



# BROWNELL TALBOT

## Second Grade Standards

Reading: Students will learn and apply reading skills and strategies to comprehend text	
<p><b>Phonological Awareness</b> Students will demonstrate understanding of words, syllables, and sounds in oral language.</p>	<ul style="list-style-type: none"> <li>• BT 2.1.2a Decode regularly spelled two-syllable words with long vowels.</li> <li>• BT 2.1.2c Know spelling-sound correspondences for additional common vowel teams.</li> </ul>
<p><b>Word Analysis</b> Students will acquire phonetic knowledge as they learn to read and write grade-level text.</p>	<ul style="list-style-type: none"> <li>• BT 2.1.3a <b>Know and apply letter/sound correspondence and spelling patterns (e.g. consonant and vowel digraphs, long and short vowel patterns, diphthongs) when reading, writing, and spelling grade-level text.</b></li> <li>• BT 2.1.3b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).</li> <li>• BT 2.1.3c Recognize and read grade-level (high frequency words) words in text.</li> </ul>
<p><b>Fluency</b> Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.</p>	<ul style="list-style-type: none"> <li>• BT 2.1.4a <b>Read grade level text with accuracy, appropriate pace, &amp; expression to demonstrate understanding.</b></li> </ul>
<p><b>Vocabulary</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p>	<ul style="list-style-type: none"> <li>• BT 2.1.5a Use word families, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).</li> <li>• BT 2.1.5b Identify &amp; apply and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.</li> <li>• BT 2.1.5c <b>Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</b></li> <li>• BT 2.1.5d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.</li> <li>• BT 2.1.5e Locate words and determine meaning using reference materials.</li> </ul>
<p><b>Comprehension</b> Students will construct meaning by using prior knowledge while reading emergent literary and informational text.</p>	<ul style="list-style-type: none"> <li>• BT 2.1.6a <b>Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension by citing text evidence.</b></li> <li>• BT 2.1.6b <b>Describe how characters in a story respond to major events and challenges.</b></li> <li>• BT 2.1.6c <b>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</b></li> <li>• BT 2.1.6d <b>Recount stories, from diverse cultures, and determine their central message, lesson, or moral.</b></li> <li>• BT 2.1.6e <b>Identify the main topic of a multiparagraph information text as well as the focus of specific paragraphs within the text.</b></li> <li>• BT 2.1.6f Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>• BT 2.1.6g Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.</li> <li>• BT 2.1.6h <b>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</b></li> </ul>

## Writing: Students will learn and apply writing skills and strategies to communicate.

<p><b>Writing Process</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level.</p>	<ul style="list-style-type: none"> <li>• BT 2.2.1a <b>Use prewriting activities and inquiry tools to generate ideas.</b></li> <li>• BT 2.2.1b <b>Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.</b></li> <li>• BT 2.2.1c With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>• BT 2.2.1d With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>• BT 2.2.1d Persevere in writing tasks of various length and complexity.</li> </ul>
<p><b>Writing Modes</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	
<p><b>Opinion</b></p>	<p>BT 2.2.2a <b>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</b></p>
<p><b>Informative/Explanatory</b></p>	<p>BT 2.2.3a <b>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b></p>
<p><b>Narratives</b></p>	<p>BT 2.2.4a <b>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</b></p>
<p><b>Research</b></p>	<p>BT 2.2.5b Recall information from experiences or gather information from provided sources to answer a question.</p>

## Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

<p><b>Speaking</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<ul style="list-style-type: none"> <li>• BT 2.3.1a <b>Actively participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b></li> <li>• BT 2.3.1b <b>Using complete sentences, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</b></li> <li>• BT 2.3.1c Demonstrate and differentiate between formal and informal uses of English.</li> <li>• BT 2.3.1d Create audio recordings of stories or poems; include drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> </ul>
<p><b>Listening</b> Students will develop and demonstrate active listening skills across a variety of situations.</p>	<ul style="list-style-type: none"> <li>• BT 2.3.2a <b>Recount or describe key ideas or details from a text read aloud or information presented orally or through media.</b></li> <li>• BT 2.3.2b <b>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic, issue, or text under discussion.</b></li> </ul>
<p><b>Reciprocal Communication</b> Students will develop, apply, and adapt reciprocal communication skills.</p>	<ul style="list-style-type: none"> <li>• BT 2.3.3a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• BT 2.3.3b Build on others' talk in conversations by linking their comments to the remarks of others.</li> </ul>

## Multiple Literacies: Students will apply information fluency and practice digital citizenship.

<p><b>Information Fluency</b> Students will evaluate, create, and communicate information in a variety of media and formats to include textual, visual, and digital.</p>	<ul style="list-style-type: none"> <li>• BT 2.4.1a <b>With guidance, locate and organize information from provided print and digital resources to generate and answer questions and create new understandings.</b></li> <li>• BT 2.4.1c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</li> </ul>
<p><b>Digital Citizenship</b> Students will practice the norms of appropriate and responsible technology use.</p>	<ul style="list-style-type: none"> <li>• BT 2.4.2a With guidance, practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).</li> <li>• BT 2.4.2b <b>Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.</b></li> </ul>