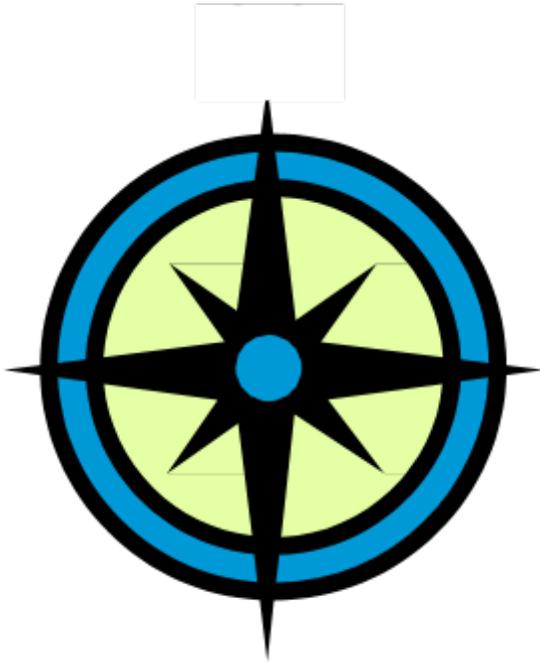


# TEACHER GUIDANCE

*For teaching the Georgia Standards  
of Excellence (GSE)*



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

## *Grade Two*

## **Introduction**

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This purpose of this document is to reflect the standards and strategies that address the Georgia Standards of Excellence (GSE).

## **About Grade Two**

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Second graders begin to read more with accuracy and fluency. Having a firmer grasp on phonics, second graders begin more complex word studies. They begin to read longer, more complex texts, including chapter books. They continue to read every day and have books read to them. Writing becomes more independent for second graders as they write in a variety of genres. Students become much more conscientious about editing and revising their work. Second graders begin to use more symbolic language, such as concepts (courage, freedom, time, seasons), in their writing and verbal interactions. Conventions become a part of the everyday writing experience for second graders. They learn important parts of speech and how to manipulate language to suit their contexts. They expand sentences and learn new sentence structures and the punctuation that occurs with them. Their written and spoken language becomes much more complex. Second graders show evidence of a vastly expanding language repertoire, including the use of a variety of language registers. They engage in a variety of language and literary activities as they gain independence and mastery of reading, writing, speaking, and listening. While the Second Grade GSE make clear specific expectations for reading, writing, speaking, listening, and language, these standards need not be a separate focus for instruction. Often, several standards can be addressed by a single rich task.

	<b>Second Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>

**Skills/Concepts for Students:**

- Generate questions before, during, and after reading
- Ask and answer who, what, where, when, why, and how questions about a text
- Identify key details in a text

**Instructional Strategies for Teachers:**

- Provide opportunities for students to generate who, what, where, when, and why questions before, during, and after reading various text
- Engage students in questioning to identify key details
- Engage students in activities determining key details and events of a text (asking and answering who, what, where, when, why, and how questions from a text)
- Model and provide opportunities for students to generate questions before, during, and after reading, using various texts and concentrating on identifying key elements and events

**Sample Performance-based/Standards-based Task(s):**

Model how to generate questions before reading, during reading, and after reading in a whole group setting. The students will work in pairs as they read a text and ask and answer questions to help them identify and understand the key details in the text. Provide each pair of students with a set of *who*, *what*, *where*, *when*, *why*, and *how* word cards. Students will take turns pulling word cards from the stack and asking each other questions about the story using the words on the cards. After students have completed the task, they will write about their story demonstrating their understanding of the key details in the text.

**Suggested Key Terms:**

Key Details                      Main Idea                      Character                      Text                      Title                      Questions                      Setting

	<b>Second Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>

**Skills/Concepts for Students:**

- Retell stories read or heard in sequential order
- Identify the central message, lesson, or moral
- Summarize text content
- Recognize the basic elements of a variety of genres (e.g., poetry, fables, folktales)

**Instructional Strategies for Teachers:**

- Allow students to retell stories individually, in small groups, and in large groups
- Use story maps to retell the story
- Use anchor charts to identify basic elements of fables and folktales (ex. Fables usually include animals that act like people, etc.)
- Read aloud fables and engage students in discussion about the central message, lesson, or moral of a story
- Discuss with students the basic elements of a variety of genres (e.g., poetry, fables, folktales)

**Sample Performance-based/Standards-based Task(s):**

Read aloud a variety of fables and folktales. Have students recount their favorite fable or folktale and recount the story by writing a retelling of the story (in a response journal). The retelling should include the central message, lesson, or moral.

**Suggested Key Terms:**

Fables	Folktales	Diverse Cultures	Central Message	Lesson
Key Details	Recount/Retell	Moral		

	<b>Second Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE2RL3: Describe how characters in a story respond to major events and challenges.</b>

**Skills/Concepts for Students:**

- Make judgments and inferences about characters and supports them with evidence from the text
- Describe how characters respond to major events and challenges

**Instructional Strategies for Teachers:**

- Model for students how to identify major events and challenges of characters in a story through the use of read-alouds
- Use graphic organizers to identify major events and challenges of characters in the story
- Engage students in discussion about how the characters respond to these major events and challenges. This also might include how characters respond differently to a major event or challenge.

**Sample Performance-based/Standards-based Task(s):**

The teacher will read aloud a book to the class. While reading, the teacher will stop at various points in the story to think aloud and discuss the characters and events taking place in the story. Teacher will model how to use sticky notes to mark places in the book where a character responds to the major events or challenges. Once the completion of the book has taken place, students will complete a t-chart with the headings “Major Events and Challenges” and “Characters’ Responses.” Students may work in pairs to select a text to read on their level. Students will use sticky notes to mark where characters respond to major events or challenges. Following the reading of the text, students may engage in conversations about how the characters in the text responded to major events and challenges.

**Suggested Key Terms:**

Describe                      Major Events                      Challenges                      Character                      Cause                      Effect                      Respond

	<b>Second Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</b>

**Skills/Concepts for Students:**

- Identify rhyme and rhythm, repetition, and sensory images in poems
- Describe how words and phrases provide rhythm and meaning to a story, poem, or song

**Instructional Strategies for Teachers:**

- Read to and allow students to read words and phrases from stories, poems, and songs with regular beats, alliteration, rhymes, and repeated lines
- Help students to understand how word choices can affect the meaning of the story

**Sample Performance-based/Standards-based Task(s):**

The teacher will select a book filled with rhymes and read it aloud to the students. Once the book has been read, the teacher will draw the attention of the students to the rhyming words. The teacher will lead the students in creating a list of rhyming words from the book. Other elements, such as repeated lines or alliteration, would be discussed. Once the list has been created, students will produce their own rhythm for the rhyming words from the story. Students may share their rhythm in a performance presented to the class. Discuss how these words or phrases add rhythm and meaning to the story. Students will then read a variety of poems and songs identifying the rhyme, regular beats, alliteration, and repeated lines. Students will then write a few sentences on how these added rhythm and meaning to the story.

**Suggested Key Terms:**

Rhythm	Regular Beats	Alliteration	Rhymes	Repeated Lines
Story	Meaning	Poem	Phrases	

	<b>Second Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE2RL5: Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.</b>

**Skills/Concepts for Students:**

- Identify and describe the parts of a story (beginning, series of events, ending)
- Describe how the beginning introduces the story
- Describe how the middle provides major events and challenges
- Describe how the ending concludes the story
- Describe the structure of a story (e.g., cause/ effect, sequencing, compare/contrast, problem/solution)

**Instructional Strategies for Teachers:**

- Provide opportunities during read-aloud time for students to discover beginning, middle, and end of a story
- Engage the students in using a graphic organizer to help understand the structure of a story (beginning, middle, end)
- Model using sequencing words when discussing with students the different parts of a story

**Sample Performance-based/Standards-based Task(s):**

The teacher will read a variety of stories while charting the events on storyboards and/or anchor charts. Students will be provided opportunities to retell the stories using sequencing words (first, so, then, next, after that, finally, etc.). Afterwards, students will use the storyboards and/or anchor charts to guide the creation of their original stories, which must include the use of sequencing words.

After retelling a familiar story in brief on a large chart together, cut the sentences apart and give students or groups of students a sentence. Challenge students to put the sentences in correct sequence. Repeat this activity in small groups using different texts, allowing students to work as independently as possible.

