

Key Information about the Reading Language Arts Program/Harcourt Brace Collections – Second Grade

The Lakewood City Schools Language Arts Program is aligned with the Ohio Academic Content Standards, K–12 English Language Arts.

I. Lakewood City Schools Course of Study

- Arranged by 10 mandated Standards (general statement of what all students should know and be able to do)
- Each Standard coordinated with Benchmarks (Benchmarks are used to measure a student’s progress toward meeting the standard)
K-3 Reading, K-2 Writing, Research and Communication
- Each Benchmark coordinated with Grade Level Indicators (checkpoints that measure knowledge all students demonstrate at each grade level)
- Grade 4 OPT outcomes referenced in Grade Level Indicators (bold parentheses)
- Grade 4 OPT outcomes and assessments listed at the end of each Standard
- Harcourt Brace teaching resources and suggested practices have been aligned with Indicators (story titles in bold print)
- Some indicators will need to be taught by using supplemental material
- Teacher’s Notes section included for personal ideas

II. Connections to Harcourt Brace

- Matrix–style document provides Reading and Grammar Focus Skills, Focus Reading Strategy, Writing Strategy, and Spelling/Phonics Strategy for each story
- Assists in determining which stories best teach the Grade Level Indicators
- Includes Companion selections with titles, genre and focus skill
- Includes 2nd grade Appendix A: Activity Suggestions and Resource List

III. Collections: Harcourt Brace Teacher’s Editions

- Six manuals: 2 books (Something New and Just in Time) consisting of 3 themes each
- Provides a comprehensive overview
- Introductory pages at the beginning of each story include 5-day lesson plans and essential strategies and information
- Instructional strategies offered throughout the lesson/story
- Management options and extension of skills and strategies offered at the end of the story
- Two tabbed sections at end of each manual (Theme Resources and Additional Resources) include Comprehension and Activity cards, Rubrics, IRI, etc.

IV. Collections: Additional Reading Texts

- *Blue Skies* Intervention Reader
- Guided Reading Library
- Big Book of Rhymes
- Take Home Books

Lakewood City Schools Language Arts Course of Study – Second Grade

Phonemic Awareness, Word Recognition, and Fluency Standard

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use letter-sound correspondence knowledge and structural analysis to decode words</p> <p>B) Demonstrate fluent oral reading using sight words and decoding skills, varying intonation and timing as appropriate for text..</p>	<p>By the end of Grade 2, the student will:</p> <ol style="list-style-type: none"> 1. Identify rhyming words with the same or different spelling patterns. 2. Read regularly spelled multi-syllable words by sight. (W4g) 3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables. 4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words. 5. Segment letter, letter blends and syllable sounds in words. 6. Distinguish and identify the beginning, middle and ending sounds in words. 7. Identify words as having either short- or long-vowel sounds. 8. Demonstrate a growing stock of sight words. 9. Read text using fluid and automatic decoding skills. 10. Read passages fluently with appropriate changes in voice, timing and expression. 	<p>*Harcourt Brace</p> <p>Poetry notebook, nursery rhymes, Big Book of Rhymes</p> <p>Elkonian boxes</p> <p>Chunking word clusters</p> <p>Magnetic letters</p> <p>Sound boxes</p> <p>Letter patterns</p> <p>Include in spelling lessons</p> <p>Leveled readers, rereading at child’s level</p> <p>Poetry – read aloud for pleasure</p>

Related Assessments	Teacher Notes:
	<ul style="list-style-type: none"> • Writing samples <u>Short and Long Vowels</u> “Lucy’s Quiet Book” Bk 1 Th 1 “Days With Frog and Toad” Bk 1 Th 1 “The Mixed-Up Chameleon” Bk 1 Th 1 “Henry and Mudge” Bk 1 Th 1 <u>Vowel Variants</u> “The Day Jimmy’s Boa Ate the Wash” Bk 2 Th 1 “Dear Mr. Blueberry” Bk 2 Th 1 “Max Found Two Sticks” Bk 2 Th 2 “Ruth Law Thrills a Nation” Bk 2 Th 3 “Postcards from Pluto” Bk 2 Th 3 <u>R-Controlled Vowels</u> “Helping Out” Bk 1 Th 2 “Lemonade for Sale” Bk 1 Th 2 “Johnny Appleseed” Bk 1 Th 3 “Cool Ali” Bk 2 Th 1 <u>Vowel Diphthongs</u> “Mr. Putter and Tabby” Bk 1 Th 2 “When the Wind Stops” Bk 1 Th 3 <u>Consonants</u> “The Park Bench” Bk 2 Th 2 “Dinosaurs Travel” Bk 2 Th 3 <p>*These indicators are met throughout the Harcourt program. The teaching resources are just a sample of where the indicators are covered in Harcourt.</p>

