

Compose

Students are expected to:

- I. Write a paragraph with a main idea, supporting details, and conclusion.
- J. Write stories with a beginning, middle, and end.
- K. Use a variety of writing strategies (such as imaging, talking).
- L. Use a variety of media to create compositions.

Revise (with peer and teacher assistance)

Students are expected to:

- M. Change and/or expand written ideas.
- N. Reread own writing with attention to purpose and audience.

Edit (with peer and teacher assistance)

Students are expected to:

- O. Check for complete sentences.
- P. Use correct punctuation and capitalization.
- Q. Proofread for correct spelling of high-frequency words.

Performance Skill: Apply Spelling Strategies

Students are expected to:

- A. Use common letter and sound patterns to spell words (such as -all, -ick, -ook).
- B. Use a variety of spelling resources when writing.

Performance Skill: Spell Required Words

Students are expected to:

- A. Write dictated sentences using spelling words.
- B. Spell 175 high frequency words correctly when writing.

Performance Skill: Listen Attentively and Actively

Students are expected to:

- A. Face a speaker, make eye contact, and paraphrase what is said.
- B. Ask relevant questions of a speaker.
- C. Follow oral directions.

Performance Skill: Respond to Spoken and Non-spoken Messages

Students are expected to:

- A. Participate in classroom discussions around a common topic.
- B. Respond to visual and auditory messages (such as bell ringing, facial cues, and lights out).

Performance Skill: Express Spoken Ideas Clearly

Students are expected to:

- A. Tell a personal story sequentially.
- B. Express selves orally using language appropriate to situation and audience.

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If you have any questions, please feel free to contact your child's teacher.

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Galesburg Second Grade Academic Expectations for Language Arts



The teachers and administrators who work with second grade students have developed a very specific curriculum in reading and writing. Assisted by consultants, our educators have identified what students are expected to know and be able to do in the areas of reading, writing, listening, and speaking at the end of second grade. This curriculum has been named Second Grade Academic Expectations. It defines each of the Performance Skills on the Second Grade Report Card.

Performance Skill: Choose to Read Independently

Students need opportunities for sustained reading every day to increase their fluency and vocabulary as well as to develop the lifelong reading habit. The amount of independent reading children do in and out of school is significantly related to gains in reading achievement.

Students are expected to:

- A. View selves as readers.
- B. Choose materials to read at an appropriate level.
- C. Use strategies when reading independently.
- D. Read at home and during other out-of-class times.
- E. Participate in book talks (informal and formal discussions about what is read).
- F. Show respect and proper use and care of books.

Performance Skill: Read for Understanding

When students read for understanding, they are able to connect what they read to what they already know.

Students are expected to:

- A. Identify a purpose for reading a selected text (such as for information, enjoyment).
- B. Read smoothly and expressively at an appropriate level.
- C. Retell a story in correct sequence (with a beginning, middle, and end).
- D. Name story elements (such as setting, characters, problem, events, solution).
- E. Identify main ideas and important details.
- F. Read and follow directions to accomplish a goal.

Performance Skill: Apply Reading Strategies

Students need to adjust the way they read depending on the difficulty of the material, their familiarity with the topic, and their purpose for reading. The ability to choose and apply appropriate reading strategies is critical to continued progress and development as a reader.

Students are expected to:

- A. Apply knowledge of word analysis (including vowel sounds, consonants, blends, digraphs, contractions, compound words, root words, and phonics in context).
- B. Use prior knowledge to make predictions (including brainstorming and using relevant background information).
- C. Use picture and context clues to construct meaning (such as other words, maps, charts, and tables).
- D. Fluently read 250 high-frequency words.
- E. Self-correct miscues (such as reread, read on, skip, ask, "Does it make sense? Look right? Sound right?").
- F. Ask questions before, during, and after reading.
- G. Choose appropriate strategies.
- H. Locate answers to questions.

Performance Skill: Justify Responses to Information Read

Students are expected to:

- A. Use oral and written responses to support answers.
- B. Draw conclusions.
- C. Use text examples to justify responses.

Performance Skill: Read and Respond to a Variety of Literature

Students are expected to:

- A. Respond orally and in writing to reading materials.

- B. Read and distinguish among poetry, folktales, fairytales, songs, plays, fiction, and non-fiction.
- C. Compare and contrast a variety of literature and authors.
- D. Draw conclusions and make inferences, predictions, and comparisons from literature to own experiences.
- E. Participate in discussions relating story elements to real-life experiences.

Performance Skill: Write Based on Audience and Purpose

Students learn to write by writing. They need many opportunities to write for different audiences and different purposes. Using prewriting strategies to begin, and revising and editing as they write, helps students to communicate more effectively and to gain control over the conventions of written language, such as spelling and punctuation.

Show Willingness

Students are expected to:

- A. View selves as writers.
- B. Choose to write.
- C. Express selves through writing (such as letters, poems, and journals).
- D. Write for a variety of purposes (such as responses to stories, short stories, book reports, and thank you notes).

Plan and Organize

Students are expected to:

- E. Identify purpose and audience.
- F. Use prewriting strategies (such as drawing, webbing, listing, and brainstorming).
- G. Use reference materials.
- H. Use technological resources with guidance.