

SECOND GRADE ELA GLCEs

Word Recognition and Word Study/Phonemic Awareness:

- R.WS.02.01 Students will demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02 Students will recognize that words are composed of sounds blended together and carry meaning.

Word Recognition and Word Study/Phonics:

- R.WS.02.03 Students will understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04 Students will use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.

R.WS. 02.04 = I can use clues to decode words (in isolation and in context)

- Long, short, and irregular vowels
- Consonant digraphs
- Onset and rime
- Whole word chunks
- Words families

Word Recognition and Word Study/Word Recognition:

- R.WS.02.05 Students will automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.06 Students will make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.

R.WS.02.06 = I can read 1-220 of the 220 Dolch Basic Word List and make progress toward reading 95 common nouns.

- R.WS.02.07 Students will make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.
- R.WS.02.08 Students will use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09 Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.02.09/10 = I can learn the meaning of words using

- Picture clues
- Prefixes
- Suffixes

- R.WS.02.10 Students will use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.

R.WS.02.09/10 = I can learn the meaning of words using

- Picture clues
- Prefixes
- Suffixes

Word Recognition and Word Study/Vocabulary:

- R.WS.02.11 Students will, in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

R.WS.02.11 = I can determine the meaning of words and phrases using strategies such as context clues, mental pictures, and questioning.

Fluency:

- R.FL.02.01 Students will automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.
- R.FL.02.02 Students will use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.
- R.FL.02.03 Students will read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.

R.FL.02.03 = I can fluently read grade level text.

Narrative Text:

- R.NT.02.01 Students will describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.
- R.NT.02.02 Students will identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama.

R.NT.02.02 = I can identify the characteristics of narrative genre (see Michigan Genre Project as a resource)

- Drama
- Fantasy
- Legend
- Poetry

- R.NT.02.03 Students will identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

R.NT.02.03 = I can identify story elements (use the Michigan Genre Project as a resource)

- Characters
- Setting
- Problem
- Solution
- Sequence

- R.NT.02.04 Students will identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.

- R.NT.02.05 Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.NT. 02.05/R.IT.02.04/R.CM.02.02 = I can understand and retell what I read in narrative and informational text (use the Michigan Genre Project as a resource).

- Discussing
- Illustrating
- Writing by making connections, taking a position, showing understanding

Informational Text:

- R.IT.02.01 Students will identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" books, personal correspondence, science and social studies magazines.

R.IT.02.01/03 = I can identify and describe, and explain the basic form and features (bold text, maps, and charts) of informational text from such genres as (use the Michigan Genre Project as a resource):

- How to books
- Personal correspondence
- Science and social studies magazines

R.IT.02.02 Students will discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.

R.IT.02.03 Students will explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.

R.IT.02.01/03 = I can identify and describe, and explain the basic form and features (bold text, maps, and charts) of informational text from such genres as (use the Michigan Genre Project as a resource):

- How to books
- Personal correspondence
- Science and social studies magazines

R.IT.02.04 Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.NT. 02.05/R.IT.02.04/R.CM.02.02 = I can understand and retell what I read in narrative and informational text (use the Michigan Genre Project as a resource).

- Discussing
- Illustrating
- Writing by making connections, taking a position, showing understanding

Comprehension:

R.CM.02.01 Students will make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.

R.CM.02.01 = I can make text-to-self and text-to-text connections.

R.CM.02.02 Students will retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.

R.NT. 02.05/R.IT.02.04/R.CM.02.02 = I can understand and retell what I read in narrative and informational text (use the Michigan Genre Project as a resource).

- Discussing
- Illustrating
- Writing by making connections, taking a position, showing understanding

R.CM.02.03 Students will compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

R.CM.02.03 = I can compare and contrast text elements within and across texts.

R.CM.02.04 Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.

Metacognition:

R.MT.02.01 Students will self-monitor comprehension by recognizing when meaning is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text.

R.MT.02.01/.02/.03 = I can self-monitor my understanding by:

- Asking questions
- Rereading
- Making mental images

R.MT.02.02 Students will self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading.

R.MT.02.03 Students will self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text.

R.MT.02.01/.02/.03 = I can self-monitor my understanding by:

- Asking questions

- Rereading
- Making mental images

R.MT.02.04 Students will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.

R.MT.02.05 Students will self-monitor comprehension by using graphic organizers such as a Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas.

R.MT.02.06 Students will determine which resources contain appropriate information for the intended task using teacher/student generated criteria.

Critical Standards:

R.CS.02.01 Students will develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.

R.CS.02.01 = I can begin to assess (using common checklists, rubrics, etc.) the quality of my writing and the writing of others.

Reading Attitude:

R.AT.02.01 Students will be enthusiastic about reading and learning how to read.

R.AT.02.02 Students will do substantial reading and writing on their own during free time in school and at home.

Writing Genre:

W.GN.02.01 Students will write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.

W.GN.02.01 = I can write and illustrate a personal narrative.

W.GN.02.02 Students will approximate poetry based on reading a wide variety of grade-appropriate poetry.

W.GN.02.03 Students will write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.

W.GN.02.04 Students will use the writing process to produce and present a research project; develop two research questions related to a teacher-selected topic; gather electronic or print resources and organize the information using key ideas with teacher assistance.

W.GN.02.04 = I can produce and present a research project.

Writing Process:

W.PR.02.01 Students will set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece.

W.PR.02.01-02.07 = I can write using the writing process

- Setting a purpose
- Developing a plan
- Drafting ideas
- Revising and editing

W.PR.02.02 Students will develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).

W.PR.02.03 Students will draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details.

W.PR.02.04 Students will write in first and third person based on genre type and purpose.