**Suggested Key Terms:**

describe            beginning            middle            end            story structure            introduces            concludes  
 events            sequence

	<b>Second Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</b>

**Skills/Concepts for Students:**

- Recognize the differences in the points of view of characters in a story
- Identify who is telling the story at various points
- Recognize the difference between first-and third-person narration
- Emphasize each characters’ point of view in a story by speaking in a difference voice for each character

**Instructional Strategies for Teachers:**

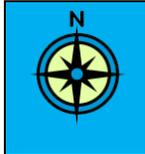
- Model a think-aloud during read-aloud time, focusing attention on the different points of view of characters
- Teach students how to recognize the differences between first-and third-person narration (e.g., first person *-I, we, she, he,* third person *- they, us*)
- Offer a variety of texts for students to read aloud poems or to tell stories in which they will change their voices to emphasize a characters’ point of view
- Engage students in reader’s theater activities

**Sample Performance-based/Standards-based Task(s):**

The teacher will read aloud a literary text that has more than one character telling the story (e.g., *Two Bad Ants* by Chris Van Allsburg). Students will listen for the pronouns “I,” “we,” “she,” “he,” and “they” in the story to determine who is speaking and the character’s point of view. As the story is being read, pause and ask students questions about the points of view of the characters. Have students read an alternate story aloud in small groups and encourage them to speak in a different voice for each character. Students may also practice speaking from the point of view of various characters by participating in Reader’s Theater. Students may also complete a writing activity describing the characters in the story and their points of view.

**Suggested Key Terms:**

Point Of View      Characters      Storytelling      Storyteller      First Person      Third Person      Narrator

**Second Grade GSE****Reading Literary (RL)****ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.****Skills/Concepts for Students:**

- Gather and interpret information from illustrations, diagrams, charts, graphs, and graphic organizers, and describe how illustrations help to understand the story
- Compare and contrast characters, setting, and plot among texts
- Describe how text features and illustrations help to understand characters, setting, and plot
- Retell a story using details about the characters, setting, and plot from the story

**Instructional Strategies for Teachers:**

- Lead the class in a discussion about how illustrations aid in understanding a text
- Model using descriptive details gathered from illustrations and words to recount a story

**Sample Performance-based/Standards-based Task(s):**

Provide students with opportunities to discuss characters, setting, or plot by reading a variety of literary texts. Students can work in groups using the same text. As students are reading, encourage them to use the illustrations and words printed in the text to help them with the understanding of the characters, setting, or plot. One group of students may complete a picture walk through the book looking at the illustrations and discussing with others what they think is going on in the story based on the illustrations. Another group of students may read the same text. Both groups can compare their information and understanding of the story based on the information they gained from the illustrations and words in the text using a Double Bubble Map, Venn Diagram, or T-chart.

**Suggested Key Terms:**

Illustrations  
Plot

Story Details  
Diagrams

Events  
Charts

Characters  
Graphs

Setting

	<b>Second Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE2RL8: (Not applicable to literature)</b> <b>ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</b>

**Skills/Concepts for Students:**

- Recognize plot, setting, and character within text, and compares and contrasts these elements among texts
- Recognize the basic elements of a variety of genres

**Instructional Strategies for Teachers:**

- Guide students in discussions to compare and contrast two or more versions of the same story by different authors and/or from different cultures (e.g., *Cinderella*, *Three Little Pigs*)
- Read aloud to students several versions of the same story by different authors or from different cultures
- Demonstrate the use of graphic organizers to compare and contrast two or more versions of the same story by different authors or from different cultures

**Sample Performance-based/Standards-based Task(s):**

The teacher will provide different versions of the same story from different cultures by different authors to the students (e.g., such as Cinderella type stories). Each group will be given a variety of books based on that group's reading level. Students or pairs choose one of the books to read. After the students read the book, they will complete a story map about the book recounting their version. Group will then come back together to compare and contrast the different versions of the story focusing on how they were alike and how they were different based on the story elements.

**Suggested Key Terms:**

Compare                  Contrast                  Authors                  Differences                  Similarities                  Fairytales                  Diverse Cultures

	<b>Second Grade GSE</b>
	<b>Reading Literary (RL)</b>
	<b>ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>

**Skills/Concepts for Students:**

- Read a variety of self-selected and assigned literary texts of appropriate complexity
- Read with appropriate pacing, intonation, accuracy and expression
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text

**Instructional Strategies for Teachers:**

- Provide opportunities for students to choose texts of appropriate complexity
- Provide differentiated, small group instruction, as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Allow students to read independently, with partners, and in groups
- Provide scaffolding of difficult text, as needed
- Encourage students to share what they have read

**Sample Performance-based/Standards-based Task(s):**

Provide students with opportunities to engage in reading books in their text complexity band. The students will work independently with the teacher on comprehension strategies as well as with partners and groups. Students should keep a reading log of books that they have read over the year.

**Suggested Key Terms:**

Understand	Purpose	Storybooks	Fables	Folktales
Fantasy	Poetry	Prose	Informational Text	Narrative

	<b>Second Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE2RI1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</b>

**Skills/Concepts for Students:**

- Generate questions before, during, and after reading
- Ask and answer who, what, where, when, why, and how questions to demonstrate an understanding of key details in a text
- Recall and discuss what is understood from the information in the text

**Instructional Strategies for Teachers:**

- Provide opportunities for students to generate who, what, where, when, and why questions before, during and after reading various texts
- Engage students in questioning to identify key details
- Engage students in activities determining key details and events of a text (asking and answering who, what, where, when, and why questions from the text)
- Model and provide opportunities for students to generate questions before, during, and after reading various texts to include identifying key details and events

**Sample Performance-based/Standards-based Task(s):**

Students will read a self-selected informational text independently or with a partner to generate questions before, during, and after reading. Students will respond orally or in writing to answer who, what, when, where, why, and how questions about key details in the text to demonstrate their understanding of the text. The students will share their information.

**Suggested Key Terms:**

Key Details	Answers	Questions	Who	What	When	How
Where	Why	Connections				

	<b>Second Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</b>

**Skills/Concepts for Students:**

- Identify and infer main idea and supporting details
- Identify important facts in a multi-paragraph text
- Identify the focus of specific paragraphs

**Instructional Strategies for Teachers:**

- Model finding the main topic in single and multi-paragraph text
- Lead students in understanding how to connect details
- Provide opportunities for students to determine the topic of the text using read-alouds

**Sample Performance-based/Standards-based Task(s):**

Read and reread to students several paragraphs from an informational text on a class topic. Model how to identify the main topic and the focus of other paragraphs within the texts. Cover the heading and allow students to determine what the heading of the section could be based on the facts and main idea of the paragraph. Allow students to work with others to select books and read several paragraphs from the text to identify the main topic of the text, as well as the focus of other paragraphs from the text that support the main topic. In order to be successful, students must have text on their independent reading level.

**Suggested Key Terms:**

Paragraph                      Main Topic                      Key Details                      Heading                      Subheading

	<b>Second Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b>

**Skills/Concepts for Students:**

- Distinguish cause from effect in context
- Describe the connections between a series of events, ideas/concepts, or steps in text (historical, scientific, technical procedures, etc.)

**Instructional Strategies for Teachers:**

- Engage students in opportunities to explain the connections between two or more historical events in a text
- Provide opportunities for students to explain the connections between two or more scientific concepts and ideas in a text
- Model for students how to explain steps in technical procedures
- Model the use of various graphic organizers for making connections

**Sample Performance-based/Standards-based Task(s):**

Model for students by reading aloud informational text that has a series of events, scientific ideas, or steps. Think aloud how the series of events or steps are connected. (How To books are a good source for showing steps.) Provide students with several opportunities to read a variety of informational texts that deals with a series of events, ideas/concepts, or steps in text (e.g., scientific ideas).

Example: science integration - students can distinguish cause from effect as it relates to the changes in our surroundings caused by the weather. Students will draw pictures that correctly portray some of the changes that are weather-related in our surroundings.

Example: Social Studies integration - provide students a variety of books on their reading level about the life of Dr. Martin L. King. Have students identify and illustrate the series of historical events in his life on 3 x 5 cards. Make a class timeline, using the student's illustrations by sequencing the events and discussing the connections.

