

## 2<sup>nd</sup> Grade Reading/Language Arts

Listening/Speaking		
Power Standard: Students will listen, recite, and respond to a variety of sources to interpret the main idea in an oral or visual presentation.		
RLA.O.2.3.01	Listen, recite and respond to familiar stories, poems and songs (e.g., retell in sequence, relate information to own life, describe character, setting, plot, engage in creative dramatics, imagine beyond the story).	
	• Listen to familiar stories	Knowledge
	• Listen to poems	Knowledge
	• Listen to songs	Knowledge
	• Recite familiar stories	Performance
	• Recite poems	Performance
	• Recite songs	Performance
	• Respond to familiar stories	Reasoning
	• Respond to poems	Reasoning
	• Respond to songs	Reasoning
	• Listen to familiar stories	Knowledge
RLA.O.2.3.02	Describe the main idea or intended messages in a variety of visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).	
	• Interpret pictures, cartoons, and photos	Reasoning
	• Interpret weather report	Reasoning
RLA.O.2.2.02	Write correctly formed and punctuated simple sentences (e.g., declarative, interrogative, exclamatory).	
	• write correctly formed simple sentences	Performance
	• write correctly punctuated simple sentences	Performance
RLA.O.2.2.03	Develop a story with proper sequence (e.g., beginning - middle – end, containing a main idea, supporting details).	
		Product
RLA.O.2.2.04	Construct a story using the five-step writing process:	
	• pre-writing	

	<ul style="list-style-type: none"> <li>• draft</li> <li>• revise</li> <li>• edit</li> <li>• publish</li> </ul>	
	<ul style="list-style-type: none"> <li>• construct a story using pre-writing</li> </ul>	Product
	<ul style="list-style-type: none"> <li>• construct a story using draft</li> </ul>	Product
	<ul style="list-style-type: none"> <li>• construct a story using revise</li> </ul>	Product
	<ul style="list-style-type: none"> <li>• construct a story using edit</li> </ul>	Product
	<ul style="list-style-type: none"> <li>• construct a story using publish</li> </ul>	Product
RLA.O.2.2.05	Use conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level lists, use letter/sound relationships to spell independently, spell irregular words, transition from phonetic to conventional spelling).	
	<ul style="list-style-type: none"> <li>• Spell high frequency words</li> </ul>	Product
	<ul style="list-style-type: none"> <li>• Use letter-sound relationships</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>• Spell irregular words</li> </ul>	Predict
RLA.O.2.2.06	Use conventions of capitalization in written composition (e.g., titles, initials, titles of written works, greeting and closing of a letter).	
	<ul style="list-style-type: none"> <li>• Write titles and initials</li> </ul>	Product
	<ul style="list-style-type: none"> <li>• Write titles of written work and movies</li> </ul>	Product
	<ul style="list-style-type: none"> <li>• Write a friendly letter</li> </ul>	Product
<b>Grammar</b>		
Power Standard: Students will use correct mechanics of grammar to develop written compositions.		
RLA.O.2.2.07	Use conventions of punctuation in written composition (e.g., period in abbreviations, initials, commas in dates, greeting and closing of letter, separate city-state-country, separate items in a list, apostrophe in contractions and singular possessives).	
	<ul style="list-style-type: none"> <li>• Correct use of periods, abbreviations, and initials</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Correct usage of commas</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Correct usage of apostrophes</li> </ul>	Performance
RLA.O.2.2.08	Use grammar in written composition (e.g., correct subject/verb agreement, simple adjectives, adverbs).	

	<ul style="list-style-type: none"> <li>• Demonstrate correct subject/verb agreement</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Identify and use simple adjective and adverbs</li> </ul>	Knowledge & Performance
RLA.O.2.2.09	Compose in a variety of forms and genres for different audiences (e.g., journals, letters, stories, simple reports).	
	<ul style="list-style-type: none"> <li>• Keep a journal</li> </ul>	Product
	<ul style="list-style-type: none"> <li>• Write a friendly letter</li> </ul>	Product
	<ul style="list-style-type: none"> <li>• Write a story w/ a beginning, middle, and end</li> </ul>	Product
	<ul style="list-style-type: none"> <li>• Write simple reports</li> </ul>	Product
RLA.O.2.2.10	Alphabetize to the second letter and use simple guidewords.	
	<ul style="list-style-type: none"> <li>• alphabetize to the second letter</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• use simple guidewords</li> </ul>	Performance
Power Standard: Students will demonstrate proper writing techniques using a variety of resources.		
Writing		
RLA.O.2.2.01	Demonstrate proper manuscript and begin use of cursive writing techniques: <ul style="list-style-type: none"> <li>• posture</li> <li>• paper placement</li> <li>• pencil grip</li> <li>• letter formation</li> <li>• letter size</li> <li>• spacing</li> </ul>	
	<ul style="list-style-type: none"> <li>• demonstrate proper manuscript techniques including posture</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• demonstrate proper manuscript techniques including paper placement</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• demonstrate proper manuscript techniques including pencil grip</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• demonstrate proper manuscript techniques including letter formation</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• demonstrate proper manuscript techniques including letter size</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• demonstrate proper manuscript techniques including spacing</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• begin use of cursive writing techniques including posture</li> </ul>	Performance

