

## Language Arts Grade 2

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| <b>Text:</b>                   | Harcourt Trophies 2003  |
| <b>Supplemental Materials:</b> | none  |
| <b>Course Description:</b>     | <p>Language Arts Grade 2 is designed to help students develop language skills necessary for successful oral and written communication, emphasizing grammar, sentence structure, and story writing; develop the skills required for effective oral and written expression with a desire to be understood by others; to build a strong learning foundation through reading skills and strategies that give confidence to communicate and learn about the world through the ability to decode and comprehend the written word; to help students with recognition and usage of sounds, structures, and meanings in learning to spell words; give students daily opportunities to express themselves through written expression by the use of the writing process and guided mechanics instruction.</p>  |
| <b>Methods of Evaluation:</b>  | Students can be evaluated through tests, quizzes, daily practice sets, homework problem sets, and/or any other form of evaluation instrument the instructor finds applicable to the course.   |
| <b>Pace of Instruction:</b>    | <p>First Semester:</p> <ul style="list-style-type: none"> <li>I. Vocabulary and Spelling <ul style="list-style-type: none"> <li>A. Units 1-15 Words to Go; 15 word lessons</li> </ul> </li> <li>II. Grammar Review <ul style="list-style-type: none"> <li>A. Nouns, Pronouns, Verbs</li> <li>B. Negatives/Appositives</li> <li>C. Clauses/Phrases</li> <li>D. Direct/Indirect Object</li> </ul> </li> <li>III. Writing <ul style="list-style-type: none"> <li>A. Writing Paragraphs</li> <li>B. Expository, Narrative, and Persuasive Writing</li> <li>C. Power Writing</li> <li>D. Writing Process</li> </ul> </li> </ul> <p>Second Semester:</p> <ul style="list-style-type: none"> <li>I. Vocabulary and Spelling <ul style="list-style-type: none"> <li>A. Units 16-30 Words to Go; 15 word lessons</li> </ul> </li> <li>II. Writing <ul style="list-style-type: none"> <li>A. The Research Process <ul style="list-style-type: none"> <li>1. Statement of Purpose</li> <li>2. Factual/Interpretive Questioning</li> <li>3. Source Cards/Note Cards</li> <li>4. Data Collection</li> <li>5. Outlining</li> <li>6. Citation</li> </ul> </li> </ul> </li> <li>III. Grammar Review <ul style="list-style-type: none"> <li>A. Effective Sentence Writing</li> </ul> </li> </ul> |

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|                                  | <p>B. Subject/Verb Agreement<br/> C. Verbals: Gerunds, Participles, and Infinitives<br/> D. Subject/Verb Agreement<br/> E. Adjectives, Adverbs<br/> F. Sentence Structure/Types<br/> G. Capitalization/Punctuation<br/> H. Parts of Speech (Review)</p>  |
| <p><b>Course Objectives:</b></p> | <p>At the end of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Use proofreaders' marks to identify and correct mistakes in grammar, spelling, and punctuation in sentences</li> <li>2. Identify the two parts of a sentence; subject and predicate</li> <li>3. Identify three parts of speech; noun, verb, and adjective</li> <li>4. Use nouns (singular, plural, and possessive) correctly</li> <li>5. Identify pronouns</li> <li>6. Identify "telling", "asking", and exclamatory sentences</li> <li>7. Write complete sentences using correct punctuation</li> <li>8. Begin to use commas and periods after abbreviations</li> <li>9. Use dictionaries and other reference materials to develop an application of words and their meanings</li> <li>10. Understand synonyms, antonyms, and homophones</li> <li>11. Recognize appropriate uses of quotation marks</li> <li>12. Explore a wide range of literary styles and genres, distinguishing fact/fiction</li> <li>13. Develop comprehension skills that will enable reading to learn</li> <li>14. Use clarity, speed and emotion in oral reading for the enjoyment of a listening audience</li> <li>15. Demonstrate phonetic decoding of the written word</li> <li>16. Identify and read sight word vocabulary incorporating the use of reading strategies</li> <li>17. Identify characters, setting, plot and compare/contrast characters</li> <li>18. Exhibit understanding of cause/effect situations</li> <li>19. Exhibit understanding of factual and inferred statements or ideas</li> <li>20. Identify the main idea and supporting details of a paragraph</li> <li>21. Develop an ability to summarize a story and predict its outcome</li> <li>22. Enrich vocabulary through daily reading in all curriculum areas</li> <li>23. Interpret and use facts from diagrams and graphic organizers</li> <li>24. Use <b>Reading Counts</b> for the pleasure of reading, practicing reading skills, and showing reading comprehension that can be measured</li> <li>25. Set reading goals that can be reached and increased</li> <li>26. Use Table of Contents and Glossary to locate information quickly</li> <li>27. Recognize, spell, and use a list of 14 predetermined words weekly that reinforce a common phonetic skill</li> <li>28. Recognize, spell, and use a list of 3 predetermined words weekly that are high frequency words</li> <li>29. Correctly spell words with spelling patterns they have been taught</li> <li>30. Use a dictionary to check and correct words used in writing</li> <li>31. Produce a variety of types of writing – such as stories, reports, letters, poems, and descriptions</li> <li>32. Produce written work with a beginning, middle, and end</li> </ol> |

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|  | <ul style="list-style-type: none"><li>33. With assistance, revise and edit to clarify and refine his or her meaning in writing</li><li>34. Write text of a length appropriate to address a topic and tell the story</li><li>35. Begin to write a persuasive piece that states and supports an opinion</li><li>36. Use the dictionary and thesaurus to support word choices</li><li>37. Use a variety of resources (Internet, books) to research and share information on a topic</li><li>38. Use graphic organizers in the pre-writing process</li><li>39. Use words such as first, next, then, and last in writing a “How to”</li><li>40. Illustrate and publish work in creative ways</li></ul> |
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