyms. • Use words and phrases acquired through conversations, reading, read alouds, and text talks. • Identify real-like connections between words and their use (i.e. foods that are spicy).