**Suggested Key Terms:**

Ideas                      Historical Events                      Concepts                      Events                      Procedure                      Steps

**Second Grade GSE****Reading Informational (RI)****ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.****Skills/Concepts for Students:**

- Read a variety of texts and uses new words in oral and written language
- Recognize grade appropriate words with multiple meanings
- Use dictionary, thesaurus, and glossary skills to determine and clarify word meanings
- Use prior knowledge and experiences to determine and clarify meaning of words and phrases in a text
- Determine the meaning of unknown words and phrases based on context
- Use word parts to determine the meaning of words (e.g., common root words, prefixes, suffixes)

**Instructional Strategies for Teachers:**

- Demonstrate the use of sentence level context to determine the meaning of words and phrases
- Model the use of various strategies to determine the meanings of words and phrases (e.g., common root words, prefixes, suffixes)
- Demonstrate and model, using glossaries and beginning dictionaries in both print and digital formats, how to determine the meaning of unknown words and phrases

**Sample Performance-based/Standards-based Task(s):**

During a read aloud, model how to establish meaning by using context clues. Make an anchor chart showing different strategies you are using. Provide students with several copies of informational text relevant to a second grade topic or subject area on their Lexile level. Give students sticky notes. As they read, have the students each record on a sticky note a word they came across where they had to determine the meaning and what they think the word means. Have the student put their sticky note on the anchor chart by the strategy that helped them most. Pre-select a list of words unknown to the students. Allow the students to work together to read the text and determine the meaning of the unknown words using the various strategies for identifying unknown words. As students locate the meaning of the words, they will write sentences using the words. Students may share their work with the class.

**Suggested Key Terms:**

Prefixes

Root Words

Dictionary

Word Parts

Thesaurus

Glossary

Context

Suffixes

	<b>Second Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE2RI5: 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.</b>

**Skills/Concepts for Students:**

- Identify text features and their purposes
- Use titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text

**Instructional Strategies for Teachers:**

- Explain the purpose of text features to students
- Provide students with several examples on identifying text features and their purposes (e.g., What is the purpose of the bold print in a text?)
- Allow students to identify text features in books that they read
- Provide opportunities for students to use text features to find information to answer questions about the text (e.g., What does this illustration tell us about the text?)

**Sample Performance-based/Standards-based Task(s):**

The teacher will lead the students on a “Text Feature Scavenger hunt” using informational books about a second grade topic. The teacher will provide students with a list of text features. Students will work in groups to locate the various text features in their book. Students will write the page number(s) to show where they found a particular text feature in the book as a pre-reading task. This task can be done to preview a text. Assign each student a particular feature, and have each student create a question they can ask a friend about their text feature.

**Suggested Key Terms:**

Text Features	Captions	Bold Print	Subheadings	Glossary	Electronic Menus
Information	Key Facts	Indexes	Chapter Headings	Graphics	Icons

	<b>Second Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>

**Skills/Concepts for Students:**

- Recognize the author’s purpose in writing an informational text
- Identify and infer main idea and supporting details

**Instructional Strategies for Teachers:**

- Expose students to a variety of informational text to help them understand the author’s purpose
- Explain to students that authors of informational text write facts or provide information about something that is true
- Engage students in asking and answering questions to identify the author’s purpose
- Lead the class to understand how words in the text help to explain what the author wants to answer, explain, or describe

**Sample Performance-based/Standards-based Task(s):**

Using trade books, model identifying author’s purpose for informational text. Students will read a variety of informational text on a second grade content area topic (e.g., science, social studies, health). Inform students that they will identify the main purpose of the text they selected to read. As students read and write about texts, encourage them to include the author’s purpose and facts from the text to support what the author wanted to answer, explain, or describe in the text.

**Suggested Key Terms:**

Author’s Purpose      Nonfiction      Main Purpose      Facts      Explain      Inferences

	<b>Second Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</b>

**Skills/Concepts for Students:**

- Explain how illustrations contribute and help explain the text
- Interpret information from illustrations, diagrams, charts, and graphic organizers
- Explain how the images and the text work together in helping to understand a text

**Instructional Strategies for Teachers:**

- Guide students to be able to explain how the author uses specific images to clarify a text
- Provide opportunities for discussion about how the images contribute to the understanding of informational text
- Model how to identify commonalities between text and text features, and explain how they support each other
- Guide the students in a discussion about how specific images contribute and help clarify a text

**Sample Performance-based/Standards-based Task(s):**

Read aloud sections from an informational text about a second grade topic to students. Before showing them the specific images used by the author, ask them to explain what they think the text was about. Provide ample modeling for the students, explaining to them that the images that go along with the text can provide them more information to help them understand the text. Continue to read the text, show the images, and have students explain how the images helped them to understand the text. Have students work with a partner using additional text on the same topic.

**Suggested Key Terms:**

Images                      Contribute                      Clarify                      Diagram



**Second Grade GSE**

**Reading Informational (RI)**

**ELAGSE2RI8: Describe how reasons support specific points the author makes in a text.**

**Skills/Concepts for Students:**

- Identify and infer main idea and supporting details
- Recognize the author’s purpose
- Identify facts that support a specific point the author makes in a text
- Explain how the reasons support specific points made by the author in a text
- Ask and answer questions about key details in a read-aloud or in orally presented text

**Instructional Strategies for Teachers:**

- Model through the use of a read-aloud how to locate reasons to support a point the author makes in a text, and restate these reasons in your own words
- Provide students with several opportunities to provide facts that will support specific points of the author in a text by referring directly to the text
- Model citing evidence to support specific points the author makes in a text concentrating on the nonfiction text features such as table of contents, headings, subheadings, titles, etc.

**Sample Performance-based/Standards-based Task(s):**

Have students participate in partner or group reading of a short informational text for the purpose of identifying and restating the reasons to support specific points the author has made in a text. Students will retell or write the reasons, giving specific examples from the text to support the author’s point of view.

**Suggested Key Terms:**

Describe

Point Of View

Reasons

Author’s Purpose



**Second Grade GSE**

**Reading Informational (RI)**

**ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.**

**Skills/Concepts for Students:**

- Make connections between two texts on the same topic
- Identify the important points in two texts on the same topic
- Compare and contrast the key points in two texts on the same topic

**Instructional Strategies for Teachers:**

- Demonstrate the use of graphic organizers to help compare and contrast important points in two texts about the same topic
- Engage students in discussing a variety of text about the same topic to understand that authors may view the same topic in different ways
- Model comparing/contrasting two texts, same topic on a graphic organizer

**Sample Performance-based/Standards-based Task(s):**

Students will read two texts about a science/social studies concept. They should work to identify the most important points presented in each text. Students will work in pairs to create a Double Bubble Maps or Venn Diagram to compare and contrast the most important points presented by two different texts. Using the information from the graphic organizer, the students will write about similarities and differences between the important points.

**Suggested Key Terms:**

Compare

Details

Contrast

Topic

Important Points

Main Idea

	<b>Second Grade GSE</b>
	<b>Reading Informational (RI)</b>
	<b>ELAGSE2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>

**Skills/Concepts for Students:**

- Self-select and read a variety of informational text
- Read and comprehend text of steadily increasing complexity
- Read with appropriate pacing, intonation, accuracy, and expression
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text
- Use a variety of strategies to gain meaning from grade-level text
- Keep a reading log of books read independently

**Instructional Strategies for Teachers:**

- Provide opportunities for students to listen to and read a variety of grade 2 informational text
- Encourage students to write about what they have read
- Allow students to read in groups, independently, or with a partner
- Provide opportunities for students to talk about what they have read

**Sample Performance-based/Standards-based Task(s):**

Provide opportunities for students to select and read a variety of informational text appropriate for the second grade text complexity band. Encourage students to keep a reading log of books that they have read independently. Students may share their readings by completing written and oral book reports and summaries. Set individual goals and celebrate successes on a regular basis.

**Suggested Key Terms:**

Informational

Nonfiction



## Second Grade GSE

### Reading Foundational (RF)

**ELAGSE2RF1: Kindergarten and 1st grade only**

**ELAGSE2RF2: Kindergarten and 1st grade only**

**ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.

### Skills/Concepts for Students:

- Apply letter-sound knowledge to decode quickly and accurately
- Apply learned phonics skills when reading and writing words, sentences, and stories
- Distinguish between long and short vowel sounds when reading one-syllable words (can and cane)
- Read and spell words containing digraphs and diphthongs
- Read and spell words containing r-controlled vowels and silent letters

### Instructional Strategies for Teachers:

- Review vowel consonant patterns throughout the year as needed
- Provide opportunities for students to distinguish and read one-syllable words containing long and short vowels in text
- Provide ample practice in reading words containing digraphs and diphthongs
- Provide opportunities for students to read and spell one-syllable words and words containing r-controlled vowels and silent letters

### Sample Performance-based/Standards-based Task(s):

During small group reading, have students read a variety of text applying what they know about grade-level phonics to correctly decode and read regularly spelled one-syllable words with long and short vowels and two-syllable words with long vowels. Students should also be encouraged to correctly spell these words when writing.

