

McHenry School District #15



ELA

Year-At-A-Glance Guide

2nd Grade

On June 3rd, 4th, and 5th of 2015, McHenry Elementary School District 15 convened a group of teachers and administrators for the purpose of creating a document that would serve as a curricular and instructional resource for elementary teachers in the area of English Language Arts. A more specific intention of the document was to provide the necessary framework for MESD #15 to begin the creation of a more unified, cohesive and consistent progression of instruction in the area of English Language Arts. Furthermore, an additional point of the document was to serve as a location where teachers could synthesize the various materials, strategies, and resources available to them.

The following teachers and administrators comprised the group that completed the “Year-At-A-Glance” document that follows:

Kindergarten:

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A major effort of the above listed educators was the identification of Priority Standards for ELA in all areas of literacy (Reading Literature, Reading Informational, Foundational Skills, Speaking and Listening, Writing and Language). The purpose of this effort was to strategically narrow the scope of our instruction, align our areas of instructional emphasis, and identify the most essential learning objectives for our students that would, ultimately, establish a more unified and consistent focus for teaching and learning in the subject area of English Language Arts. This “Year-At-A-Glance Guide” is a result of the group’s diligent work. Included in it are:

1. The entirety of each grade level’s (K-5) New Illinois Learning Standards for English Language Arts.
2. Standards highlighted in green that the group identified as “Priority Standards.” These highlighted standards are viewed as standards that met the criteria of “Leverage,” “Rigor,” “Endurance” and are viewed as essential for teachers to emphasize and students to master.
3. Instructional vocabulary, derived directly from the standards that teachers should incorporate in their instruction throughout the year.
4. Big Ideas prevalent in each grade (to be worked on during the 15-16 school year)
5. Resource Bank (to be worked on during the 15-16 school year)

District 15 views this Year-At-A-Glance Guide as an ever-evolving and ever-improving document that teachers can and should refer to as an instructional and curricular resource. District 15 also views it as an integral initial step in our continual quest to improve and refine our English Language Arts curriculum.

Reading – Standards for Literature (RL)

Key Ideas and Details:

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

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

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

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

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

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:

RL.2.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text (RI)

Key Ideas and Details:

RI.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph 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.

Integration

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

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.
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Reading Standards: Foundational Skills (RF)

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 correspondence 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 on-level text with purpose and understanding.
b	Read on-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.

Speaking and Listening Standards (SL)

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 for specific expectations.)

Writing Standards(W)

Text Types and Purposes:

W.2.1	Write opinion 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.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	Write narratives 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.

Production and Distribution of Writing

W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

Research to Build and Present Knowledge:

W.2.7	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).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

Language Standards (L)

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., <i>group</i>).
b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).
c	Use reflexive pronouns (e.g., <i>myself, ourselves</i>).
d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).
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., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
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 closing of letters.
c	Use an apostrophe to form contractions and frequently occurring possessives.
d	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).
e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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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 <i>grade 2 reading and content</i> , 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., <i>happy/unhappy, tell/retell</i>).
c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).
d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).
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 <i>spicy</i> or <i>juicy</i>).
b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Essential Learning / Big Ideas:

Overarching Standards:

- **RL.2.1/RI.2.1** Ask and answer questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- **RL.2.10/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.

Priority Standards

Reading

- **RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RL.2.7** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **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.
- **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

Writing	<ul style="list-style-type: none"> • W.2.1 Write opinion 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. • W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • W.2.3 Write narratives 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. • W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. • W.2.7 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).
Speaking and Listening	<ul style="list-style-type: none"> • 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. • 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. • SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language	<ul style="list-style-type: none"> • L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ 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. • L.2.3a Compare formal and informal uses of English. • L2.4 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. Compare formal and informal uses of English. <ul style="list-style-type: none"> ○ a - Use sentence-level context as a clue to the meaning of a word or phrase. ○ e - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. • L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
Foundational Skills	<ul style="list-style-type: none"> • RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ b - Know spelling-sound correspondence for additional common vowel teams. ○ d - Decode words with common prefixes and suffixes. • RF 2.4 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ c - Use context to confirm or self-correct word recognition, and understanding, rereading as necessary.

Instructional Vocabulary

accuracy, action, adults, answer, apply, appropriate, array , ask, author, capitalization , characters, clarify, closure, coherent sentences, collaborative, command, compare, comprehension, concludes, concluding statement, content , contrast, conventions, conversations, deepen understanding, definitions, demonstrate, describe , descriptive, details, determine, develop points, digital text, diverse partners, event, explanatory, facts, feelings, flexibly, fluency, gather, grammar, identify, illustrations, important , include , informative , introduce , issue, key details, key ideas, know, meaning, media, multiple-meaning word/phrases, narrative, opinion, orally, order, overall structure, participate, peers, phonics, plot, presented , provide, punctuation, purpose, questions, read , read aloud, reasons, recount, recount an experience, relevant, sense, setting, short sequence of events, signal, small/large groups, speaking, speaking audibly, spelling, standard, state, statement section, strategies, subject area, sufficient , support, tell a story, text, text relevant, texts , thoughts, topic, understanding, unknown, usage, versions, well-elaborated , vent, word analysis skills, words, words in print, writing

Resource Bank