



Trinity Lutheran School Second Grade Language Arts Essential Standards Chart

Essential Standards Chart: At Trinity Lutheran, we expect children to learn?

Grade: Second Grade	Subject: Language Arts					
Standard Description	Common Core Standards	Proficiency	Prerequisite Skill	Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Written in I Can Statements		What does proficiency look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
I can ask and answer questions to determine understanding of key details in text.	RL.2.1	Use question and prompts such as: Who are the characters in the story? What are the most important events that happened in the story? How did the characters solve the problem in the story?	Vocabulary: Beginning, middle, end, characters, setting, and problem.	Weekly comprehension assessments on decodable Reading A to Z books. Answer DRA leveled book or Reading A to Z benchmarking passages with 90% or higher. NWEA	Ongoing	Use text evidence to answer questions about key details in a fiction text
I can answer questions about the main topic of a nonfiction text.	RI.2.1	Use questions and prompts such as: -Talk about the important	Vocabulary: Key ideas Nonfiction Main idea	Weekly comprehension assessments of Reading A to Z	Ongoing	Students start to use text evidence when they answer questions about the

		<p>information the writer tells about ____.</p> <ul style="list-style-type: none"> -Tell what key ideas you learned. -How do the key ideas make you think about your own life? -What does the writer do to keep you interested? -What is the genre of this book? 	Text features	decodable books NWEA		main idea of a nonfiction text.
I can write an opinion with details.	W.2.1	Write opinion pieces in which they introduce the topic they are writing about, supply 2 or more reasons for their opinion, and provide a concluding sentence.	Vocabulary: Opinion, conclusion, supporting details.	MLPP writing checklist Writing Rubric Teacher observation	Quarter 4	Write opinion pieces on topics or texts supporting a point of view with reasons. <ul style="list-style-type: none"> a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b) Provide reasons that support the opinion. c) Use linking words and phrases to connect opinion and reasons. d) Provide concluding statements.
I can compare and contrast two various stories by different authors or cultures.	RL.2.9	Orally compare and contrast characteristics of two different fairy tales by telling how they are alike and	Vocabulary: Compare Contrast Venn Diagram	Weekly comprehension assessment Teacher observation	Quarter 1	Complete a venn diagram on two different stories providing at least two to three ways the topic or story is

		how they are different.				different and how they are alike.
I can read words with common vowel teams.	RF.2.3B	Students can correctly read words such as, sleigh, stay, light, coat, bee, pair.	Know final -e and common vowel team conventions for representing long vowel sounds.	Decoding inventory	Ongoing	Decode multisyllable words
I can read fluently and with accuracy at a second grade level.	RF.2.4.B	Students will progress through the second grade reading levels in order to reach a level N by the end of Second grade. Students will read using accuracy, appropriate rate and expression.	Read first grade level text with purpose and understanding.	NWEA 3x per year DRA or Reading A to Z benchmark passages quarterly.	Quarter 4	Read grade level text such as fiction, non fiction, prose and poetry.
I can recognize and read second grade high frequency words.	RF.2.4B	Student can correctly read grade level high frequency words with fluency or quick response (no sounding out)	Knowledge of first grade high frequency words.	Dolch sight word inventory.	Quarter 4	Students will use and write high frequency words correctly and independently in their writing.
I can write a narrative story.	W.2.3	Students write narratives in which they can tell a story using a sequence of events, include details, and provide a sense of closure.	Vocabulary: Narrative Sequence Details Closure/closing	MLPP checklist Writing rubric Teacher observation	Quarter 2 Ongoing	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a) Establish a situation and introduce a narrator and/or characters; organize an event sequence

						<p>that unfolds naturally.</p> <p>b) Use dialogue and descriptions of actions, thoughts and experiences and events to show the response of characters to situations.</p> <p>c) Use temporal words and phrases to signal event order.</p> <p>d) Provide a sense of closure.</p>
I can write about a nonfiction/informational topic.	W.2.2	Write informative or explanatory texts in which they introduce a topic, use facts to develop points and provide concluding sentence	Vocabulary: Informational Topic Facts Conclusion	MLPP checklist Writing rubric Teacher observation	Quarter 3	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aid comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to</p>

						connect ideas within categories of information. d. Provide a concluding statement or section.
I can strengthen my writing by revising and editing with the help of an adult	W.2.5	Students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).	Vocabulary: Brainstorming Writing process Rough draft (sloppy copy etc) Revising/editing Publishing	Opinion writing Checklist Informative writing Checklist Narrative writing Checklist	All year long	Students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).

<p>I can demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.</p>	<p>L.2.2</p>	<p>1. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. 2. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>a) Print all upper- and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f) Use frequently occurring adjectives. g) Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	<p>Narrative writing Rubric Opinion writing Rubric Informative writing Rubric</p>	<p>Ongoing</p>	<p>At this level, emphasis expands to include subject-verb agreement, comparative and superlative adjectives and adverbs, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, comma usage, appropriate use of capitalization, and are using spelling patterns and generalizations in writing.</p>
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