Lakewood City Schools Language Arts Course of Study – Second Grade

Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge or words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
A) Use context clues to determine meaning of new vocabulary.	<p>By the end of Grade 2, the student will:</p> <p><i>Contextual Understanding</i></p> <ol style="list-style-type: none"> 1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. 	<p>*Harcourt Brace Teacher and student modeling in small group HB Practice Book pages “Helping Out” Bk 1 Th 2 “What Makes Day and Night” Bk 1 Th 3 “How I Spent My Summer Vacation” Bk 2 Th 1 “Dinosaurs Travel” Bk 2 Th 3</p>
B) Read accurately high-frequency sight words.	<p><i>Conceptual Understanding</i></p> <ol style="list-style-type: none"> 2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms). 3. Classify words into categories (e.g., colors, fruits, vegetables). 4. Read accurately high frequency sight words. 5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context. 	<p>“Hedgehog Bakes a Cake” Bk 1 Th 2</p> <p>CCC activity</p> <p>Word wall activity</p>

<p>C) Apply structural analysis skills to build and extend vocabulary and to determine word meaning.</p> <p>D) Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships, and meanings.</p>	<p><i>Structural Understanding</i></p> <p>6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.</p> <p>7. Identify contractions and common abbreviations and connect them to whole words.</p> <p>8. Determine the meaning of prefixes including un-, re-, pre- and suffixes including -er, -est, -ful, -less.</p> <p>9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.</p>	<p>Word walls Word books HB Grammar and Spelling Book “Good-bye, Curtis” Bk 2 Th 2</p> <p>“When the Wind Stops” Bk 1 Th 3 “Postcards from Pluto” Bk 2 Th 3</p> <p>“The Pine Park Mystery” Bk 2 Th 2 “Abuela” Bk 2 Th 3</p>
<p>E) Use resources to determine the meaning and pronunciation of unknown words.</p>	<p><i>Tools and Resources</i></p> <p>10. Determine the meaning and pronunciation of unknown words using a beginner’s dictionary, glossaries and technology.</p>	

Related Assessments	Teacher Notes:
	<p>Grade Level List:</p> <ul style="list-style-type: none"> • Concentration games • Lotto • Category • Sight words • Prefixes/suffixes • Contractions • Compound words • Word families • Blends <p>*These indicators are met throughout the Harcourt program. The teaching resources are just a sample of where the indicators are covered in Harcourt.</p>

Lakewood City Schools Language Arts Course of Study – Second Grade

Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
A) Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and texts.	<p>By the end of Grade 2, the student will:</p> <p><i>Comprehension Strategies</i></p> <p>1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).</p>	<p>*Harcourt Brace (all stories)</p> <p>Take Home Books (have child share this with family) Pre-reading strategies</p>
B) Make predictions from text clues and cite specific examples to support predictions.	<p>2. Predict content, events and outcomes from illustrations and prior experience, and support those predictions with examples from the text or background knowledge.</p>	<p>“Wilson Sat Alone” Bk 1 Th 1 “Watermelon Day” Bk 1 Th 3 “The Day Jimmy’s Boa Ate the Wash” Bk 2 Th 1</p>
C) Draw conclusions from information in text.		

