

KPBSD ELA CURRICULUM

2nd GRADE – LANGUAGE STANDARDS

Desired Results

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<p>PRIORITY STANDARDS</p> <p>2.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Use collective nouns (e.g., <i>group</i>).</p> <p>b) Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c) Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d) Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e) Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>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>).</p> <p>2.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on second grade reading and content, choosing flexibly from an array of strategies.</p> <p>a) Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b) 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>).</p>	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. 	
	Meaning	
ENDURING UNDERSTANDINGS		
Students will understand...		
<ul style="list-style-type: none"> How to use correct end point punctuation How to apply the basic rules of capitalization. How to recognize and apply basic spelling pattern. That building vocabulary is important to reading. Reading can expand one's language repertory. Dictionaries can assist learners in learning meanings of words. 		
ESSENTIAL QUESTIONS		
Students will keep considering...		
<ul style="list-style-type: none"> What are some examples of when you use a question mark or exclamation point? When are words capitalized? What are some examples of basic spelling patterns commonly used? How do you build your vocabulary? How can you increase your ability to figure out new words? For what reasons would you use a dictionary? 		
Acquisition		
Students will know...		
<ul style="list-style-type: none"> How to use words correctly when writing and speaking. How to use collective nouns (a group of people, a pride of lions). How to make and use irregular plural nouns correctly (<i>feet, children, teeth, mice, fish</i>). How to use reflexive pronouns (<i>himself, myself, ourselves</i>). How to make and use common regular verbs (<i>sat, hid, told</i>). How to use adjectives and adverbs correctly. 		
Students will be skilled at...		
<ul style="list-style-type: none"> Capitalization and punctuation. Spelling Patterns. Handwriting. Vocabulary Development. Word Beginnings and Endings. Expanding Language. Antonyms and Synonyms. Dictionary Use. 		

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- c) Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

SUPPORTING STANDARDS

2.L.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 closings of letters.
- c) Use an apostrophe to form contractions and frequency occurring possessives.
- d) Generalize learned spelling patterns when writing words.
- e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

2.L.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 spicy or juicy).
- b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

2.L.6. Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

- How to make and use complete simple and compound sentences.
- How to write sentences correctly.
- How to use capital letters at the beginnings of holidays, product names and places on a map.
- How to use commas in greetings and closings of letters.
- How to use apostrophes to make contractions.
- How to use apostrophes to show possession.
- How to use spelling patterns to write words.
- How to use tools like a dictionary to check and correct spelling.
- How to write, speak, read, and listen by using what they know about the English language.
- How to compare formal and informal ways that people speak English.
- How to figure out what words mean by using the strategies they know and by thinking about what they have read.
- How to use context clues to help understand new words.
- How to use prefixes that they know to help understand new words.
- How to use root words to help understand new words.
- How to use the meanings of the two smaller words in a compound word to make a prediction about what it means.
- How to use glossaries, dictionaries, or the internet to help find the meanings of new words.
- How words are related and how their meanings might be alike.

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<p>a) 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>).</p> <p>b) 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>).</p>	<ul style="list-style-type: none"> • How to find real-life connections between words and the way they are used (foods that are spicy or juicy). • How to tell the difference between similar verbs (toss, throw, hurl). • How to tell the difference between similar adjectives (thin, slender, skinny, scrawny). • How to use new words they learn in different ways to show what they mean. 	
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Evidence

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • CQA

Vocabulary

Collective Noun Irregular Verbs Pronouns Adjectives Simple Sentence Compound Sentence Past Tense Present Tense Future Tense	Capital Apostrophe Contractions Greeting Letter Tone Style Punctuation Grammar	Thesaurus Quote Speech Definition Context Adverbs Shades Of Meaning Emotions Actions
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Technology Skills

<p>I can...</p> <ul style="list-style-type: none"> • Use and understand the basic computer terms: Home Row (Use two hands), Internet Browser, minimize/maximize a window, and toolbar. • Use a computer mouse to right click/left click. • Use the file menu commands: new, open, save, save as, copy/paste, and print. • Save and find files in the My Documents folder. • Save, find, and use files in the Shared Folder. • Identify a wide variety of current technology tools: computer, digital camera, CD-ROM and DVD/VHS players, printer, headphones and speakers. • Adjust the volume for my computer.
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- Use and care for equipment in a respectful way
- Identify and use software terms: edit/undo, select/delete text, Change font, style, color and size, and insert clipart graphics.
- Enter a pre-selected URL address.
- Use software to create a simple multimedia project.
- Record and organize ideas using digital tools and/or graphic organizers.
- Recognize different information sources and select an appropriate one to complete a project.
- Plan, conduct, and communicate the results of research through a simple digital product with teacher support.
- List potential dangers in digital environments and know how to report unsafe situations.