### Suggested Key Terms:

Word Analysis  
Two Syllable

Decode  
Spelling

Long Vowel  
Sound

Vowel Teams  
Phonics

Short Vowel

One Syllable

**Second Grade GSE****Reading Foundational (RF)****ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.**

d. Decode words with common prefixes and suffixes.

**Skills/Concepts for Students:**

- Identify common prefixes and suffixes
- Read words with prefixes and suffixes
- Use spelling patterns to recognize words
- Apply learned phonics skills when reading and writing words, sentences, and stories

**Instructional Strategies for Teachers:**

- Teach common prefixes and suffixes (the decision of which prefixes and suffixes to teach at each grade may be made by your district or school)
- Explicitly teach students prefixes and suffixes during whole and small group instruction
- Use picture books to model the use of prefixes and suffixes
- Provide opportunities for students to identify prefixes and suffixes during a read-aloud
- Throughout the year, chart words that contain the suggested prefixes, suffixes listed above, allowing students to contribute independently; list word and sample use, highlighting the prefix/suffix and if possible an illustration

**Sample Performance-based/Standards-based Task(s):**

Have students look for prefixes and suffixes as they read a variety of texts. Students can keep a list of words they read that contained prefixes and suffixes in their journals to be used for writing activities. Have students underline the prefix and suffix in each word on their list. Students can also write sentences using some of the words from their list.

**Suggested Key Terms:**

Prefix

Suffix

Base Word

Phonics

Common

Decode

**Second Grade GSE****Reading Foundational (RF)****ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.**

e. Identify words with inconsistent but common spelling-sound correspondences.

**Skills/Concepts for Students:**

- Read and spell words containing irregular vowel patterns
- Use spelling patterns to recognize words

**Instructional Strategies for Teachers:**

- Teach variations in words with common spelling patterns (e.g., cow, row, bow, mint, pint)
- Engage students in opportunities to use words with inconsistent spelling sound correspondences
- Create a word wall for words with irregular spellings
- Participate in weekly word sorts

**Sample Performance-based/Standards-based Task(s):**

When reading, students will apply their knowledge of vowel sounds to help them read words with inconsistent but common spelling sound correspondences, such as “ow” in *cow* and *row*. Students will also apply their knowledge of words families when reading words with inconsistent spelling-sound patterns

**Suggested Key Terms:**

Spelling- Sound Correspondences

Words

Irregular

Spelling Patterns

Inconsistent



**Second Grade GSE**

**Reading Foundational (RF)**

**ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension.**

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Skills/Concepts for Students:**

- Apply a variety of strategies to read grade level text
- Read orally with speed, accuracy, and expression
- Apply letter-sound knowledge to decode quickly and accurately
- Automatically recognize additional high frequency and familiar words within texts
- Read familiar text with expression
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text
- Read with appropriate phrasing

**Instructional Strategies for Teachers:**

- Model and demonstrate fluent reading using a variety of texts (e.g., poetry, songs, stories, informational books, plays)
- Guide groups and individuals in repeated oral reading with challenging and varied text on a regular basis
- Assess and monitor students’ progress
- Provide opportunities for a variety of oral reading practices (e.g., Reader’s Theater, choral reading, echo reading, etc.)
- Provide opportunities for students to work with a partner for timed reading and peer reading practice
- Provide short text, poems and song lyrics for whole group repeated reading and provide continual access throughout the year (i.e. charts, interactive notebooks, etc.)

**Sample Performance-based/Standards-based Task(s):**

Provide groups of students with a variety of poems/song lyrics appropriate to their independent reading level and related to a second grade topic. Students will work together in groups to practice reading their poems/song lyrics with accuracy, appropriate rate, and expression. Once the students are familiar with the poems, they may read them to the class as a choral reading.

**Suggested Key Terms:**

Orally	Expression	Accuracy	Repeated Reading	Reader’s Theater	Echo Reading
Radio Reading	Choral Reading	Tape-Assisted Reading	Partner Reading	Purpose And Understanding	
Self Correct	Word Recognition				

	<b>Second Grade GSE</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> d. Recognize and read grade-appropriate irregularly spelled words.

**Skills/Concepts for Students:**

- Read and spell words containing irregular vowel patterns

**Instructional Strategies for Teachers:**

- Teach strategies to visualize the word: using parts of the words you know to spell unknown words; using what you know about vowel patterns; etc.
- Engage students in opportunities to locate high frequency words within the classroom, a familiar text, and a new text
- Provide opportunities for students to engage in repetition activities with high frequency words
- Provide opportunities for students to engage in word games to read irregularly spelled words

**Sample Performance-based/Standards-based Task(s):**

The teacher will use word cards during transition times. The teacher will show a card to the class and call on a student to read the word, identify the irregular vowel pattern, think of a sentence using the word, and then say the sentence to the class. After modeling, allow partners to reinforce the skill have the students make their own words cards to practice. Create a word wall of irregularly spelled words for students to reference when writing.

**Suggested Key Terms:**

Irregularly Spelled Words

High Frequency Words

Irregular Vowel Patterns

Sight Words



**Second Grade GSE**

**Writing (W)**

**ELAGSE2W1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the 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.**

**Skills/Concepts for Students:**

- Capture a reader’s interest by stating a clear position/opinion about a text or topic
- Write a opinion piece that states and supports an opinion
- Sustain a focus
- Include the appropriate purpose, expectations, and length for the audience and the genre
- Give reasons and add details to support your opinion or position
- Use appropriate formats (letter, list of pros and cons, advertisement)
- Provide a concluding statement or section
- Write text of a length appropriate to address a topic or book
- Use transition words and phrases

**Instructional Strategies for Teachers:**

- Discuss several topics about which students may have an opinion
- Model the use of linking words (e.g., because, and, also) to connect opinion and reasons
- Provide opportunities for students to write and support their opinion (belief) about a topic or text
- Model writing an opinion piece with class input over a shared topic or experience; this shared piece should serve as an anchor chart during the unit to support students’ writing

**Sample Performance-based/Standards-based Task(s):**

Make a class list of topics the students feel strongly about. Students should choose a topic off this list to write an opinion paper. This paper should state the opinion and give reasons with details to support their opinion. This shared piece should use transition or linking words and write a concluding statement.

**Suggested Key Terms:**

Opinion  
Conclusion

Topic  
Concluding

Reasons  
Sentence

Persuade

Support

Details

Closure

	<b>Second Grade GSE</b>
	<b>Writing (W)</b>
	<b>ELAGSE2W2: 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>

**Skills/Concepts for Students:**

- Write informative/ explanatory texts
- Sustain a focused topic
- Include the appropriate purpose, expectations, and length for the audience and genre
- Add facts and details to the writing
- Use organizational structures for conveying information (chronological order, similarities and differences, questions and answers)
- Use graphic features (charts, tables, graphs)
- Use a variety of resources (encyclopedia, Internet, books) to research and share information on a topic
- Provide a concluding statement or section

**Instructional Strategies for Teachers:**

- Allow students to read independently informational/explanatory texts to discover how the author introduces the topic and uses facts and definitions to develop points about the text
- Discuss the organizational structures for conveying information (chronological order, similarities and differences, questions and answers)
- Discuss the various resources that may be used to research and share information on a topic
- Read several books over the same topic to the class. Model writing an informational piece with class input over a shared topic. Model how to organize this information on some sort of graphic organizer with an opening, details, and a closing. Organize details by subtopics. This shared piece should serve as an anchor chart during the unit to support student writing.

**Sample Performance-based/Standards-based Task(s):**

Lead the class in a conversation about writing that provides information to the reader. Have students generate a list of topics they know a lot about. Students then chose a topic off their list to write an informational paper. The paper should include an introduction page where the topic is introduced, pages giving information about the topic, and a concluding page or ending. Encourage students to use words that show they are an expert on the topic.

