

**RIDGECROFT SCHOOL
LANGUAGE ARTS
GRADE 2**

Language Arts in Grade 2 will focus on the development of the English language in three areas: (1) grammar and language conventions, (2) reading, and (3) writing. The NC Standard Course of Study is used as a guideline for a scope and sequence to goals and objectives. Specifications for the required writing portfolio are also included.

PACING GUIDE

Resource: Houghton Mifflin Literature

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES
FIRST GRADING PERIOD	30 Days	
Silly Stories (Focus on Poetry)		1.04, 2.01b,d,e, 2.03, 2.08, 3.01, 3.05a,b,c,d, 4.02, 4.07, 4.08, 5.01, 5.02, 5.03, 5.04, 5.05
SECOND GRADING PERIOD	30 Days	
Nature Walk (Focus on Fables)		1.04, 2.01d,f,g, 2.03, 2.06, 2.07, 2.08, 3.01, 3.02, 3.05a,d,e, 4.02, 4.07, 4.08, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06
THIRD GRADING PERIOD	30 Days	
Around Town: Neighborhood and Community		1.04, 2.01b,c,f,h,j, 2.03, 2.04, 2.06, 2.08, 3.05b,c,e, 4.02, 4.07, 4.08, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06
FOURTH GRADING PERIOD	30 Days	
Amazing Animals (Focus on Biographies)		1.01, 1.04, 2.01a,c,d,e,f,g, 2.04, 2.07, 3.01, 3.02, 2.05b,c,e, 4.02, 4.07, 4.08, 5.01, 5.02, 5.03, 5.04, 5.05
FIFTH GRADING PERIOD	30 Days	
Family Time (Focus on chapter Books)		1.04, 2.01a,c,d,j, 2.02, 2.03, 2.04, 2.06, 2.07, 3.01, 3.02, 3.05, 3.06, 4.02, 4.07, 4.08, 5.01, 5.02, 5.03, 5.03, 5.04, 5.05, 5.06
SIXTH GRADING PERIOD	30 Days	
Talent Show		

7-22-07

NC STANDARD COURSE OF STUDY (www.ncpublicschools.org)

COMPETENCY GOAL 1: THE LEARNER WILL DEVELOP AND APPLY ENABLING STRATEGIES AND SKILLS TO READ AND WRITE.

- 1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.
- 1.02 Read most high frequency and many irregularly spelled words accurately in text.
- 1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.
- 1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.
- 1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.

COMPETENCY GOAL 2: THE LEARNER WILL DEVELOP AND APPLY STRATEGIES AND SKILLS TO COMPREHEND TEXT THAT IS READ, HEARD, AND VIEWED.

- 2.01 Read and comprehend both narrative and expository text appropriate for grade two
- 2.02 Use text for a variety of functions, including literary, informational, and practical.
- 2.03 Read expository materials for answers to specific questions.
- 2.04 Pose possible how, why, and what if questions to understand and/or interpret text.
- 2.05 Self-monitor own difficulties in comprehending independently using several strategies.
- 2.06 Recall facts and details from a text.
- 2.07 Discuss similarities and differences in events and characters across stories.
- 2.08 Interpret information from diagrams, charts, and maps.

COMPETENCY GOAL 3: THE LEARNER WILL MAKE CONNECTIONS THROUGH THE USE OF ORAL LANGUAGE, WRITTEN LANGUAGE, AND MEDIA AND TECHNOLOGY.

- 3.01 Use personal experiences and knowledge to interpret written and oral messages.
- 3.02 Connect and compare information across expository selections to experiences and knowledge.
- 3.03 Explain and describe new concepts and information in own words.
- 3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard (e.g., read aloud by teacher, literature circles, interest groups, book clubs).
- 3.05 Locate and discuss examples of an author's use of:
 - kinds of sentences (declarative, interrogative, exclamatory).
 - capitalization (titles, dates and days, names of countries).
 - punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations).
 - use of paragraphs in texts and their effects on the reader.
- 3.06 Discuss the effect of an author's choices for nouns, verbs, and modifiers which help the reader comprehend a narrative or expository text.

