

# 21<sup>st</sup> CENTURY

## 2<sup>nd</sup> Grade READING AND ENGLISH LANGUAGE ARTS

### CONTENT STANDARDS AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS (2520.1)

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

#### Second Grade

Grade 2	Reading			
Standard 1.	Reading			
RLA.S.2.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>			
Performance Descriptors RLA.PD.2.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students at the distinguished level in reading make inferences; analyze characters and skim and scan to comprehend written text. They determine author's purpose, literary elements and connections to self and other cultures in literary and informational texts. They apply vocabulary across content using context clues. When reading informational selections, they recognize visual representations and judge texts for reliability.	Second grade students at the above mastery level in reading provide main idea and supporting details, draw conclusions, describe characters and paraphrase literary and informational texts. They establish a purpose for reading and explain connections between simple events in a literary work and their own lives. They describe multiple meanings of words and use homonyms. They select labels for diagrams and choose electronic resources for a purpose.	Second grade students at the mastery level in reading apply phonetic analysis to decode unknown words. They determine story elements, main idea and cause/effect in literary and informational texts. They respond to both literal and interpretive comprehension questions and summarize short story selections. They use structural analysis of compound words and contractions to decode unknown words. Students demonstrate their understanding of a variety of informational resources by following written directions and using captions.	Second grade students at the partial mastery level in reading manipulate phonemes and use elements of phonetic analysis to decode given words. They use sequencing, predicting and retelling to understand literary and informational texts. Students describe how print is organized and read. They use signs and labels.	Second grade students at the novice level in reading segment and blend phonemes. They decode c-v-c words. They identify sequencing and predicting in literary and informational text. They identify the author, illustrator and characters in a variety of texts. Students recognize environmental print and signs.

Objectives	Students will
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>
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).
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).
RLA.O.2.1.04	apply explicitly taught vocabulary words in oral and written experiences.
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>
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>
RLA.O.2.1.07	use a variety of context clues to determine word meanings (e.g., prior knowledge, read ahead, reread).
RLA.O.2.1.08	use meaning clues to aid comprehension and make predictions about content (e.g., pictures, picture captions, title, cover, heading).
RLA.O.2.1.09	read second grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).
RLA.O.2.1.10	respond to both literal and interpretive comprehension questions after reading a short story selection developmentally appropriate.
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.
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>
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).
RLA.O.2.1.14	recognize genre in literary texts: <ul style="list-style-type: none"> <li>• fairy tales / folk tales / poems / fables / fantasies / biographies / short stories / chapter books / plays and informational texts / magazines / textbooks / electronic resources / reference materials</li> </ul>
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).
RLA.O.2.1.16	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.

<b>Grade 2</b>	<b>Writing</b>			
<b>Standard 2:</b>	<b>Writing</b>			
RLA.S.2.2	<p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> <li>• using the writing process</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>			
<b>Performance Descriptors RLA.PD.2.2</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Second grade students at the distinguished level in writing apply the writing process to create a composition, poem and summary for an intended audience. Students apply grammar and spelling. They select and use strategies to compile information for written reports.	Second grade students at the above mastery level in writing develop the five-step writing process to create letters, reports and stories for an intended audience. Students use grammar and spelling. They use a variety of strategies to plan research.	Second grade students at the mastery level in writing develop stories with a beginning, middle and end for an intended audience. Students edit a simple sentence. They use dictionaries, indexes and electronic resources to write.	Second grade students at the partial mastery in writing construct complete related sentences using beginning capitalization and ending punctuation. Students use books to gather information.	Second grade students at the novice level in writing construct complete sentences using beginning capitalization and ending punctuation. Students use books to find information.
<b>Objectives</b>	<b>Students will</b>			
RLA.O.2.2.01	demonstrate proper manuscript and begin use of cursive writing techniques: <ul style="list-style-type: none"> <li>• posture / paper placement / pencil grip / letter formation / letter size / spacing</li> </ul>			
RLA.O.2.2.02	write correctly formed and punctuated simple sentences (e.g., declarative, interrogative, exclamatory).			
RLA.O.2.2.03	develop a story with proper sequence (e.g., beginning - middle – end, containing a main idea, supporting details).			
RLA.O.2.2.04	construct a story using the five-step writing process: <ul style="list-style-type: none"> <li>• pre-writing / draft / revise / edit / publish</li> </ul>			
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).			
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).			
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).			
RLA.O.2.2.08	use grammar in written composition (e.g., correct subject/verb agreement, simple adjectives, adverbs).			
RLA.O.2.2.09	compose in a variety of forms and genres for different audiences (e.g., journals, letters, stories, simple reports).			
RLA.O.2.2.10	alphabetize to the second letter and use simple guidewords.			
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).			

<b>Grade 2</b>	<b>Listening, Speaking and Media Literacy</b>			
<b>Standard 3</b>	<b>Listening, Speaking and Media Literacy</b>			
RLA.S.2.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.			
<b>Performance Descriptors RLA.PD.2.3</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Second grade students at the distinguished level in listening, speaking and media literacy listen and respond to different literary forms by paraphrasing information, recounting personal experiences and supporting opinions. They identify the intended audience and distinguish a variety of messages conveyed by visual media. Students adjust their speaking rate and react to an audience when communicating. They create a presentation for a specific purpose using a form of technology.	Second grade students at the above mastery level in listening, speaking and media literacy listen and respond to different literary forms by summarizing information and extending a story using their imagination. They distinguish messages conveyed through visual media such as television and the internet. Students create a presentation using a form of technology.	Second grade students at the mastery level in listening, speaking and media literacy recite and comprehend familiar songs, stories, and poems by describing story elements and role-playing scenes. They describe the main idea of weather reports or newspaper photos. Students create an oral or visual presentation using media tools.	Second grade students at the partial mastery in listening, speaking and media literacy listen and respond to nursery rhymes, songs and stories with repeated patterns by retelling and relating the information to their own lives. They determine the main idea of cartoons and photos. Students relate a real or imagined story orally or by creating a picture or poster.	Second grade students at the novice level in listening, speaking and media literacy listen, repeat and discuss familiar stories, nursery rhymes and songs. They tell the main idea represented in stories.
<b>Objectives</b>	<b>Students will</b>			
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).			
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).			
RLA.O.2.3.03	access media tools to create an oral or visual presentation (e.g., desktop publishing, electronic resources, photos).			