W.PR.02.05 Students will draft a coherent piece with appropriate grammar, usage, mechanics, and temporary spellings.

W.PR.02.06 Students will revise drafts based on constructive and specific oral and written responses to writing; identify sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions; make stylistic changes in content and form to suit intended purpose and audience.

W.PR.02.07 Students will attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.

Personal Style:

W.PS.02.01 Students will develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, use of imagination, varying sentence beginnings) and informational writing (e.g., facts, effective conclusions).

Grammar and Usage:

W.GR.02.01 Students will, in the context of writing, correctly use more complex complete sentences, nouns, and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.

See Scope and Sequence Chart

Spelling:

W.SP.02.01 Students will, in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words, including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources, (e.g., word walls, word lists).

W.SP.02.01 = I can correctly spell words using structural cues and environmental sources such as word walls, dictionaries, etc.

Handwriting:

W.HW.02.01 Students will fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.

W.HW.02.01 = I can legibly write upper and lower case letters.

Writing Attitude:

W.AT.02.01 Students will be enthusiastic about writing and learning to write.

Speaking Conventions:

S.CN.02.01 Students will use common grammatical structures correctly when speaking including subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of, so that).

S.CN.02.01 = I can speak using proper grammar.

S.CN.02.02 Students will explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.

S.CN.02.02 = I can use language to communicate effectively in a variety of settings.

S.CN.02.03 Students will speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations.

S.CN.02.04 Students will present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

S.CN.02.05 Students will understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership.

Discourse:

S.DS.02.01 Students will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.

S.DS.02.01 = I can engage in rich conversations with other students and adults in the core areas.

- S.DS.02.02 Students will tell or retell stories (e.g., fantasy, legends, drama), using story grammar (e.g., elaborated information about characters, characters' actions and motivations, plot, and setting as related to plot), while maintaining appropriate intonation and tone of voice.
- S.DS.02.03 Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.
- S.DS.02.04 Students will plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.

Listening and Viewing:

- L.CN.02.01 Students will understand, restate and follow three- and four-step directions.

L.CN.02.01 = I can understand and restate and follow three and four step directions.

- L.CN.02.02 Students will ask appropriate questions for clarification and understanding during a presentation or report.

L.CN.02.02/03 = I can listen to and ask appropriate questions during a presentation.

- L.CN.02.03 Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.

L.CN.02.02/03 = I can listen to and ask appropriate questions during a presentation.

- L.CN.02.04 Students will understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).

- L.CN.02.05 Students will begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda.

Response:

- L.RP.02.01 Students will listen to or view knowledgeably and discuss a variety of genre.

- L.RP.02.02 Students will select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

- L.RP.02.03 Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.

L.RP.02.03 = I can respond to text that I listen to or view.

Second	Sentence Structure	Grammar and Usage	Punctuation
Mastery	<p>Simple sentences</p> <p>Simple paragraphs</p>	<p>Nouns</p> <p>Verbs</p> <p>Proper/Common Nouns</p> <p>Contractions</p>	<p>Continue capital at the beginning of a sentence</p> <p>Capitalize proper nouns</p> <p>Comma in date</p> <p>End punctuation marks (. ? !)</p>
Introduced	<p>Multiple paragraphs</p> <p>Identify sentences as statement or question</p> <p>Compound Sentences</p>	<p>Adjectives</p> <p>Adverbs</p>	<p>Commas in a series and in a letter (greeting and closing)</p> <p>Colon to denote time</p> <p>Quotation marks in dialogue</p>

Dolch 220 Basic Word (listed by frequency)

Words 1-25	Words 26-50	Words 51-75	Words 76-100	Words 101-125	Words 126-150	Words 151-175	Words 176-200	Words 200-220
the to and he a I you it of in was said his that she for on they but had at him with up all	look is her there some out as be have go we am then little down do came could when did what so see not were	get them like one this my would me will yes big went are come if now long no came ask very an over your its	ride into just blue red from good any about around want don't how know right put too got take where every pretty jump green four	away old by their here saw call after well think ran let help make going sleep brown yellow five six walk two or before eat	again play who been may stop off never seven eight cold today fly myself round tell much keep give work first try new must start	black white ten does bring goes write always drink once soon made run gave open has find only us three our better hold buy funny	warm ate full those done use fast say light pick hurt pull cut kind both sit which fall carry small under read why own found	wash show hot because far live draw clean grow best upon these sing together please thank wish many shall laugh

The Dolch 95 Common Nouns

The Dolch 220 Basic Sight Vocabulary list does not contain nouns, because nouns are not of universal use—each noun in our language is tied to specific subject matter. The words on the Dolch 95 Common Nouns list are in no sense basic to all elementary school reading—they are words that are of interest to young children and used in reading materials for young children.

airplane	cup	feet	man	sheep
apple	car	fire	men	shoe
baby	cat	fan	milk	snow
back	chair	floor	money	squirrel
ball	chicken	flower	monkey	stick
barn	children	garden	mother	store
basket	egg	grass	nose	street
bear	corn	grandfather	nose	sun
bed	cow	grandmother	paper	table
bell	dog	grass	party	tail
bird	doll	hand	picture	top
birthday	door	head	pig	toy
boat	duck	her	pony	train
book	egg	hill	puppy	tree
boy	elephant	horse	rabbit	wagon
boy	eye	house	rain	watch
bread	farm	kitten	ring	water
bus	farmer	leg	road	window
cake	father	letter	school	wood

K-2 Independent Editing List

Edit for:

- End punctuation
- Capitals at the beginning of each sentence
- Capitals in proper names
- Complete sentences by reading aloud

Revise for:

- Replacing one word with a better word