<p>D) Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.</p> <p>E) Demonstrate comprehension by responding to questions (literal, informational and evaluative).</p>	<p>3. Compare and contrast information in texts with prior knowledge and experience.</p> <p>4. Summarize text by recalling main ideas and some supporting details.</p> <p>5. Create and use graphic organizers such as Venn diagrams and webs to demonstrate comprehension.</p> <p>6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.</p>	<p>HB Building Background and Concepts Day 1 of all stories HB Companion Selections Book reports “The Enormous Turnip” Bk 1 Th 2 “Good-bye, Curtis” Bk 2 Th 2 Graphic organizers</p> <p>Teacher modeling HB all stories</p>
<p>F) Apply and adjust self-monitoring strategies to assess understanding of text.</p>	<p><i>Self-Monitoring Strategies</i></p> <p>7. Monitor comprehension by recognizing when text does not make sense, and look back or read on to reinforce comprehension.</p> <p>8. Monitor reading comprehension by identifying word errors and self-correcting.</p>	<p>Modeling by teacher and students Individual reading inventory “Lucy’s Quiet Book” Bk 1 Th 1 “Lemonade for Sale” Bk 1 Th 2 “From Seed to Plant” Bk 1 Th 3 “Dear Mr. Blueberry” Bk 2 Th 1 “Ruth Law Thrills a Nation” Bk 2 Th 3 “Postcards from Pluto” Bk 2 Th 3</p> <p>“When the Wind Stops” Bk 1 Th 3 “Max Found Two Sticks” Bk 2 Th 2</p>
	<p><i>Independent Reading</i></p> <p>9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>Book Bins – Leveled Classroom Libraries</p> <p>Newbridge books Lakewood Library Program for Books</p>

Related Assessments

Teacher Notes:

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Lakewood City Schools Language Arts Course of Study – Second Grade

Reading Applications: Informational, Technical, and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, forming an opinion and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps, and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use text features and structures to organize content, draw conclusions and build text knowledge.</p> <p>B) Ask clarifying questions concerning essential elements of informational text.</p> <p>C) Identify the central ideas and supporting details of informational text</p>	<p>By the end of Grade 2, the student will:</p> <ol style="list-style-type: none"> 1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text. 2. Arrange events from informational text in sequential order. 3. List questions about essential elements from informational text (e.g., why, who, where, what if and how) and identify answers. 4. Classify ideas from informational texts as main ideas or supporting details. 	<p>*Harcourt Brace For all benchmarks: HB Theme 3 – Our World social studies, science, Newbridge books</p> <p>“Enormous Turnip” Bk 1 Th 2 “Good-bye, Curtis” Bk 2 Th 2</p> <p>“What Makes Day and Night” Bk 1 Th 3 “Anthony Reynoso” Bk 2 Th 2</p> <p>HB Comprehension card # 6 – reading nonfiction</p>

D) Use visual aids as sources to gain additional information from text.	5. Identify information in diagrams, charts, graphs and maps.	Weekly Reader Magazine/Time for Kids Teacher modeling
E) Evaluate two and three step directions for proper sequencing and completeness.	6. Analyze a set of directions for proper sequencing.	Time Lines Software “Hedgehog Bakes a Cake” Bk 1 Th 2 “Dinosaurs Travel” Bk 2 Th 3

Related Assessments	Teacher Notes: *These indicators are met throughout the Harcourt program. The teaching resources are just a sample of where the indicators are covered in Harcourt.
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Lakewood City Schools Language Arts Course of Study – Second Grade

Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
A) Compare and contrast plot across literary works.	<p>By the end of Grade 2, the student will:</p> <p>1. Compare and contrast different version of the same story.</p>	<p>*Harcourt Brace</p> <p>Charting information Venn diagram</p>
B) Use supporting details to identify and describe main ideas, characters and setting.	<p>2. Describe characters and setting.</p> <p>3. Retell the plot of a story.</p>	<p>Story map/character map “Wilson Sat Alone” Bk 1 Th 1 “Henry and Mudge” Bk 1 Th 1 HB Comprehension card #1 & #2</p> <p>HB Comprehension card #3</p>
C) Recognize the defining characteristics and features of different types of literary forms and genres.	<p>4. Distinguish between stories, poems, plays, fairy tales and fables.</p>	<p>Poetry notebooks Read alouds Text stories</p>
D) Explain how an author’s word choice and use of methods influences the reader.	<p>5. Identify words from texts that appeal to the senses.</p>	<p>HB Bk 2 Th 1 Grammar Skills</p> <p>HB Comprehension card #4 – author’s craft</p>
E) Identify the theme of a literary text.	<p>6. Identify the theme of a text.</p>	<p>Text setup</p>

Related Assessments**Teacher Notes:**

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Lakewood City Schools Language Arts Course of Study – Second Grade

