Writing is a means of communication. Students write for a variety of purposes in all content areas.

- using the correct spelling of known words
- using phonics to attempt unknown words
- holding a pencil correctly
- forming letters properly
- using appropriate spacing
- using writing as a means of communication
- demonstrating risk taking behaviors
- using correct punctuation and capitalization, noun-verb agreement, plurals, proper nouns
- editing for complete sentences
- writing a sentence as a complete thought
- using a variety of forms of writing,
- writing for a specific audience
- using predictable language patterns in their writing
- incorporating details if appropriate
- writing a story with a clear beginning, middle and end
- choosing writing as an activity
- writing with a strong sense of voice

English Language use is the ability to communicate effectively to a variety of audiences.

- listening and responding to directions
- asking questions
- respecting a speaker through listening appropriately
- expressing needs appropriately
- contributing to class discussions
- listening to messages delivered through different media
- using available technology

Literature may be used for enjoyment, information or appreciating the world around us.

- enjoying a variety of literature
- respecting all materials
- responding to literature through art, drama, discussion, music or a project
- demonstrating a familiarity with fiction, nonfiction, poetry, fairy tales, humor, folk tales, biographies, mysteries, historical fiction
- informational text
- distinguishing between literary and informational text
- identifying repeated language patterns
- making connections relating texts to self, other texts and the world

English Language use in research and study skills aids in gathering and using information

- alphabetizing to second and third letter
- using a dictionary and glossary
- searching for books by author
- understanding a table of contents
- using graphs and tables

Ask your child's teacher if you have questions or concerns. We appreciate your willingness to be involved and are happy to provide needed information.

A Parent's Guide to the…

Second Grade

Elementary Language Arts Curriculum

Manchester School District
296 Commercial St.
Manchester, NH 03101
603-624-6300
www.mansd.org

Learning to read and write is critical to student success. We welcome you as a partner in your child's learning.
This guide will identify the major skills your child will be learning this year. Other skills/strategies will be taught but are not assessed.

Reading:

<u>Phonics</u> is the understanding of the relationship between sounds and letters.

- identifying sounds in initial, medial and final positions
- onset and rime ~ part = /p/ art
- recognizing letters and their sounds and hearing sounds and identifying letters
- identifying two letters which make one sound – sh,wh,th,ch
- identifying short and long vowel sounds in initial and medial positions
- understanding vowels with r
- identifying the blended sound of two letters – tr, bl, st, cl
- blending syllables to form a new word – show + er ~ shower

<u>Word recognition and vocabulary</u> skills help the reader to work with words.

- identifying words in context
- reading basic vocabulary by sight
- sorting words according to category
- looking at word structure/meaning to expand their knowledge of words
- identifying concept similarities (analogies, multiple meanings)
- taking risks with unknown words
- using syllable types to identify words

<u>Word strategies</u> are the tools the student uses to identify words and make meaning from their reading.

- using the meaning or structure of a sentence to identify unknown words
- using letters and sounds
- identifying similar and opposite meanings

- using more than one approach to unknown words
- describing words in terms of category, features, functions
- using rereading as a way to figure out an unknown word

<u>Comprehension</u> is the goal of all reading. Students need to understand what they have read and be able to recall information.

- participating in read aloud activities
- creating mental images of what is read
- identifying characters, major events, setting, main idea, problem and solution
- retelling a story in sequential order
- noticing when their reading doesn't make sense, look right or sound right
- responding orally to questions where the answer may be right in the text or implied in the text
- making connections between what students know and what they are learning
- predicting what will happen in a story
- drawing conclusions from text read
- sequencing story events
- identifying story elements as fiction/nonfiction
- gathering information from nonfiction text
- demonstrating understanding through charts, webs etc.
- asking questions before, during and after reading
- recognizing similarities and differences in information within and among text
- using time words orally and in writing – first, next, last etc.
- identifying the author's purpose and message
- making basic inferences
- reading at grade level with 90-94% accuracy

<u>Fluency</u> is important because it helps to provide a bridge between word recognition and comprehension. It includes rate, expression and voice.

- practicing with audio tapes, choral reading, partner reading, drama
- reading known books fluently

<u>Enjoyment</u> of reading is the key to becoming a reader.

- self-selects reading materials for independent reading
- participates in shared reading