

**St. Johns County School District:  
Second Grade ELA Public Year-at-a-Glance 2019-2020**

<b>St. Johns County School District: Second Grade ELA Public Year-at-a-Glance 2019-2020</b>					
	<b>Second Grade Standard(s)</b>	<b>Qtr. 1</b>	<b>Qtr. 2</b>	<b>Qtr. 3</b>	<b>Qtr. 4</b>
<b>LITERATURE</b>	<b>Ask and answer such questions</b> as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	<b>Recount stories, including fables and folktales</b> from diverse cultures, and determine their <b>central message</b> , lesson, or moral.		<b>X</b>		
	Describe how <b>characters</b> in a story respond to major events and challenges.			<b>X</b>	
	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply <b>rhythm</b> and <b>meaning</b> in a <b>story, poem, or song</b> .				<b>X</b>
	Describe the overall <b>structure</b> of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>X</b>			
	Acknowledge differences in the <b>points of view</b> of characters, including by speaking in a different voice for every character when reading dialogue aloud.			<b>X</b>	
	Use information gained from the <b>illustrations</b> and <b>words</b> in a print or digital text to demonstrate understanding of its <b>characters, setting, or plot</b> .	<b>X</b>			
	<b>Compare and contrast two or more versions of the same story</b> (e.g., Cinderella stories) by different authors or from different cultures.			<b>X</b>	
<b>INFORMATIONAL TEXT</b>	<b>Ask and answer such questions</b> as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Identify the <b>main topic</b> of a multi-paragraph text as well as the focus of specific paragraphs within the text.		<b>X</b>		
	Describe the <b>connection</b> between a series of historical events, scientific ideas or concepts, or steps and technical procedures in a text.			<b>X</b>	
	Determine the <b>meaning of words and phrases</b> in a text relevant to a <i>grade 2 topic or subject area</i> .	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Know and use various <b>text features</b> (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<b>X</b>			
	Identify the <b>main purpose of a text</b> , including what the author wants to <u>answer, explain, or describe</u> .			<b>X</b>	
	Explain how specific <b>images</b> (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>X</b>			
	Describe how an <b>author uses reasons</b> to support specific points in a text.				<b>X</b>
	<b>Compare and contrast</b> the most important points presented by two texts on the same topic.				<b>X</b>

	Second Grade Standard(s)	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
WRITING	Write <b><i>opinion</i></b> 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 <b><i>informative /explanatory</i></b> texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			X	
	Write <b><i>narratives</i></b> 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 <b>revising</b> and <b>editing</b> .	X	X	X	X
	With guidance and support from adults, use a variety of <b>digital tools</b> to <b>produce</b> and <b>publish</b> writing, including in collaboration with peers	X	X	X	X
	Participate in shared <b>research and writing projects</b> (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 <b>conversations</b> with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. (a) Follow agreed-upon <b>rules</b> 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) <b>Build on others' talk</b> in conversations by <b>linking</b> their comments to the remarks of others. (c) <b>Ask for clarification and further explanation</b> as needed about the topics and texts under discussion.	X	X	X	X
	<b>Recount</b> or <b>describe</b> key <b>ideas or details</b> from a text read aloud or information presented orally or through other media.		X		
	<b>Ask and answer questions</b> about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	X			
	<b>Tell a story or recount an experience</b> with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		X	X	
	<b>Create audio recordings of stories or poems</b> ; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.				X
	Produce <b>complete sentences</b> when appropriate to task and situation in order to provide requested detail or clarification.	X	X	X	X

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

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

### 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 2<sup>nd</sup> 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

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|--|---|--|
| <ul style="list-style-type: none"><li>✓ <a href="#">Grammar &amp; Usage Information</a><ul style="list-style-type: none"><li>○ <a href="#">Print Letters</a></li><li>○ <a href="#">Collective Nouns</a></li><li>○ <a href="#">Irregular Plural Nouns</a></li><li>○ <a href="#">Reflexive Pronouns</a></li><li>○ <a href="#">Adjectives</a></li><li>○ <a href="#">Adverbs</a></li><li>○ <a href="#">Simple and Compound Sentences</a></li></ul></li></ul> | <ul style="list-style-type: none"><li>✓ <a href="#">Conventions Information</a><ul style="list-style-type: none"><li>○ Correct <a href="#">capitalization</a></li><li>○ Use <a href="#">commas in friendly letters</a></li><li>○ <a href="#">How to Use the Dictionary</a></li><li>○ <a href="#">How to Use a Glossary</a> (<i>refer to the 1-minute mark in video</i>)</li></ul></li></ul> | <ul style="list-style-type: none"><li>✓ <a href="#">Vocabulary Information</a><ul style="list-style-type: none"><li>○ <a href="#">Formal and Informal English</a></li><li>○ <a href="#">Prefixes</a></li><li>○ <a href="#">Root Words</a></li><li>○ <a href="#">Compound words</a></li><li>○ <a href="#">Shades of meaning</a> with verbs and adjectives</li></ul></li></ul> |
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**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.