

**Language Arts Curriculum Outline  
For  
Second Grade  
Parent Copy**

The ultimate goal for language arts learners is personal, social, occupational, and civic literacy. A successful language arts learner is able to use the reading process to construct meaning from text, use written language as a tool, speak and listen effectively, and use research to enhance understanding of the world.

**Reading – Meaning and Communication**

- 1:1** The student will read from a wide variety of reading materials for enjoyment and for information.
- 1:2** The student will read with developing fluency using tone, punctuation, and rate of speed.
- 1:3** The student will retell what they have read with meaning.
- 1:4** The student will use many strategies to understand words.

**Writing – Meaning and Communication**

- 2:1** The student will write a personal story.
- 2:2** The student will write a research report on an animal.
- 2:3** The student will write a description of a person, place, or thing.
- 2:4** The student will write a friendly letter.
- 2:5** The student will write a persuasive essay on a school-wide issue.
- 2:6** The student will use the writing process, focusing on grammar and mechanics.

**Listen, speak, view, read, and write- Meaning and Communication**

- 3:1** The student will use appropriate listening behaviors, respond to questions in complete sentences, and ask relevant questions.
- 3:2** Given and unfamiliar word, the student will use the correct resource to find the meaning.

**Language**

- 4:1** The student will adjust the use of language to communicate effectively with a variety of purposes.

**Literature**

- 5:1** After reading or hearing a piece of literature, the student will think and write about the ideas or feelings from the story in a response journal.

**Voice**

- 6:1** The student will use their own voice to bring their own personality into their writing with a focus on strong feeling.

**6:2** The student will find the author's and/or illustrator's purpose.

### **Skills and Processes**

**7:1** The student will use predicting, picture clues, generating questions, decoding, discussing with peers, and using text to construct meaning.

**7:2** The student will employ a wide range of strategies while writing.

### **Genre and Craft of Language**

**8:1** The student will identify the important parts of a story by completing a story chart.

**8:2** The student will identify and describe different kinds of reading materials; (fantasy, biography, fables, poetry, realistic fiction)

**8:3** The student will identify the main idea and details of an informational text.

**8:4** The student will identify text patterns in informational text.

**8:5** The student will identify ways authors express ideas in engaging ways.

**8:6** The student will identify textual aids.

### **Depth of Understanding**

**9:1** The student will identify recurring issues/themes/problems in the literature they read and hear.

**9:2** The student will compare and contrast characters, events, and key ideas within and with different texts.

### **Ideas in Action**

**10:1** The student will make personal connections with ideas in text.

**10:2** The student will show understanding of text by written responses.

### **Inquiry and Research**

**11:1** The student will identify and use appropriate resources to investigate a particular subject.

### **Critical Standards**

**12:1** The student will select a piece of their own writing and explain what they enjoy about it.

**12:2** The student will discuss and imitate 4 different models of quality text.