

# ROBERTSON COUNTY BOARD OF EDUCATION

## MASTERY GUIDE, revised 2007

### SECOND GRADE

#### FIRST NINE WEEKS

#### LANGUAGE ARTS

##### Reading

##### **Oral Language**

- 2.1.01c. Understand, follow, and give oral directions.
- 2.1.01d. Participate in group discussion.
- 2.1.01e. Participate in creative responses to text (e.g., choral reading, discussion, and dramatization).
- 2.1.01f. Respond to questions from teachers and other group members.

##### **Listening Skills**

- 2.1.02a. Listen attentively to speaker for specific information.
- 2.1.02b. Use appropriate listening skills (e.g., does not interrupt, faces speaker, asks questions).
- 2.1.02c. Listens and responds to a variety of media (e.g., books, audio tapes, videos).
- 2.1.02d. Recognize the difference between formal and informal languages.
- 2.1.02e. Follow oral directions.
- 2.1.03c. **Recognize and use parts of a book** (e.g., title, author, illustrator, table of contents and glossary).
- 2.1.04c. Identify and produce rhyming words.
- 2.1.05c. Use known words to decode unknown words.

##### **Develop Fluency, Expression, Accuracy, and Confidence**

- 2.1.06a. Read orally to develop fluency, expression, accuracy, and confidence.
- 2.1.06d. Demonstrate the automatic recognition of high frequency words.
- 2.1.06f. Read independently daily.

##### **Vocabulary**

- 2.1.07c. Participate in shared reading.
- 2.1.07d. Manipulate word families, word wall and word sorts.
- 2.1.07e. Match oral words to print words.
- 2.1.07i. Build vocabulary through frequent read-alouds.

##### **Pre-reading Strategies**

- 2.1.08b. Participate in activities to build background knowledge to make meaning from text.
- 2.1.08c. Make predictions about text.
- 2.1.08d. Use illustrations to preview text.
- 2.1.09a. Derive meaning while reading

- 2. participating in discussion about text and relating selection to personal experience.
- 3. predicting and adjusting outcomes during reading.
- 2.1.09b. Check for understanding after reading by
  - 1. recalling the sequence of events in a story.
  - 5. recognizing the main idea in picture books and texts.

### **Informational Skills**

- 2.1.10a. Recognize outside resources (e.g., family and community).
- 2.1.10b. Recognize a variety of print sources (e.g., books, magazines, maps, charts, and graphs).
- 2.1.10e. Visit libraries and checks out appropriate materials.
- 2.1.11a. Develop content specific vocabulary.

### **Read Independently**

- 2.1.12b. Read to gain information.
- 2.1.12d. Read for enjoyment.
- 2.1.12e. Read to expand vocabulary.

### **Experience Various Literary and Media Genres**

- 2.1.13d. **Identify characters, plot, and setting in print and non-print text.**
- 2.1.13e. Recognize how the main character and other characters interact with each other.
- 2.1.13g. Determine whether the events in the reading selection are real or fantasy.

### **Motivation to Read**

- 2.1.14a. Visit libraries/media centers and regularly check out materials.
- 2.1.14e. Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).
- 2.1.14g. Experience daily opportunities to read.

## **Writing**

### **Pre-Writing Strategies**

- 2.2.01a. Brainstorm ideas with teachers and peers.
- 2.2.01c. Construct graphic organizers to establish understanding.

### **Write for a Variety of Purposes**

- 2.2.02c. Write to inform (e.g., friendly letters, two or three step directions, journals).
- 2.2.03c. Uses temporary spelling to spell independently as necessary.
- 2.2.06d. Share completed work.

### **Write Narrative Accounts**

- 2.2.07b. Write accounts of personal experiences.
- 2.2.07c. Write group stories with a beginning, middle, and end.
- 2.2.08a. Summarize concepts presented in science (e.g., illustrations, sentences, paragraphs).

### **Write Expressively**

- 2.2.09b. Write, when given time, place, and materials.
- 2.2.09e. Dictate or write stories (e.g., tape recorder, adult, older student).

### **Write in a Variety of Modes and Genres**

- 2.2.11f. Write in journals.

### **Language**

- 2.3.01a. Use nouns appropriately (e.g., singular and plural, common and proper, possessives).
- 2.3.01c. Use pronouns appropriately (e.g., pronoun case, subject and object agreement).
- 2.3.02a. **Capitalize the first word of a sentence, names, pronoun "I,"** and proper nouns.
- 2.3.02e. Write legibly in manuscript.
- 2.3.02d. Form contractions using apostrophes.
- 2.3.04b. Distinguish between complete and incomplete sentences.