COMPETENCY GOAL 4: THE LEARNER WILL APPLY STRATEGIES AND SKILLS TO CREATE ORAL, WRITTEN, AND VISUAL TEXTS.

- 4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.
- 4.02 Use expanded vocabulary to generate synonyms for commonly over-used words to increase clarity of written and oral communication.
- 4.03 Read aloud with fluency and expression any text appropriate for early independent readers.
- 4.04 Use oral communication to identify, organize, and analyze information.
- 4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.
- 4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).
- 4.07 Compose first drafts using an appropriate writing process:
 - planning and drafting.
 - rereading for meaning.
 - revising to clarify and refine writing with guided discussion.
- 4.08 Write structured, informative presentations and narratives when given help with organization.
- 4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose.

COMPETENCY GOAL 5: THE LEARNER WILL APPLY GRAMMAR AND LANGUAGE CONVENTIONS TO COMMUNICATE EFFECTIVELY.

- 5.01 Spell correctly using:
 - previously studied words.
 - spelling patterns.
 - analysis of sounds to represent all the sounds in a word in one's own writing.
- 5.02 Attend to spelling, mechanics, and format for final products in one's own writing.
- 5.03 Use capitalization, punctuation, and paragraphs in own writing.
- 5.04 Use the following parts of the sentence:
 - subject.
 - predicate.
 - modifier.
- 5.05 Use editing to check and confirm correct use of conventions:
 - complete sentences.
 - correct word order in sentences.
- 5.06 Use correctly in written products:
 - letter formation, lines, and spaces to create readable documents.
 - plural forms of commonly used nouns.
 - common, age-appropriate contractions.
- 5.07 Use legible manuscript handwriting.

TEXT IN GENRES FOR GRADE 2

FICTION	NONFICTION	POETRY	DRAMA
<ul style="list-style-type: none"> • Storybooks • Short chapter books 	<ul style="list-style-type: none"> • Newspapers • Telephone books • Signs/labels 	<ul style="list-style-type: none"> • Short poems • Word plays (alliteration /rhyme) 	<ul style="list-style-type: none"> • Skits • Short plays

GRADE 2 WRITING PORTFOLIO

The writing portfolio is a collection of products that exhibit development of writing expertise. First drafts and revisions are included to show growth over time. Selected documents will be finished or “published”.

STUDENT NAME:		
	DATE DUE	GRADE
FIRST SIX WEEKS		
1. Writing a Story 2. Poetry		
SECOND SIX WEEKS		
1. Writing a Description 2. Fables		
THIRD SIX WEEKS		
1. Friendly Letter		
FOURTH SIX WEEKS		
1. Research Report 2. Biography		
FIFTH SIX WEEKS		
1. Personal Narrative		
SIXTH SIX WEEKS		
1. Writing Directions		

GRADING FIRST SEMESTER:

Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above On Below

Signature and Date: _____

GRADING SECOND SEMESTER:

Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above On Below

Signature and Date: _____

OR suggestion 2:

GRADE 2 WRITING PORTFOLIO

The writing portfolio is a collection of products that exhibit development of writing expertise. Some writing will be shared writing, some interactive, and some independent. First drafts and revisions are included to show growth over time. Selected documents will be finished or “published”.

STUDENT NAME:		
	DATE DUE	GRADE
FIRST SIX WEEKS		
1. Character Sketch 2. Response Journal		

3. Poem 4. Silly Story 5. Transportation Report		
SECOND SIX WEEKS		
1. Answer to Question 2. Paragraph 3. Learning Log Entry 4. Fable 5. Song about Nature		
THIRD SIX WEEKS		
1. Scene 2. Take Notes 3. Problem Solution Paragraph 4. Persuade 5. Letter to Mayor		
FOURTH SIX WEEKS		
1. Invitation 2. Poem 3. News Article 4. Biography 5. Animal ABC Book		
FIFTH SIX WEEKS		
1. Opinion Paragraph 2. Response to Writing Prompt 3. Information Paragraph 4. Dialogue 5. Write a Chapter 6. List Family Activities 7. Family Poem		
SIXTH SIX WEEKS		
1. Paragraph that explains 2. Summary 3. Comparison/Contrast Paragraph		