	<ul style="list-style-type: none"> <li>begin use of cursive writing techniques including paper placement</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>begin use of cursive writing techniques including pencil grip</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>begin use of cursive writing techniques including letter formation</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>begin use of cursive writing techniques including letter size</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>begin use of cursive writing techniques including spacing</li> </ul>	Performance
RLA.O.2.2.11	Use a variety of sources to gather information to communicate with others (e.g., dictionaries, informational books, pictures, charts, indexes, videos, television programs, guest speakers, graphic organizers).	
	<ul style="list-style-type: none"> <li>Use dictionaries</li> </ul>	Performance & Product
	<ul style="list-style-type: none"> <li>Use informational books</li> </ul>	Performance & Product
	<ul style="list-style-type: none"> <li>Use pictorials representations</li> </ul>	Performance & Product
	<ul style="list-style-type: none"> <li>Use graphic organizes</li> </ul>	Performance & Product
Power Standard: Students will understand the purpose for reading through informational texts, literacy materials using reading skills through a variety of resources.		
Comprehension		
RLA.O.2.1.05	Describe a purpose for reading: <ul style="list-style-type: none"> <li>for information</li> <li>for pleasure</li> <li>to understand specific viewpoints</li> <li>to follow directions</li> </ul>	
	<ul style="list-style-type: none"> <li>describe a purpose for reading for information</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>describe a purpose for reading for pleasure</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>describe a purpose for reading to understand specific viewpoints</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>describe a purpose for reading to follow directions</li> </ul>	Reasoning
RLA.O.2.1.07	Use a variety of context clues to determine word meanings (e.g., prior knowledge, read ahead, reread).	
	<ul style="list-style-type: none"> <li>Prior knowledge</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Read ahead</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Re-read</li> </ul>	Performance

RLA.O.2.1.08	Use meaning clues to aid comprehension and make predictions about content (e.g., pictures, picture captions, title, cover, heading).	
	<ul style="list-style-type: none"> <li>• use meaning clues to aid comprehension</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use meaning clues to make predictions about content</li> </ul>	Performance
RLA.O.2.1.10	Respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate.	
	<ul style="list-style-type: none"> <li>• respond to literal comprehension questions after reading a short story selection that is developmentally appropriate.</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>• respond to interpretive comprehension questions after reading a short story selection that is developmentally appropriate.</li> </ul>	Reasoning
RLA.O.2.1.11	Use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, predict, sequence, draw conclusions, describe characters and provide main idea and support details.	
	<ul style="list-style-type: none"> <li>• Use literary texts to summarize</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use literary texts to determine story elements</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use literary texts to determine cause and effect</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use literary texts to compare and contrast</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use literary texts to predict</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use literary texts to sequence</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use literary texts to draw conclusions</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use literary texts to describe characters</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use literary texts to provide main idea and support details</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use informational texts to summarize</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use informational texts to determine story elements</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use informational texts to determine cause and effect</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use informational texts to compare and contrast</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use informational texts to predict</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use informational texts to sequence</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use informational texts to draw conclusions</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use informational texts to describe characters</li> </ul>	Performance

	<ul style="list-style-type: none"> <li>• Use informational texts to provide main idea and support details</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Use literary texts to summarize</li> </ul>	Performance
RLA.O.2.1.12	Infer the author's purpose in literacy and information text: <ul style="list-style-type: none"> <li>• to persuade</li> <li>• to entertain</li> <li>• to inform</li> </ul>	
	<ul style="list-style-type: none"> <li>• infer the author's purpose in literacy text to persuade</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>• infer the author's purpose in literacy text to entertain</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>• infer the author's purpose in literacy text to inform</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>• infer the author's purpose in information text to persuade</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>• infer the author's purpose in information text to entertain</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>• infer the author's purpose in information text to inform</li> </ul>	Reasoning
RLA.O.2.1.13	Make the connections between characters or simple events in a literary work to own life or other cultures (e.g., events, characters, conflicts, themes).	
	<ul style="list-style-type: none"> <li>• make the connections between characters or simple events in a literary work to own life</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>• make the connections between characters or simple events in a literary work to other cultures</li> </ul>	Reasoning
RLA.O.2.1.14	Recognize genre in literary texts: <ul style="list-style-type: none"> <li>• fairy tales</li> <li>• folk tales</li> <li>• poems</li> <li>• fables</li> <li>• fantasies</li> <li>• biographies</li> <li>• short stories</li> <li>• chapter books</li> <li>• plays and informational texts</li> <li>• magazines</li> <li>• textbooks</li> </ul>	