### **Spelling**

- 2.2.03b. Spell words correctly as appropriate to grade level.
- 2.3.03c. **Spell basic short-vowel, long-vowel words** and consonant blend patterns.
- 2.2.03f. Arrange words in alphabetical order to the second letter.

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## MASTERY GUIDE, revised 2007

### SECOND GRADE

#### SECOND NINE WEEKS

#### LANGUAGE ARTS

##### Reading

- 2.1.01h. Summarize lesson content.
- 2.1.03a. Read and explain own writings.
- 2.1.03c. **Recognize and use parts of a book** (e.g., title, author, illustrator, table of contents and **glossary**).

##### **Phonemic Awareness**

- 2.1.05a. Use knowledge of letter-sound correspondence and structural analysis to decode words.
- 2.1.05b. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).
- 2.1.06c. Participate in guided, oral readings.
- 2.1.06e. Read a variety of texts with fluency, expression, accuracy and confidence.
- 2.1.07a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
- 2.1.08a. Identify a purpose for reading.
- 2.1.09b. Check for understanding after reading by
  - 2. drawing conclusions based on evidence gained while reading.
  - 3. restating story events in order to clarify and organize ideas.
  - 4. recognizing cause and effect.
- 2.1.11b. Use text features to locate information (e.g., charts, maps and illustrations).

##### **Read Independently**

- 2.1.12a. Read for literary experience.
- 2.1.12c. Read to perform a task.

##### **Experience Various Literary and Media Genres**

- 2.1.13b. Understand the main idea in a visual message (e.g., pictures, cartoons, posters).
- 2.1.13c. Explore folktales and fables.
- 2.1.13d. **Identify** characters, **plot**, and setting **in print and non-print text**.
- 2.1.13f. Identify types of stories (e.g., folktales, fables, fairy tales).
- 2.1.14c. Explore a wide variety of literature through read alouds, tapes, and independent reading.
- 2.1.14d. Identify favorite stories, informational text, authors and illustrators.

## **Writing**

### **Pre-writing Strategies**

2.2.01b. Write key thoughts and questions, record reactions and observations.

### **Drafting and Revision**

2.2.03b. Write in complete coherent sentences.

2.2.03e. Reread draft.

2.2.03h. Incorporate suggestions from peers and teachers.

2.2.07d. Create readable documents with legible handwriting.

2.2.08c. Write in math journals, create math stories, and write explanations for problem solving.

2.2.08d. Participate in shared writings about the arts and personal activities.

2.2.10d. Compose a note or questions for a favorite author.

2.2.10e. Summarize a story.

### **Write in a Variety of Modes and Genres**

2.2.11a. Write friendly notes, invitations, and messages.

2.2.11e. Write a report.

## **Language**

2.3.01b. Use verbs appropriately (e.g., past and present tense, agreement, action and linking, irregular).

2.3.02b. **Use correct punctuation at the end of declarative sentences, exclamatory sentences and questions.**

## **Spelling**

2.2.03a. Spell high-frequency words correctly.

2.2.03d. Spell regular and irregular plurals correctly (e.g., boy/boys, child/children).

2.2.03e. Use a dictionary to spell words correctly and to verify spelling.

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## MASTERY GUIDE, revised 2007

### SECOND GRADE

### THIRD NINE WEEKS

#### LANGUAGE ARTS

##### Reading

- 2.1.03b. Recognize that groups of sentences make a paragraph and paragraphs make a story.

##### **Phonemic Awareness**

- 2.1.04a. Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).
- 2.1.04b. Add, delete, and change targeted sounds to modify or change words.

##### **Vocabulary**

- 2.1.07b. Recognize common abbreviations and contractions.
- 2.1.07f. Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues and structural analysis).
- 2.1.07g. Add endings to base words to make new words (e.g., -ed, -ing, and -es).
- 2.1.08e. Create graphic organizers (e.g., KWL, webs, lists, story maps, charts).
- 2.1.08f. Connect life experience to information and events in texts.
- 2.1.09a. Derive meaning while reading
1. employing self-correction strategies (e.g., rereading, asking for help).
- 2.1.10c. Understand the purpose of various reference materials (e.g., dictionary, encyclopedia).
- 2.1.10d. Use graphic organizers to aid in understanding material from informational texts.
- 2.1.12f. Read to build fluency.

