

**St. Johns County School District:
Second Grade ELA Public Year-at-a-Glance 2018-2019**

Second Grade Standard(s)		Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
LITERATURE	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	X	X	X	X
	Recount stories, including fables and folktales from diverse cultures, and determine their central message , lesson, or moral.		X		
	Describe how characters in a story respond to major events and challenges.		X		
	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song .				X
	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	X			
	Acknowledge differences in the points of view of characters, including by speaking in a different voice for every character when reading dialogue aloud.			X	
	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot .	X			
	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		X	X	
INFORMATIONAL TEXT	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	X	X	X	X
	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		X		
	Describe the connection between a series of historical events, scientific ideas or concepts, or steps and technical procedures in a text.			X	
	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	X	X	X	X
	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.	X	X	X	X
	Identify the main purpose of a text , including what the author wants to <u>answer, explain, or describe</u> .			X	
	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	X			
	Describe how an author uses reasons to support specific points in a text.		X		
	Compare and contrast the most important points presented by two texts on the same topic.				X

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WRITING	Write <i>opinion</i> pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.				X
	Write <i>informative /explanatory</i> texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			X	
	Write <i>narratives</i> in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	X	X	X	
	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing .	X	X	X	X
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers	X	X	X	X
	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).			X	
	Recall information from experiences or gather information from provided sources to answer a question.	X	X	X	X
SPEAKING AND LISTENING	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> 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.	X	X	X	X
	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		X		
	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.	X			
	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		X	X	
	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.				X
	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	X	X	X	X

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LANGUAGE: GRAMMAR AND USAGE	Demonstrate legible printing skills.	X	X	X	X
	Use collective nouns (e.g., group).			X	
	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	X			
	Use reflexive pronouns (e.g., myself, ourselves).		X		
	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).		X	X	
	Use adjectives and adverbs , and choose between them depending on what is to be modified.			X (adjectives)	X (adverbs)
	Produce, expand and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	X (simple sentences)	X (simple sentences)	X (compound sentences)	X (compound sentences)
LANGUAGE: CONVENTIONS	Capitalize holidays, product names, and geographic names.	X (holidays)	X (product names)	X (geographic names)	X (review all 3)
	Use commas in greetings and closings of letters .		X		
	Use an apostrophe to form contractions and frequently occurring possessives .			X	
	Generalize learned spelling patterns when writing words (e.g., cage--badge; boy--boil).	X	X	X	x
	Consult reference materials , including beginning dictionaries, as needed to check and correct spellings .	X	X	X	X
LANGUAGE: WORD MEANING	Compare formal and informal uses of English.	X	X	X	X
	Use sentence-level context as a clue to the meaning of a word or phrase.	X	X	X	X
	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).			X	
	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	X	X	X	X
	Use knowledge of the meaning of individual words to predict the meaning of compound words .	X	X		
	Use glossaries and beginning dictionaries , both print and digital, to determine or clarify the meaning of words and phrases.	X	X	X	X
LANGUAGE: WORD RELATIONSHIPS	Identify real-life connections between words and their use.	X	X	X	X
	Distinguish shades of meaning among closely related verbs and closely related adjectives .		X (verbs)	X (adjectives)	

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PHONICS	Distinguish long and short vowels when reading regularly spelled one-syllable words.	X	X	X	
	Know spelling-sound correspondences for additional common vowel teams .	X	X		
	Decode regularly spelled two syllable words with long vowels .		X	X	X
	Decode words with common prefixes and suffixes .		X	X	X
	Identify words with inconsistent but common spelling sound correspondences.	X	X	X	
	Recognize and read grade appropriate irregularly spelled words.	X	X	X	X
READING	Read on-level text with purpose and understanding.	X	X	X	X
	Read on-level text orally with accuracy , appropriate rate , and expression on successive readings	X	X	X	X
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	X	X	X	X

Websites to Support Your Child with Reading

- ✓ [Storyline Online](#): Storyline Online provides numerous videos of stories read aloud by actors.
- ✓ [Epic](#): Epic is a digital library with access to over 25,000 books for a monthly fee.
- ✓ [Sunshine State Young Reader Award Books](#): This link provides information on the 15 SSYRA books for 2018-2019.
- ✓ [Find a Book](#): Find a Book will help you build a reading list that is 'just right' for each reader.
- ✓ [Reading Rockets](#): Reading Rockets provides a variety of resources parents can use with growing readers.
- ✓ [Read, Write, Think Video](#): Video explaining how to use the free resources available on Read, Write, Think to engage students after school and at home.
- ✓ [PBS Parent Resources](#): The PBS education resource provides a list of recommended books for different audiences, reading tips for parents, and suggestions for reading activities on the go.

Websites to Support Your Child With Foundational Skills

- ✓ [ABCYa](#): ABCYa is an online resource students can use to review second grade skills.
- ✓ [Jump Start](#): Jump Start is an online resource with a variety of free, printable 2nd grade resources.
- ✓ Reading two-syllable words [video](#)
- ✓ Prefixes and suffixes [video](#)
- ✓ [Starfall](#): Starfall is an online interactive resource students can use to review letter formation and letter sounds, and interact with text for a beginning reader.
- ✓ [Read Write Think](#): Read, write, think is an online resource of grade-level activities and projects.
- ✓ Vowels
 - [Short and long vowels](#)
 - [Long vowel teams](#)

Websites to Support Your Child with Language

- ✓ Grammar & Usage Information
 - [Print Letters](#)
 - [Collective Nouns](#)
 - [Irregular Plural Nouns](#)
 - [Reflexive Pronouns](#)
 - [Adjectives](#)
 - [Adverbs](#)
 - [Simple Sentences](#)
 - [Compound Sentences](#)
- ✓ Conventions Information
 - Correct [capitalization](#)
 - Use [commas in friendly letters](#)
 - [Reference materials](#)
- ✓ Vocabulary Information
 - [Formal and Informal English](#)
 - [Prefixes](#)
 - [Root Words](#)
 - [Compound words](#)
 - [Shades of meaning](#) with verbs and adjectives

Note: All standards are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.