Writing Processes Standard

Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Generate ideas for written compositions.</p> <p>B) Develop audience and purpose for self-selected and assigned writing tasks.</p> <p>C) Use organizers to clarify ideas for writing assignments.</p>	<p>By the end of Grade 2, the student will:</p> <p><i>Prewriting</i></p> <ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others. 2. Develop a main idea for writing. 3. Develop a purpose and audience for writing. 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing. 	<p>*Harcourt Brace</p> <p>Writing models – HB transparencies “Dear Mr. Blueberry” Bk 2 Th 1</p> <p>Letter writing; lists – recipe</p> <p>Formula writing</p>

<p>D) Use revision strategies and resources to improve ideas and content, organization, word choice and detail.</p> <p>E) Edit to improve sentence fluency, grammar and usage.</p>	<p>Drafting, Revising and Editing</p> <p>5. Organize writing with a developed beginning, middle and end.</p> <p>6. Use a range of complete sentences, including declarative, interrogative and exclamatory.</p> <p>7. Include transitional words and phrases.</p> <p>8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.</p> <p>9. Use available technology to compose text.</p> <p>10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).</p> <p>11. Add descriptive words and details and delete extraneous information.</p>	<p>HB models</p> <p>“Lucy’s Quiet Book” Bk 1 Th 1</p> <p>Transitional word list</p> <p>Easy Book, Kidspiration, Inspiration</p> <p>List, Alphasmarts</p> <p>“Lucy’s Quiet Book” Bk 1 Th 1</p> <p>“Mr. Putter and Tabby” Bk 1 Th 2</p> <p>“From Seed to Plant” Bk 1 Th 3</p> <p>“The Park Bench” Bk 2 Th 2</p>
<p>F) Apply tools to judge the quality of writing.</p> <p>G) Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics.</p>	<p>12. Use resources (e.g., word wall, beginner’s dictionary and word bank) to select effective vocabulary.</p> <p>13. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).</p> <p>14. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p> <p>Publishing</p> <p>15. Rewrite and illustrate writing samples for display.</p>	<p>Student editing</p> <p>Formula writing</p> <p>Co-writer</p> <p>HB checklist</p> <p>Rubric under assessment for each prompt</p> <p>Writing book reports</p> <p>Dragon Speaks</p>

Related Assessments

*Assessment:

- 4th Grade Writing Rubric

Teacher Notes:

Lakewood City Schools Language Arts Course of Study – Second Grade

Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the many purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Compose writings that convey a clear message and including well-chosen details.</p> <p>B) Write responses to literature that demonstrate an understanding of the literary work.</p> <p>C) Write friendly letters and invitations complete with date, salutation, body, closing and signature.</p>	<p>By the end of Grade 2, the student will:</p> <ol style="list-style-type: none"> 1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events. 2. Write responses to stories by comparing text to other texts, or to people or events in their own lives. 3. Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature). 4. Produce informal writings (e.g., messages, journals, notes, poems) for various purposes. 	<p>*Harcourt Brace See <u>Connections to Harcourt</u> document for Narrative writing strategy Model Write directions/directions to be followed</p> <p>Book Review “Postcards from Pluto” Bk 2 Th 3</p> <p>Pen-pal letters Thank you notes “Days with Frog and Toad” Bk 1 Th 1 “Good-bye, Curtis” Bk 2 Th 2 Bk 1 Th 2 Activity Card 19 See <u>Connections to Harcourt</u> document for Expressive writing strategy</p>

Related Assessments

Teacher Notes:

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Lakewood City Schools Language Arts Course of Study – Second Grade

Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
A) Print legibly using appropriate spacing.	<p>By the end of Grade 2, the student will:</p> <p><i>Handwriting</i></p> <ol style="list-style-type: none"> 1. Print legibly, and space letters, words and sentences appropriately. 	*Harcourt Brace
B) Spell grade-appropriate words correctly.	<p><i>Spelling</i></p> <ol style="list-style-type: none"> 2. Spell words with consonant blends and digraphs. 3. Spell regularly used and high frequency words correctly. 4. Spell words studied (e.g., word lists, text words) correctly. 5. Spell plurals and verb tenses correctly. 6. Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding –ing). 7. Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes). 	<p>“From Seed to Plant” Bk 1 Th 3 “Watermelon Day” Bk 1 Th 3 “What Makes Day and Night” Bk 1 Th 3 “How I Spent My Summer Vacation” Bk 2 Th 1 High frequency word lists</p> <p>HB Spelling word lists</p> <p>“It’s Probably Good Dinosaurs are Extinct” Bk 2 Th 1 “The Pine Park Mystery” Bk 1 Th 2 “Montigue on the High Seas” Bk 2 Th 3</p> <p>“Abuela” Bk 2 Th 3</p> <p>“Word Matters” – personal dictionary word list</p>