	<ul style="list-style-type: none"> <li>• electronic resources</li> <li>• reference materials</li> </ul>	
	<ul style="list-style-type: none"> <li>• recognize genre in fairy tales</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>• recognize genre in folk tales</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>• recognize genre in poems</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>• recognize genre in fables</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>• recognize genre in fantasies</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>• recognize genre in biographies</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>• recognize genre in short stories</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>• recognize genre in chapter books</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>• recognize genre in plays and informational texts</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>• recognize genre in magazines</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>• recognize genre in textbooks</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>• recognize genre in electronic resources</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>• recognize genre in reference materials</li> </ul>	Knowledge
RLA.O.2.1.15	Use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., environmental print, written directions, signs, captions, electronic resources, labels).	
	<ul style="list-style-type: none"> <li>• use reading skills to understand a variety of information resources to support literacy learning</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• use reading strategies to understand a variety of information resources to support literacy learning</li> </ul>	Performance
Power Standard: Students will increase fluency through various reading experiences.		
Fluency		
RLA.O.2.1.06	Read familiar stories, poems and passages with fluency: <ul style="list-style-type: none"> <li>• appropriate rate</li> <li>• accuracy</li> <li>• prosody</li> </ul>	
	<ul style="list-style-type: none"> <li>• read familiar stories with fluency</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• read familiar stories with appropriate rate</li> </ul>	Performance

	<ul style="list-style-type: none"> <li>• read familiar stories with accuracy</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• read familiar stories with prosody</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Read poems with fluency</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• read poems with appropriate rate</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• read poems with accuracy</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• read poems with prosody</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Read passages with fluency</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Read passages with appropriate rate</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Read passages with accuracy</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• Read passages with prosody</li> </ul>	Performance
RLA.O.2.1.09	read second grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	
	<ul style="list-style-type: none"> <li>• read second grade instructional level texts</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>• Use self-correction strategies</li> </ul>	Reasoning
RLA.O.2.1.16	Increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	
	<ul style="list-style-type: none"> <li>• increase the amount of independent reading to build background knowledge</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• increase the amount of independent reading to expand vocabulary</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>• increase the amount of independent reading to comprehend literary and informational text.</li> </ul>	Performance
Power Standard: The students will identify and practice the phonetic elements of words.		
Phonics		
RLA.O.2.1.01	identify and practice basic elements of phonetic analysis: <ul style="list-style-type: none"> <li>• syllabication</li> <li>• diphthongs</li> <li>• digraphs</li> <li>• variant vowel sounds such as r-controlled</li> </ul>	
	<ul style="list-style-type: none"> <li>• identify basic elements of phonetic analysis</li> </ul>	Knowledge

	<ul style="list-style-type: none"> <li>practice basic elements of phonetic analysis</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Identify syllabication</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Practice syllabication</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Identify diphthongs</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Practice digraphs</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Identify digraphs</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Identify variant vowel sounds such as r-controlled</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Practice variant vowel sounds such as r-controlled</li> </ul>	Performance
Power Standard: Students will identify and practice vocabulary and be able to apply this vocabulary in oral and written experience.		
Vocabulary		
RLA.O.2.1.02	Identify and practice grade level appropriate sight words and reading vocabulary (e.g., high frequency words, homonyms, homophones, multiple meaning words, synonyms, antonyms).	
	<ul style="list-style-type: none"> <li>Identify grade level appropriate sight words</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Practice grade level appropriate sight words</li> </ul>	Performance
	<ul style="list-style-type: none"> <li>Identify grade level appropriate reading vocabulary</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>Practice grade level appropriate reading vocabulary</li> </ul>	Performance
RLA.O.2.1.03	Identify and practice basic elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).	
	<ul style="list-style-type: none"> <li>identify basic elements of structural analysis to decode unknown words</li> </ul>	Knowledge
	<ul style="list-style-type: none"> <li>practice basic elements of structural analysis to decode unknown words</li> </ul>	Performance
RLA.O.2.1.04	Apply explicitly taught vocabulary words in oral and written experiences.	
	<ul style="list-style-type: none"> <li>apply explicitly taught vocabulary words in oral experiences</li> </ul>	Reasoning
	<ul style="list-style-type: none"> <li>apply explicitly taught vocabulary words in written experiences</li> </ul>	Reasoning