**Suggested Key Terms:**

Informative Text	Explanatory Text	Topic	Fact	Definitions	Chronological Order
Concluding Statement	Similarities	Focus	Differences	Details	Graphic Features



## Second Grade GSE

### Writing (W)

**ELAGSE2W3: 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.**

#### **Skills/Concepts for Students:**

- Capture a reader's interest by writing a personal story in first or third person
- Write fantasy/imaginary stories
- Include the appropriate purpose, expectations, and length for the audience and genre
- Develop characters and setting using sensory details (descriptive adjectives and strong verbs)
- Use organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words)
- Develop characters through actions, thoughts, and feelings
- Provide a closing statement

#### **Instructional Strategies for Teachers:**

- Provide students with several examples of narrative texts to read and discuss, pointing out to them how the author uses descriptive adjectives and strong verbs to develop the characters and setting in the text.
- Provide instruction on the use of transitional words and phrases.
- Model writing a narrative piece with class input over a shared topic (i.e., getting a compliment in the hall for good behavior); this shared piece should serve as an anchor chart during the unit to support student writing

#### **Sample Performance-based/Standards-based Task(s):**

Have students generate a list of topics about a time that caused really strong feelings (i.e., a time when they got really happy or mad or afraid or excited). Students will recount one of these times in writing by including details to describe their actions, thoughts, and feelings. Encourage students to express and reveal their feelings using descriptive adjectives, strong verbs, and details. The writing should include a beginning that gets the reader's attention. The story should have a beginning, middle, and end and include temporal words. Students may provide illustrations.

#### **Suggested Key Terms:**

Narrative Actions      Closure Recount      Sequence      Feelings      Temporal Words      Details      Event      Order



## Second Grade GSE

### Writing (W)

**ELAGSE2W4: (Begins in grade 3)**

**ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**

**a. May include prewriting.**

#### Skills/Concepts for Students:

With guidance and support

- Write text of a length appropriate to address a topic and tell the story
- Pre-write to generate ideas orally
- Use planning ideas to produce a rough draft
- Revise to add details, and edit to make corrections
  - Revising based on self reflections and/or teacher and peer suggestions
  - Editing for conventions when the revision is complete

#### Instructional Strategies for Teachers:

- Provide ample modeling for students as they engage in writing activities (e.g., focusing on a topic, revising, editing)
- Allow students to write regularly in a variety of genres
- Have students work together to make suggestions to help strengthen their writing
- Provide a checklist to allow students to self-assess their writing
- Using a teacher created writing that is less than perfect, lead the class in making revision suggestions
- Model for students how to make suggestions to peers about their writing
  - When a student reads a writing piece, the other students may offer 3 Stars and 1 wish (three things the student did well and 1 suggestion or question)
  - Remind students to use the language of the standard when offering a star or a wish (“You captured my interest when you said.....” or “I wish you had included more details so that I could really get a picture in my head of what the character looked like”)
- Allow students to reuse the draft for revisions by making the revisions in another color; if students skip lines when writing, it will provide room on the paper for revisions
- Create a mock student paper or use a paper from a previous year to share with the class; make errors that the students commonly make. Guide students to revise the mock paper to improve it.
- Schedule individual conferences; focus on the next best step that this writer needs to improve his writing rather than correcting all errors in the piece
- Schedule editing conferences only after the revisions are completed

#### Sample Performance-based/Standards-based Task(s):

Ask students to choose a previous writing from their portfolios or journal and challenge them to strengthen the writing through the process of revision and editing. Provide a checklist for students to self assess their writing. Allow partner time to discuss writing using the checklist also.

#### Suggested Key Terms:

Revising      Draft      Editing      Focus      Topic      Prewriting

	<b>Second Grade GSE</b>
	<b>Writing (W)</b>
	<b>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</b>

**Skills/Concepts for Students:**

With guidance and support

- Explore how to use a search engine to gather information about a topic; may be done with a small group as well as individually
- Practice and manage skills necessary to publish writing in an electronic format

**Instructional Strategies for Teachers:**

- Provide guidance for basic computer usage (e.g., keyboarding skills, computer terminology)
- Model exploring all digital tools that are age-appropriate **and available** to use for publishing and distribution
- Guide students in collaboration with peers to create and publish
- View other students' work that has been created using digital tools

**Sample Performance-based/Standards-based Task(s):**

Students will work collaboratively to create a digitally published work relating to a topic being studied. For this task, we will focus on a topic in social studies. Students will select a Georgia historical figure listed in the second grade social studies standards and describe how the everyday life of the chosen historical figure is/was similar and different from everyday life in the present. Students will include information about food, clothing, homes, transportation, and communication. Students will publish their work using a digital tool. Students may collaborate with partners. The finished products will be shared with others.

**Suggested Key Terms:**

Digital Tools      Internet      Collaboration      Gather Information      Research      Producing      Publishing

	<b>Second Grade GSE</b>
	<b>Writing (W)</b>
	<b>ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</b>

**Skills/Concepts for Students:**

- Work with others to complete shared research and writing projects about a topic
- Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic

**Instructional Strategies for Teachers:**

- Provide differentiated, small group instruction as needed
- Engage students in whole class, individual, and small group research projects
- Encourage students to choose projects on their own, based on their interests
- Include research projects in content areas
- Provide instruction on how to take notes from a text
- Read a variety of books on their independent reading level on a related topic; use sticky notes to record important facts

**Sample Performance-based/Standards-based Task(s):**

Students will gather information for research on a specific topic and read books on science topics. Students will gather information about their topic and write about observations made during science observations.

**Suggested Key Terms:**

Research

Project

Reports

Record

	<b>Second Grade GSE</b>
	<b>Writing (W)</b>
	<b>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</b> <b>ELAGSE2W9: (<i>Begins in grade 4</i>)</b> <b>ELAGSE2W10: (<i>Begins in grade 3</i>)</b>

**Skills/Concepts for Students:**

- Demonstrate understanding of the text and express and support an opinion
- Use a variety of resources (encyclopedia, Internet, books) to research and share information on a topic
- Students need to participate in and gather information on experiments based on science content

**Instructional Strategies for Teachers:**

- Engage students in opportunities to answer questions posed by the teacher
- Lead students to investigate and gather information
- Explore the possible answers to a question based on one’s own experiences as well as from gathered information
- Provide material for experiments done both whole group and small group

**Sample Performance-based/Standards-based Task(s):**

Provide students with a variety of sources to answer questions about a topic (e.g., how does the position of the sun affect my shadows?) Allow students to gather their information from the experiment as well as from the sources provided. Students will work in pairs. Go outside three times during a day (morning, midday, and afternoon), and record the position of the sun and their shadow. Students should go to the same spot and face the same direction each time. Once the investigation is complete, students will write their answers to the question, recalling information for what they read and from personal experiences with the topic.

**Suggested Key Terms:**

Recall                      Information                      Sources                      Gather Information                      Experiences



## Second Grade GSE

### Speaking and Listening (SL)

#### **ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**

- a. 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

#### **Skills/Concepts for Students:**

- Participate appropriately in group discussions on a variety of topics
- Follow class rules for discussions
- Identify and define roles for participants in discussions
- Clarify or expand on a response when asked to do so; ask classmates for similar expansions
- Interpret information presented and seek clarification when needed
- Maintain a focus on topics or texts during discussions

#### **Instructional Strategies for Teachers:**

- Allow students an opportunity to discuss and create rules for collaborative conversations
- Create a chart of class rules for discussions
- Engage students in discussions about the roles of participants in discussions
- Provide opportunities for students to respond to others through multiple exchanges while exhibiting polite behavior during a conversation
- Post sample sentence framing as a conversation guideline; model how to use this for student conversation

#### **Sample Performance-based/Standards-based Task(s):**

Brainstorm ideas for an upcoming classroom event such as a class program for parents, field day, etc. Review class rules for discussions, reminding students to follow these rules as they make decisions about the event. Encourage students to build upon the conversations of others in the group and to ask questions to clarify something that they did not understand during the conversation.

#### **Suggested Key Terms:**

Collaborative  
Linking

Listening  
Remarks

Respectful  
Clarifications

Discussions  
Explanation

Rules  
Conversations



## Second Grade GSE

### Speaking and Listening (SL)

**ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.**

**ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**

#### Skills/Concepts for Students:

- Recall information presented orally
- Describe key ideas or details from text read aloud or orally presented information
- Interpret information presented and seek clarification when needed
- Ask relevant questions
- Respond to questions with appropriate information
- Use language cues to indicate different levels of certainty (e.g., “What if...”; “Very likely...”; “I’m unsure whether...”)
- Follow the rules of behavior for members of an audience

#### Instructional Strategies for Teachers:

- Provide opportunities for students to listen and identify key details from written texts read aloud, video clips, presentations, etc.
- Engage students in opportunities to have information presented in a variety of formats
- Encourage students to use various strategies for keeping track of information presented orally
- Model how to ask and answer questions for a variety of purposes (clarifying comprehension, gathering information, deepening understanding)

#### Sample Performance-based/Standards-based Task(s):

Engage students in a variety of activities that will require them to retell or describe key ideas and details from written text read aloud or information presented orally to them by asking and answering questions about what they heard. Utilize small groups, partners, and individuals to present information orally to the class (i.e. summaries, turning points, sequence of events, key ideas, etc.). For example, the media specialist may come and talk to the class about the upcoming book fair or about a guest speaker. Students will recount the details presented to them. They may also question the speaker in order to clarify or get more information. If possible, prewrite questions.

