

KPBSD GRADE 2 LANGUAGE ARTS CURRICULUM GUIDE

ON-GOING

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussions.</p>	On-going thru year	c. Students listen to brief presentations and brainstorm questions that solicit responses to clarify or further explain the topics.		
1.3.2	Generalize learned spelling patterns when writing words (e.g., cage-badge; boy-boil).	On-going thru year	Students use word wall containing categorized spelling patterns.		
NEW 1.3.2	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	On-going thru year	Students use beginning dictionaries or word walls to identify or confirm correct spellings of words.	<p>Volume 1: TE T23, T51, T135</p> <p>Volume 2: TE T139, T149, T331</p> <p>Volume 3: TE T68-T69, T137, T155, T249, T440</p> <p>Volume 4:</p>	

KPBSD GRADE 2 LANGUAGE ARTS CURRICULUM GUIDE

				TE T23, T65, T151 Volume 5: TE T45 Volume 6: TE T168-T169	
1.3.5	Rewrite handwritten work to improve legibility, if necessary, when producing final drafts.	On-going thru year		HWT MATERIALS	

KPBSD GRADE 2 LANGUAGE ARTS CURRICULUM GUIDE

FIRST QUARTER

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW	Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.		Students participate in common experiences and describe the experience to partners.		
NEW 1.3.4	Capitalize holidays, product names, and geographic names.		Students correct paragraphs containing non-capitalized holidays, product names, and geographic names.	Volume 1: TE T23, T51 Volume 2: TE T138-T139, T148-T149, T164-T167, T188	
NEW	Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.		Students participate in common experiences and describe the experience to partners.		
NEW	Use collective nouns (e.g., <i>group</i>)		Students study examples of collective nouns (e.g., <i>army, herd, pack, swarm, flock</i>) and brainstorm additional collective nouns to use when writing.		
NEW	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).		With partners, students match singular nouns with plural nouns; choose several to use in spoken sentences.		
NEW	Use reflexive pronouns (e.g., myself, ourselves)		Working in small groups, students use root pronoun cards with reflexive forms printed on		

KPBSD GRADE 2 LANGUAGE ARTS CURRICULUM GUIDE

			the reverse sides (e.g., <i>your- yourself/yourselfes, him- himself</i>)		
NEW 1.1.1 1.1.2 1.1.3 1.2.1 1.2.2	Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.		(1.1.3) Students write brief stories with a beginning, middle, and end. (1.2.2) Use expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry)	(1.1.3) Volume 1: TE T431 (1.2.2) Volume 1: TE T248, T442 Volume 2: TE T160, T254, T446 T424, T443, T448	Common Quarter

KPBSD GRADE 2 LANGUAGE ARTS CURRICULUM GUIDE

Second Quarter

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		After listening to media presentations, students create and present commercials based on key ideas and details heard.		
NEW	Form and use the past tense of frequency occurring irregular verbs (e.g., <i>sat, hid, told</i>).		Students use a list of present tense, irregular verbs to compose stories. Students exchange with partners and rewrite stories using past tense verbs.		
NEW 1.1.1 1.1.2 1.1.3 1.2.1	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus.		Students use outlines to identify topics, supporting points, and conclusions.	Volume 3: TE T333, T343, T350-T351 Volume 4: TE T431 Volume 5: TE T119, T141, T151, T257, T439	COMMON QUARTER

KPBSD GRADE 2 LANGUAGE ARTS CURRICULUM GUIDE

Third Quarter

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW	Use adjectives and adverbs, and choose between them depending on what is to be modified.		Students insert appropriate modifiers to complete passages that require adjectives or adverbs (e.g., <i>The <u>happy</u> boy ran <u>swiftly</u> to catch the bus.</i>)		
NEW 1.3.1	Produce, expand, and rearrange complete simple and compound sentences (<i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).		Students write simple sentences. Students rewrite the original sentences with added details. Students rewrite sentences a third time with rearranged words and further details.		
NEW 1.3.3 1.3.4	Use an apostrophe to form contractions and frequently occurring possessives.		Using provided paragraphs, students underline words that could be made into contractions or that could show possession. Students write the contractions and/or possessives above the underlined words.		
NEW 1.3.3 1.3.4	Use commas in greetings and closings of letters.		As friendly letters are read aloud, students use single hand claps to correctly identify locations of commas.	Volume 3: TE T44, T52, T68- T69, T85, T116, T137, T144, T160-T161, T208, T230, T238, T254-T255, T278,	

KPBSD GRADE 2 LANGUAGE ARTS CURRICULUM GUIDE

				T396, T420, T430, T446-T447, T474 Volume 4: TE T64-T65, T143, T160, T256, T310, T334, T342, T358- T359, T382, T406, T430, T438, T454- T455, T482	
NEW	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., <i>because, and, also</i>) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.		Students use prewriting strategies, (e.g., brainstorming lists of linking words, generating charts of opinions and reasons, and developing possible concluding statements).		COMMON QUARTER

KPBSD GRADE 2 LANGUAGE ARTS CURRICULUM GUIDE

Fourth Quarter

Standard	Essential Skills	Sequence and Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW	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.		Students watch peer presentations and ask/answer questions.		
1.4.2	Give and receives appropriate feedback about written work.			Volume 5: TE T23, T45, T55, T64, T72-T73, T119, T141, T160-T161, T168-T169, T215, T256-T257, T264-T265, T311, T352, T360-T361, T407, T448, T456-T457 Volume 6: TE T23, T64, T72-T73, T119, T141, T151, T160, T166, T168-T169, T215, T237, T245, T254-T255, T262-T263, T309, T331, T341, T350-T351, T405, T437, T446-T447, T452, T454-T455	
1.5.1	List sources or authors and titles of books and other materials when used as references in written work with support.				
NEW	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation;		Students complete scientific investigations to answer questions. Students record observations and log the outcomes or findings (e.g.,		COMMON QUARTER

KPBSD GRADE 2 LANGUAGE ARTS CURRICULUM GUIDE

	record data from science observations).		illustration, explanation, journal) and present to the class. Tech: 3.B.2.1; 3.C.2.1; 4.B.2.1; 4.B.2; 6.A.1.1; 6.A.2.2; 6.B.2.1; 6.C.2.1; 6.D.2.1 Begin to use a variety of reference materials, with teacher guidance (e.g., map, atlas, encyclopedia, information text). Use electronic media sources to find information.		
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