<p>C) Use conventions of punctuation and capitalization in written work.</p>	<p><i>Punctuation and Capitalization</i></p> <p>8. Use periods, question marks and exclamation points as endpoints correctly.</p> <p>9. Use quotation marks.</p> <p>10. Use correct punctuation for contractions and abbreviations.</p> <p>11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).</p>	<p>Model conversation “Henry and Mudge” Bk 1 Th 1 “Days with Frog and Toad” Bk 1 Th 1</p> <p>Elbow macaroni HB Practice Book p. 45 (white out dialog words) HB Grammar Book “When the Wind Stops” Bk 1 Th 3 “Postcards from Pluto” Bk 2 Th 3</p> <p>“Hedgehog Bakes a Cake” Bk 1 Th 2 “Lemonade for Sale” Bk 1 Th 2 “Johnny Appleseed” Bk 1 Th 3 “From Seed to Plant” Bk 1 Th 3 “Watermelon Day” Bk 1 Th 3</p>
<p>D) Use grammatical structures in written work.</p>	<p><i>Grammar and Usage</i></p> <p>12. Use nouns, verbs and adjectives correctly.</p> <p>13. Use subjects and verbs that are in agreement.</p> <p>14. Use personal pronouns.</p> <p>15. Use past and present verb tenses (e.g., “we were” rather than “we was”).</p> <p>16. Use nouns and pronouns that are in agreement.</p>	<p>Nouns - HB Book 1 Theme 2 Adjectives – HB Book 2 Theme 1 Verbs – HB Book 2 Theme 2 & 3</p> <p>“The Pine Park Mystery” Bk 2 Th 2</p> <p>“Good-bye, Curtis” Bk 2 Th 2 continued through Bk 2 Th 2 & 3</p>

Related Assessments

Teacher Notes:

*These indicators are met throughout the Harcourt program. The teaching resources are just a sample of where the indicators are covered in Harcourt.

HB Grammar Book
Grammar video
Modeling
Writing conferences
Daily edit

Lakewood City Schools Language Arts Course of Study – Second Grade

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Generate questions for investigation and gather information from a variety of sources.</p>	<p>By the end of Grade 2, the student will:</p> <ol style="list-style-type: none"> 1. Create questions for investigations (assigned topic or personal area of interest). 2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources). 3. Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROM's, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic. 	<p>*Harcourt Brace</p> <p>Lessons on research skills See <u>Connections to Harcourt</u> document for Informative writing strategy Theme 2-1, 2-2 – Research information</p>
<p>B) Retell important details and findings</p>	<ol style="list-style-type: none"> 4. Identify important information, and write brief notes about the information. (5. Sort relevant information about the topic into categories with teacher assistance. 6. Report important findings to others. 	<p>Oral/written report published for display</p>

Related Assessments

Teacher Notes:

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Lakewood City Schools Language Arts Course of Study – Second Grade

Communication: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

K-2 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use active listening strategies to identify the main idea and to gain information from oral presentations.</p> <p>B) Connect prior experiences, insights and ideas to those of a speaker.</p> <p>Follow multi-step directions.</p>	<p>By the end of Grade 2, the student will:</p> <p><i>Listening and Viewing</i></p> <ol style="list-style-type: none"> 1. Use active listening strategies, such as making eye contact and asking for clarification and explanation. 2. Compare what is heard with prior knowledge and experience. 3. Identify the main idea of oral presentations and visual media. 4. Follow two- and three-step oral directions. 	<p>*Harcourt Brace</p> <p>Oral presentations</p> <p>Model active listening skills</p> <p>Assess listening skills by written or oral response</p>
<p>D) Speak clearly and at an appropriate pace and volume.</p>	<p><i>Speaking Skills and Strategies</i></p> <ol style="list-style-type: none"> 5. Demonstrate an understanding of the rules of the English language. 6. Select language appropriate to purpose and use clear diction and tone. 7. Adjust volume to stress important ideas. 	<p>Teacher models daily</p> <p>Video critique of report, reading, etc.</p>