#### Suggested Key Terms:

Recount      Retell      Key Ideas      Speaker      Key Details      Understanding      Orally      Media



## Second Grade GSE

### Speaking and Listening (SL)

**ELAGSE2SL4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**ELAGSE2SL5:** With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**ELAGSE2SL6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

#### Skills/Concepts for Students:

- Tell a story by presenting facts and descriptive details
- Recount an experience with facts
- Speak clearly using coherent sentences to recount a story or experience with details
- Increase vocabulary to reflect a growing range of interests and knowledge
- Consistently produce complete sentences with correct subject/verb agreement

#### Instructional Strategies for Teachers:

- Provide opportunities for students to create audio recordings using available technology
- Model appropriate storytelling techniques
- Provide opportunities for students to do oral presentations to tell stories or to recount experiences

#### Sample Performance-based/Standards-based Task(s):

Provide students with multiple opportunities to read stories and recount experiences for the purpose of oral retelling in order to demonstrate mastery of the above skills and concepts. Students may create recordings of their stories and poems. Drawings and other visual displays may be added to clarify ideas, thoughts, and feelings about the information presented. For example, a poster could be created to provide more information about an experience such as a birthday party, recent vacation, etc. Encourage students to speak clearly using complete sentences that are appropriate to the task and situation when additional details are requested or clarification is needed.

#### Suggested Key Terms:

Recount	Coherent	Visual Displays	Sentences	Facts	Details	Ideas	Relevant
Story	Thoughts	Descriptive	Experience	Clarifications	Audibly	Feelings	Audio
Recordings							



## Second Grade GSE

### Language (L)

**ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*).

#### Skills/Concepts for Students:

- Use collective and irregular plural nouns
- Use reflexive pronouns

#### Instructional Strategies for Teachers:

- Point out examples of collective nouns, irregular plural nouns, and reflexive pronouns in text
- Model and encourage students to use collective nouns, irregular plural nouns, and reflexive pronouns correctly in their writing and speaking
- Provide students with opportunities to recognize collective nouns using picture cards
- Model the correct usage of reflexive pronouns in writing and speaking

#### Sample Performance-based/Standards-based Task(s):

Provide students with ample instruction in the identification and correct usage of collective nouns, irregular plural nouns, and reflexive pronouns. Create charts that contain collective nouns, irregular plural nouns, and reflexive pronouns. Students will look for examples of these parts of speech in text that they are reading through the use of a text hunt or word sort.

#### Suggested Key Terms:

Conventions	Pronouns	Grammar	Reflexive Pronouns	Usage	Parts Of Speech
Collective Nouns	Common Nouns	Irregular Plural Nouns			



**Second Grade GSE**

**Language (L)**

**ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

**Skills/Concepts for Students:**

- Form and use the past tense of an irregular verb when given the present tense of the verb
- Demonstrate the correct use of past tense verbs in oral and written language
- Produce sentences using irregular verbs

**Instructional Strategies for Teachers:**

- Create a chart with students of verbs showing different tenses
- Model using irregular verbs in speaking and in writing
- Provide opportunities for students to recognize irregular verbs in text and other formats

**Sample Performance-based/Standards-based Task(s):**

Provide students with writing selections that need to be proofread (teacher-created). Students will go on a “Proofreading Hunt.” They will work in groups looking for errors that are associated with irregular verbs. Students will write down all the errors they find and correct the sentences. Students will then read the corrected passage to their group.

**Suggested Key Terms:**

Parts Of Speech

Verbs

Irregular Verbs

Past Tense

	<b>Second Grade GSE</b>
	<b>Language (L)</b>
	<b>ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <b>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</b>

**Skills/Concepts for Students:**

- Identify and define adjectives and adverbs in text
- Identify the word being modified by the adjective or adverb
- Demonstrate between the correct use of adjectives and adverbs in oral and written language
- Strengthen writing by using adjectives and adverbs correctly

**Instructional Strategies for Teachers:**

- Model how to distinguish between adjectives and adverbs depending on what is to be modified
- Model how to identify and distinguish between adjectives and adverbs when reading aloud to students
- Demonstrate the use of adjectives and adverbs to expand a sentence through shared writing

**Sample Performance-based/Standards-based Task(s):**

The teacher will read aloud a book to the class. Afterwards, the teacher will have sentences from the book printed on sentence strips. The students will use different colored markers to underline adjectives (green) and adverbs (purple). Afterwards, students will read a book independently and select three sentences where they have identified the adjectives and adverbs. Students will share with the class.

**Suggested Key Terms:**

Adjectives

Adverbs

Modified

Parts Of Speech



## Second Grade GSE

### Language (L)

**ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).**

**g. Create documents with legible handwriting.**

#### Skills/Concepts for Students:

- Expand or reduce sentences (e.g., adding or deleting modifiers, combining or revising sentences)
- Distinguish between a complete sentence and an incomplete sentence
- Combine two simple sentences into one compound sentence using a common conjunction (and, but, or)
- Invert the order of a compound sentence so that the last part is first and the first part is last, without changing the meaning of the sentence (e.g., I went shopping with my friend, and I watched a movie with my brother./ I watched a movie with my brother, and I went shopping with my friend./ I wanted to eat a hamburger for supper, but I was planning on having spaghetti./ I was planning on having spaghetti, but wanted to eat a hamburger for supper.)
- Write legibly

#### Instructional Strategies for Teachers:

- Model for students how to expand and rearrange sentences using learned parts of speech
- Encourage students to expand and rearrange simple and compound sentences during conversations
- Encourage students to use their best handwriting so others can read their work

#### Sample Performance-based/Standards-based Task(s):

Read and display a paragraph with only simple sentences. Explain to the students how just having a paragraph with nothing but simple sentences will be viewed by the reader as a little boring. Lead the students in making suggestions to rearrange or expand the simple sentences to make them better. The teacher will help the students to make corrections to the paragraph. After the corrections have been made, students will be given an opportunity to draw slips of paper from a jar with complete simple and compound sentences written on them. Students will expand the sentences and share their new sentences with the class.

#### Suggested Key Terms:

Simple Sentence

Compound Sentence

Legible

Produce

Expand

Rearrange



## Second Grade GSE

### Language (L)

**ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

a. Capitalize holidays, product names, and geographic names.

#### **Skills/Concepts for Students:**

- Uses correct capitalization of initial words and common proper nouns (e.g., personal names, months)
- Identify common and proper nouns
- Capitalize holidays, product names, and geographic names in writing
- Use appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound)

#### **Instructional Strategies for Teachers:**

- Engage students in activities that will provide opportunities to distinguish between common and proper nouns
- Discuss and model the appropriate use of capitalization by providing students with writing samples to examine for correct capitalization
- Utilize the features of maps to examine correct capitalization in geographic names
- Search magazines for advertisements; highlight the product name (capitalized) and any references to the common noun associated with the product name

#### **Sample Performance-based/Standards-based Task(s):**

Use a grade appropriate magazine or non-fiction text to identify proper nouns. Choose a topic to write about and use proper nouns in the writing piece. Following a writing activity on a selected topic, students will work in groups to examine the writings, checking for correct capitalizations of personal names, months, holidays, product names, geographic names, etc.

#### **Suggested Key Terms:**

Geographic Names

Capitalizations

Holiday

Product Names

Proper Nouns



**Second Grade GSE  
Language (L)**

**ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  
b. Use commas in greetings and closings of letters.

**Skills/Concepts for Students:**

- Use appropriate comma placement in letter writing (e.g., date, salutation/greeting, closing, address)

**Instructional Strategies for Teachers:**

- Read aloud to students examples from books which involve letter writing (e.g., *Sarah Plain and Tall*)
- Model correct letter writing techniques
- Guide students to understand there are different types of letters

**Sample Performance-based/Standards-based Task(s):**

Read aloud a text to the class. Following the reading and discussion of the text, have students to select and write a short letter to a character or person from the texts. Confer with students to review their letters, looking for correct capitalization and punctuation. Students may read their letters to the class.

**Suggested Key Terms:**

Letters      Punctuation      Greetings      Correspondence      Body      Closings      Comma(S)      Capitalization



## Second Grade GSE

### Language (L)

**ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

c. Use an apostrophe to form contractions and frequently occurring possessives.