##### **Experience Various Literary and Media Genres**

- 2.1.13h. Compare and contrast different stories.
- 2.1.13i. Determine the problem in a story and discover its solution.
- 2.1.14b. Share storybooks, poems, environmental print, and own writing.

### **Writing**

- 2.2.01d. Select a focus for writing.
- 2.2.02b. Write to entertain (e.g., stories, poems, riddles).

### **Drafting and Revision**

- 2.2.03a. Compose first drafts using appropriate parts of the writing process.
- 2.2.03d. Arrange events in logical and sequential order.
- 2.2.03g. Revise to clarify and refine writing (e.g., rearrange words, sentences, paragraphs) and provide more descriptive detail.
- 2.2.06b. Incorporate photographs or illustrations in written works.
- 2.2.07a. Write a narrative having a beginning, middle and ending.
- 2.2.08b. Write stories about concepts presented in social studies.
- 2.2.09a. Write stories and poems.
- 2.2.09d. Continue to maintain, with teacher assistance, samples of writing and drawings that express opinions and judgements (e.g., portfolio, journals, student-made books).

### **Respond to Literature**

- 2.2.10a. Describe setting, characters, and events in detail.
- 2.2.10b. Write a different ending to a story.
- 2.2.10c. Write about a favorite character or favorite part of a story.

### **Write in a Variety of Modes and Genres**

- 2.2.11c. Write poems.
- 2.2.11d. Write descriptive sentences.

### **Language**

- 2.3.01d. Use adjectives appropriately (e.g., descriptive, comparative, superlative).
- 2.3.04d. Combine simple sentences into compound sentences.

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## MASTERY GUIDE, revised 2007

### SECOND GRADE

#### FOURTH NINE WEEKS

#### **LANGUAGE ARTS**

##### **Reading**

##### **Develop Oral Language**

- 2.1.01a. Show evidence of expanding oral language through vocabulary growth.
- 2.1.01b. Continue to implement rules for conversation.
- 2.1.01g. Narrate a personal story.
- 2.1.03d. Understand punctuation (e.g., period, question mark, exclamation mark).
- 2.1.05d. Apply knowledge of basic syllabication rules.
- 2.1.06b. Reflect punctuation within written text while reading orally.
- 2.1.07h. Identify simple multiple-meaning words based on the appropriate meaning for the context.
- 2.1.13a. Read and view various literary (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres.

##### **Motivation to Read**

- 2.1.14f. Relate literary experiences to others (e.g., book reports, sharing favorite stories).
- 2.1.14h. Choose to read as a leisure activity.

##### **Writing**

- 2.2.01e. Use a variety of sources to gather information.
- 2.2.02a. Write to acquire and exhibit knowledge (e.g., sentences, answers to questions).
- 2.2.03f. Sharpen the selected focus for writing.

##### **Editing**

- 2.2.04a. Apply elements of language (e.g., end marks, capitalization, and commas in a series).
- 2.2.04b. Edit for complete sentences.
- 2.2.04c. Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
- 2.2.04d. Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to aid in proofreading.
- 2.2.04e. Identify words or phrases that could be added to clarify meaning of written stories.

### **Evaluate Own and Others' Writing**

- 2.2.05a. Use a simple rubric to evaluate own writing and group work.
- 2.2.05b. Evaluate own and others' writing through small group discussion and shared work.
- 2.2.05c. Review personal collection to determine progress.

### **Publishing**

- 2.2.06a. Prepare a variety of written work (e.g., published books, stories and book reports).
- 2.2.06c. Use technology to publish writing.
- 2.2.06e. Create individual and classroom books.
- 2.2.09c. Write to express opinions and judgments.
- 2.2.11b. Write stories with a logical sequence.

### **Language**

- 2.3.02a. **Capitalize** the first word of a sentence, names, pronoun "I," and **proper nouns**.
- 2.3.02b. **Use correct punctuation at the end of** declarative sentences, **exclamatory sentences** and questions.
- 2.3.02c. Use commas correctly in a series of one- word items (e.g., apples, oranges, and pears).
- 2.3.04a. Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct pronoun choice, and logical/appropriate correct word order).
- 2.3.04c. Identify and use statements, questions, and exclamatory sentences in writing and speaking.

### **Spelling**

- 2.3.03c. Spell basic short-vowel, long-vowel words and consonant blend patterns.