<p>E) Deliver a variety of presentations that include relevant information and a clear sense of purpose.</p>	<p><i>Speaking Applications</i></p> <ol style="list-style-type: none"> 8. Deliver informational presentations that: <ol style="list-style-type: none"> a. present events or ideas in logical sequence and maintain a clear focus; b. demonstrate an understanding of the topic; c. include relevant facts and details to develop a topic; d. organize information with a clear beginning and ending; e. include diagrams, charts, or illustrations as appropriate; and f. identify sources. 9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details. 10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories). 	
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Second Grade
Connections: Harcourt Brace to English/Language Arts Content Standards

Something New 2-1 Theme 1: Being Me!	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“Lucy’s Quiet Book” Genre: Realistic Fiction	short and long vowels: <i>a, i, o</i> (cvc/cvce)	sentences	reread aloud	descriptive writing: sentences that describe	cvc/cvce
“Henry & Mudge” Genre: Realistic Fiction	setting	statements and questions	self-correct	informative writing: paragraph	long <i>ē</i>
“Days with Frog & Toad” Genre: Story	long vowel: / <i>ō/o, oa, ow</i>	commands and exclamations	look for words you know	everyday writing: friendly letter	long <i>ō</i>
“Wilson Sat Alone” Genre: Realistic Fiction	characters’ feelings and actions	naming parts of sentences	make and confirm predictions	narrative writing: realistic story	<i>ar</i> words
“The Mixed-Up Chameleon” Genre: Fantasy	long vowel: / <i>ā/, āi, ay, ei, eigh</i>	telling parts of sentences	use picture clues to confirm meaning	informative writing, sentences of information	long <i>ā</i>

Something New 2-1 Theme 2: Helping Hands	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“The Enormous Turnip” Genre: Folktale	sequence	nouns	sequence events / summarize	narrative writing: tale	double consonants
“Helping Out” Genre: Photo Essay	<i>r</i> controlled vowels: / <i>ûr</i> / <i>er</i> , <i>ir ur, ear</i>	plural nouns	use context to confirm meaning	narrative writing: personal story	words with <i>er</i> , <i>ur, ir, ear</i>
“Mr. Putter and Tabby Fly the Plane” Genre: Realistic Fiction	vowel diphthongs: <i>/ou/, ou, ow</i>	more plural nouns	look at word bits and parts	descriptive writing: paragraph that describes	words with <i>ou, ow</i>
“Hedgehog Bakes a Cake” Genre: Story	synonyms and antonyms	names of people	use picture clues to confirm meaning	informative writing: how-to paragraphs	words with final <i>k, ck</i>
“Lemonade for Sale” Genre: Realistic Fiction	<i>r</i> controlled vowels: / <i>ôr</i> / <i>ore, or our</i>	animals and places	read ahead	expressive writing: shape poem	words with <i>or</i> , <i>ore, our</i>

Something New 2-1 Theme 3: Our World	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“Johnny Appleseed” Genre: Play	<i>r</i> controlled vowels: / <i>ir/ ear, eer</i>	names of days	create mental images	expressive writing: play	words with <i>ear, eer</i>
“From Seed to Plant” Genre: Non-fiction	consonant clusters: <i>str, spr, thr</i>	names of months	reread	descriptive writing: paragraph that describes	words with <i>str, thr, spr</i>
“Watermelon Day” Genre: Realistic Fiction	predict outcomes	names of holidays	look for words you know	narrative writing: personal story	words with <i>wr, gn, kn</i>
“When the Wind Stops” Genre: Realistic Fiction	vowel diphthongs / <i>oi/ oi, oy</i>	abbreviations	self-correct	expressive writing: poem	words with <i>oi, oy</i>
“What Makes Day and Night” Genre: Non-fiction	important details	showing ownership	use context to confirm meaning	informative writing: research report	words with <i>ph, gh</i>