#### **Skills/Concepts for Students:**

- Use contractions correctly
- Use an apostrophe to form contractions
- Use possessive nouns correctly (singular and plural)

#### **Instructional Strategies for Teachers:**

- Engage students in opportunities to hear and see apostrophes used in contractions and possessives through literature
- Provide examples of correct and incorrect models of using apostrophes
- Challenge students to revise sentences and use apostrophes when possible
- Provide opportunities for students to use an apostrophe
- Convey to students that singular verbs do not need apostrophes

#### **Sample Performance-based/Standards-based Task(s):**

Provide students with magazines, newspapers, electronic newsletters, etc., to locate words which have an apostrophe. Students will cut out the words containing apostrophes and identify whether the words are contractions or possessives. On a large sheet of paper, the students will glue words on a T-chart titled contractions/possessives. Students will select several words and make sentences using the words correctly. Students will keep their collage with their writing journal for future use.

#### **Suggested Key Terms:**

Apostrophe

Contractions

Possessives



## Second Grade GSE

### Language (L)

**ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

#### **Skills/Concepts for Students:**

- Use common rules of spelling when writing
- Use spelling patterns to recognize words

#### **Instructional Strategies for Teachers:**

- Model the use of spelling patterns during whole and small group writing activities
- Encourage students to recognize word patterns in reading and use them and other language conventions as they write independently

#### **Sample Performance-based/Standards-based Task(s):**

Allow students an opportunity to participate in a “making words activity” where they can understand how letters can be rearranged, added, or removed to make new words. Students will focus on letter sequence and recognize spelling patterns in words. After students have participated in the making words activities, they will record the words on their recording sheet and will use these words during whole class and independent writing activities.

#### **Suggested Key Terms:**

Spelling Patterns

Spelling Rules



**Second Grade GSE  
Language (L)**

**ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Skills/Concepts for Students:**

- Uses dictionary, thesaurus, and glossary skills to determine word meanings and to check and correct spellings
- Uses the dictionary and thesaurus to support word choices when writing

**Instructional Strategies for Teachers:**

- Provide instruction on how to use various reference materials, including electronic devices
- Have dictionaries and other reference materials available to students at all times during writing activities
- Provide opportunities for students to see multiple types of reference materials (different dictionaries)
- Model how to read the definition of a word with multiple meanings and different parts of speech

**Sample Performance-based/Standards-based Task(s):**

Provide students with paragraphs (created by the teacher) to check for spelling, capitalization, and/or punctuation. Paragraphs should have multiple mistakes. Students will use reference materials to discover how to correct the incorrect words. Once the words have been corrected, students will create their own paragraphs with mistakes. Students will work in pairs to exchange paragraphs and check their paragraphs for any mistakes using the provided references to correct the mistakes.

**Suggested Key Terms:**

Reference Material

Dictionaries

Spelling



**Second Grade GSE  
Language (L)**

**ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**  
a. Compare formal and informal uses of English.

**Skills/Concepts for Students:**

- Recognize and tell the difference between formal and informal English
- Identify appropriate times to use formal and informal English
- Adjust use of formal and informal English for purpose, audience, and environment
- Experiment reading text in which a character uses informal English; compare the qualities revealed about the character as a result of this language use
- Explore text messaging

**Instructional Strategies for Teachers:**

- Provide examples of formal English and informal English found in literary and informational text
- Model writing using formal and informal English
- Model the use of formal and informal English during conversations
- Model creating a text message
- Model silent conversations with students writing messages back and forth; allow students to practice silently conversations with partners

**Sample Performance-based/Standards-based Task(s):**

Students will read excerpts from *Keena Ford and the Second Grade Mix-up* by Melissa Thompson. (You can actually “read” a few pages of the book from the online version posted at Amazon.com). This second grade chapter book is written in the first person viewpoint and exemplifies informal English. Students will also need to read excerpts from a formal text, which may be chosen by the teacher. The students will work with a partner to compare and contrast how the language differs in both texts. The students will share their findings with the class. Allow students time to practice writing text messages to partners.

**Suggested Key Terms:**

Compare

Formal English

Informal English

Knowledge

Conventions/Rules



**Second Grade GSE  
Language (L)**

**ELAGSE2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.**  
a. Use sentence-level context as a clue to the meaning of a word or phrase.

**Skills/Concepts for Students:**

- Use sentence clues to determine the meaning of an unknown word or phrase
- Recognize grade appropriate words and their meaning
- Use prior knowledge to help determine the meaning of an unknown word or phrase
- Participate in discussions about words and word meanings

**Instructional Strategies for Teachers:**

- Model using steps to help determine or clarify the meaning of a word or phrase
  - o First read the sentence and underline the unknown word
  - o Think about what is happening in the sentence
  - o Find other words to help explain the meaning of the unknown word
- Guide students in using prior knowledge to help determine or clarify the meaning of word or phrase in a sentence
- Provide opportunities to discuss words and meanings, daily as they are encountered in texts, and conversation

**Sample Performance-based/Standards-based Task(s):**

Create sentences using several unknown words and phrases. Students will read the sentence and use sentence-level context to help determine the meaning of the words and phrases. Throughout the year, use sentences from social studies/science/math content to introduce new vocabulary.

**Suggested Key Terms:**

Multiple Meaning Words

Phrases

Context

Sentence-Level

Clue



## Second Grade GSE

### Language (L)

**ELAGSE2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.**

b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

#### Skills/Concepts for Students:

- Increase vocabulary to reflect a growing range of interests and knowledge
- Identify prefixes and their meanings
- Use word parts to determine meanings

#### Instructional Strategies for Teachers:

- Lead the students in adding learned prefixes to known words to form and determine the meaning of new words
- Provide opportunities for discussion about root words
- Engage students in discussions about how the meaning of a word can change when a prefix is added

#### Sample Performance-based/Standards-based Task(s):

Lead the class in a word game designed to help them determine the meaning of a new word using their knowledge of prefixes and root words. The teacher will write a word on the board or display on a preprinted card--- for example, the word “happy.” Provide students with dictionaries if needed to define the given word. Once the students have correctly defined the word, add a prefix to the word--- for example, **un**, which means “not,” can be added to **happy** to form the word **unhappy**. Students will then define the new word. Continue this activity using several different words.

#### Suggested Key Terms:

Prefix

Word Parts

Meaning

Known/Unknown



**Second Grade GSE  
Language (L)**

**ELAGSE2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.**  
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**Skills/Concepts for Students:**

- Use word parts to determine meanings
- Identify and define the root words in unknown words
- Identify common suffixes and their meanings
- Use knowledge of known root words to determine the meaning of another word with the same root

**Instructional Strategies for Teachers:**

- Provide multiple opportunities for students to use root words
- Model reading aloud and using a root word to help determine the meaning of an unknown word with the same root
- Model how to break a word apart to find the meaning of the unknown word with the same root

**Sample Performance-based/Standards-based Task(s):**

The teacher will have cards with various root words printed. The students will be in groups and once the teacher shows the card to the students, the groups will try to determine the meaning of the word. Students may refer to a list of previously taught root words for assistance. Students will read independently and make a list of root words used in their reading. Students will begin to use root words from the card, list, and words discovered in reading when they writing.

**Suggested Key Terms:**

Root Word

Meaning

Word Parts

Unknown Word



## Second Grade GSE

### Language (L)

**ELAGSE2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.**

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

#### Skills/Concepts for Students:

- Use knowledge of the meaning of individual words to determine the meaning of compound words
- Read compound word in grade appropriate text

#### Instructional Strategies for Teachers:

- Point out compound words in read-aloud text
- Guide students in determining the meaning of compound words by using their knowledge of the individual words within the compound word

#### Sample Performance-based/Standards-based Task(s):

Provide students with a list of compound words. Students will work in groups to determine the meaning of the compound words. Guide students in creating a matching game with compound words, their meanings and/or illustrations. Encourage students to use dictionaries, if needed, to determine the meaning of the words. Students can add illustrations to their writings.

#### Suggested Key Terms:

Predict Definition

Compound Words

Word Meaning

Individual Words



## Second Grade GSE

### Language (L)

**ELAGSE2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.**

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

#### **Skills/Concepts for Students:**

- Use dictionary and glossary skills to determine word meanings
- Use the dictionary to support word choices

#### **Instructional Strategies for Teachers:**

- Teach basic dictionary skills
- Demonstrate how to use both print and digital glossaries and beginning dictionaries to clarify or determine the meaning of words and phrases
- Provide opportunities for students to practice using glossaries and beginning dictionaries
- Model reading and coming to a word and referring to a glossary or dictionary to determine the meaning of the word

#### **Sample Performance-based/Standards-based Task(s):**

Make sure students are able to identify the two letters that come before and after any given letter of the alphabet before using a dictionary. Students will partner to read a text. As students read the text, instruct them to use their dictionary to determine or clarify the meaning of any unknown and multiple meaning words in the text. Students should keep a list of these words to use as they are writing a response to their text.

#### **Suggested Key Terms:**

Glossary

Unknown Word

Definition

Multiple-Meaning Words

Dictionary

Guide Words

Print And Digital Form

	<b>Second Grade GSE</b>
	<b>Language (L)</b>
	<b>ELAGSE2L5: Demonstrate understanding of word relationships and nuances in word meanings.</b> a. Identify real-life connections between words and their use (e.g., describe foods that <i>are spicy or juicy</i> ).

**Skills/Concepts for Students:**

- Use prior knowledge to make connections to words and their meaning
- Make connections between texts and/or personal experiences
- Use new words learned in stories and text

**Instructional Strategies for Teachers:**

- Use read-alouds to identify real-life connections between words and their use
- Provide students with opportunities to read text and identify real-life connections to events that occurred in the text
- Guide students to use background knowledge to make connections to words

**Sample Performance-based/Standards-based Task(s):**

The teacher will model making real-life connections between previously taught vocabulary words (e.g., friendly and helpful) and their use during a shared writing experience. Lead students in a conversation about their connections with the words *friendly* and *helpful*. After the class conversations, students will write to describe people who are *friendly* or *helpful*. Class writings may be compiled into a class book to be published and shared with others.

**Suggested Key Terms:**

Word Relationships

Real-Life Connections

Word Meanings



## Second Grade GSE

### Language (L)

#### **ELAGSE2L5: Demonstrate understanding of word relationships and nuances in word meanings.**

b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

#### **Skills/Concepts for Students:**

- Recognize and apply the appropriate usage of synonyms
- Recognize shades of meaning among closely related verbs and adjectives
- Make connections between learned words and new vocabulary
- Use a thesaurus when writing

#### **Instructional Strategies for Teachers:**

- Choose text to read to students that contains closely related verbs and adjectives
- Provide opportunities for students to read text and identify closely related verbs and adjectives
- Guide students in finding the word in a series that does not belong (e.g., *toss, throw, hurl, run*)
- Provide opportunities to use synonyms
- Provide students opportunities to engage in using electronic resources like an electronic thesaurus

#### **Sample Performance-based/Standards-based Task(s):**

Select a specific vocabulary word from a text. For example, the word “rocks” from a science unit. Guide the students in creating a list of words closely related to the selected word (e.g., *gravel, sand, pebble, etc.*) and arranging them in a way to demonstrate their understanding of each word’s meaning. Guide the students in a discussion about the slight differences among the words (shades of meaning). Students may create writings using the words. Display commonly used words in students’ writing (e.g., *happy, glad, sad, mad, said, etc.*) Let students create and expand the list of words to be used in place of the commonly used words. Encourage students to use the chart as a step in the editing process.

#### **Suggested Key Terms:**

Word Relationships

Verb

Adjectives

Synonyms



**Second Grade GSE  
Language (L)**

**ELAGSE2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).**

**Skills/Concepts for Students:**

- Use increasingly complex language patterns and sentence structure when communicating
- Learn and use new words and phrases that have been introduced in conversations, reading, being read to, and responding to texts
- Use adjectives and adverbs to describe people, places, and things

**Instructional Strategies for Teachers:**

- Provide students with various exposures to text read aloud by the teacher or using electronic methods
- Use a variety of strategies to build their vocabulary
- Model examples of using newly acquired vocabulary in conversations
- Encourage the use of adjectives and adverbs in oral language when describing people, places, or things
- Keep a vocabulary journal

**Sample Performance-based/Standards-based Task(s):**

Encourage students to independently use the words and phrases they have acquired through conversations, reading, being read to, and responding to text as they communicate orally and in writing. Have students refer to their vocabulary journals, class word walls, etc., for word choices when writing.

**Suggested Key Terms:**

Adjectives

Adverbs



## Revisions for GSE:

*A comparison of the previous standards and the revised GSE*

## Overview

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The following pages contain a comparison of items from the previous standards to the revised Georgia Performance Standards (GSE). This section is not meant to serve as the definitive guide to each of the GSE standards; that is provided in the previous section, entitled “Guidance,” along with skills, concepts, tasks, and instructional strategies for teachers. In this section, you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise altered.

# Summary of Changes for English Language Arts (ELA) Standards

## Grade Two

This document identifies **grade level changes for the 2015-2016 school year and beyond.**

Previous Standard 2010 - 2015	Revised Standard for 2015 – 2016 and beyond
<b>Reading Literary (RL)</b>	
<b>ELACC2RL5:</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>ELAGSE2RL5:</b> Describe the overall structure of a story including describing how the beginning introduces the story, <b>the middle provides major events and challenges,</b> and the ending concludes the action.
<b>Reading Foundation (RF)</b>	
<b>ELACC2RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. <del>f. Recognize and read grade-appropriate irregularly spelled words.</del>	<b>ELAGSE2RF3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.

**Previous Standard 2010 - 2015**

**Revised Standard for 2015 – 2016 and beyond**

**Reading Foundation (RF)**

<p><b>ELACC2RF4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>ELAGSE2RF4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>
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**Writing (W)**

<p><b>ELACC2W6:</b> With guidance and support from adults, use a variety of <b>digital</b> tools to produce and publish writing, including <b>in</b> collaboration with peers.</p>	<p><b>ELAGSE2W6:</b> With guidance and support from adults, use a variety of tools to produce and publish writing, including <b>digital tools and</b> collaboration with peers.</p>
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**Speaking and Listening (SL)**

<p><b>ELACC2SL5:</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>ELAGSE2SL5:</b> <b>With guidance and support</b>, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.</p>
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## AT-A-GLANCE GUIDE FOR REVISED STANDARDS FOR SECOND GRADE

### AT-A-GLANCE GUIDE FOR COMPARISON STANDARDS - GRADE TWO

*These standards are revised for 2<sup>nd</sup> grade. Several of them are aligned to GSE standards in other grades and are representative of the increased rigor of the GSE. See the strategies in the first section of this document to assist in creating strategies for delivering these skills in 2<sup>nd</sup> grade.*

Grade Level	Strand	Standard
Grade 2	Reading Literary Text	CC2RL5
	Reading Foundations	CC2RF3
		CC2RF4
	Writing	CC2W6
	Speaking and Listening	CC2SL5

## LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (\*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
<b>ELAGSEK15b.</b> Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).												Subsumed by ELAGSE5L5c
<b>ELAGSE1L2c.</b> Use commas in dates and to separate single words in a series.												Subsumed by ELAGSE5L2a
<b>ELAGSE1L1i.</b> Use frequently occurring prepositions.												Subsumed by ELAGSE4L1e
<b>ELAGSE1L1g.</b> Use frequently occurring conjunctions. <b>ELAGSE3L1h.</b> Use coordinating and subordinating conjunctions. <b>ELAGSE5L1e.</b> Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).												
<b>ELAGSE3L1a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <b>ELAGSE5L1a.</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.												
<b>ELAGSE3L1f.</b> Ensure subject-verb and pronoun-antecedent agreement.												
<b>ELAGSE3L3a.</b> Choose words and phrases for effect.												
<b>EKACC4L1e.</b> Form and use prepositional phrases.												
<b>ELAGSE4L1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
<b>ELAGSE4L1g.</b> Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i> ).												
<b>ELAGSE4L3a.</b> Choose words and phrases to convey ideas precisely.												Subsumed by ELAGSE7L3a
<b>ELAGSE4L3b.</b> Choose punctuation for effect.												
<b>ELAGSE5L1d.</b> Recognize and correct inappropriate shifts in verb tense.												
<b>ELAGSE5L2a.</b> Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
<b>ELAGSE5L5c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
<b>ELAGSE6L1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.												
<b>ELAGSE6L1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
<b>ELAGSE6L1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
<b>ELAGSE6L3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
<b>ELAGSE6L3b.</b> Maintain consistency in style and tone.												
<b>ELAGSE7L1c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
<b>ELAGSE7L3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
<b>ELAGSE8L1d.</b> Recognize and correct inappropriate shifts in verb voice and mood.												
<b>ELAGSE9–10L1a.</b> Use parallel structure.												
<b>L11–12L3a.</b> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.												