Just In Time 2-2 Theme 1: Imagine That	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“The Day Jimmy’s Boa Ate the Wash” Genre: Fantasy	/ōō/ oo vowel variants	pronouns	make and confirm predictions	narrative writing: personal writing	words like <i>food, fool</i>
“How I Spent My Summer Vacation” Genre: Fantasy	context clues for word meaning	describing words	making inferences	expressive writing: poem	words with <i>ch, sh, th, wh</i>
“Dear Mr. Blueberry” Genre: Fantasy	/ōō/ oo, ue, ew ui vowel variants	more describing words	Read Ahead	persuasive writing: posters	words with <i>ue,</i> <i>ew, ui</i>
“It’s Probably Good Dinosaurs are Extinct” Genre: Fantasy	reality and fantasy	words that tell how many	look at word bits and parts	informative writing: informational paragraph	plurals with <i>es</i>
“Cool Ali” Genre: Realistic Fiction	<i>r</i> controlled vowels: /ar/air, <i>are</i>	words that compare	create mental images	narrative writing: fantasy story	words with <i>are, air</i>

Just In Time 2-2 Theme 2: Neighborhood News	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“The Park Bench” Genre: Realistic Fiction	consonants: <i>/j/ge, gi, gy, dge</i>	verbs that tell about now	use picture clues to confirm meaning	descriptive writing: paragraph that describes	words like <i>gym, edge</i>
“The Pine Bark Mystery” Genre: Play	prefixes: <i>un-, re-</i>	agreement	look for words you know	expressive writing: play	words that end with <i>-s, -ed,</i> <i>-ing</i>
“Good-bye, Curtis” Genre: Realistic Fiction	summarize	past-tense verbs	sequence events / summarize	everyday writing: thank you note	compound words
“Max Found Two Sticks” Genre: Realistic Fiction	vowel variants <i>/ōō/ ou, ough</i>	am, I, are, was, were	self-correct	expressive writing: poetry	words like <i>group,</i> <i>through</i>
“Anthony Reynoso...” Genre: Personal Narrative	main idea	has, have, had	use picture clues to confirm meaning	informative writing: research report	contractions

Just In Time 2-2 Theme 3: Travel Time	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling
	Reading	Grammar			
“Montigue on the High Seas” Genre: Story	cause & effect	see, saw, give, gave	create mental images	narrative writing: make-believe adventure story	words ending with <i>-ed, -ing</i>
“Dinosaurs Travel” Genre: Non-fiction	consonant: <i>/s/ ce, ci, cy</i>	come, came, run, ran	use context to confirm meaning	informative writing: how-to paragraph	words like <i>city, nice</i>
“Abuela” Genre: Fantasy	suffixes: <i>-ful, -ly, -ness</i>	go, did, went, did	look at word bits and parts	expressive writing: poem	words ending with <i>-es, -ed</i>
“Ruth Law Thrills a Nation” Genre: Biography	vowel variants <i>/ōō/oo:/ōō/oo, ou</i>	helping verbs	Read Ahead	informative writing: research report	words like <i>took, should</i>
“Postcards from Pluto” Genre: Non-fiction	vowel variants <i>/ō/aw, au(gh)</i>	contractions	reread	persuasive writing: book review	words with <i>aw, au, all</i>

Second Grade – Companion Selections

Harcourt Brace

Something New 2-1	Name of Companion Selection	Genre	Focus Skill
Theme 1 “Lucy’s Quiet Book” “Day’s With Frog and Toad” “The Mixed Up Chameleon”	“Pages” “Sometimes” “Fun Animal Facts”	poem poem magazine article	author’s purpose author’s purpose comparing texts
Theme 2 “Helping Out” “Lemonade for Sale”	“All Join In” “Lemonade”	poem poem	author’s purpose author’s purpose
Theme 3 “From Seed to Plant” “When the Wind Stops”	A “From Seed to Plant” project “Wind”	“How To” article poem	comparing texts author’s purpose

Just In Time 2-2	Name of Companion Selection	Genre	Focus Skill
Theme 1 “The Day Jimmy’s Boa Ate the Wash” “Dear Mr. Blueberry” “Cool Ali”	“Snakey Riddles” “A Whale Scale” “Cool It”	riddles non-fiction magazine article	author’s purpose comparing texts comparing texts
Theme 2 “The Pine Park Mystery”	“Birds Do It! Recycle!”	magazine article	comparing texts
Theme 3 “Dinosaurs Travel” “Ruth Law Thrills a Nation” “Postcards from Pluto”	“Wheels” “Last Laugh” “Guide to the Solar System”	poem poem magazine article	author’s purpose author’s purpose comparing texts