

Eads Elementary School Reading/Writing Standards Second Grade

READING/WRITING STANDARD #1

Students read and understand a variety of materials.

Ref.	Expectations	P	PP	IP	US
2-1a.	Gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository text				
2-1b.	Use a variety of comprehension strategies before, during and after reading				
2-1c.	Use word attack skills to read new and unfamiliar words (graphophonics)				
2-1d.	Use sentence structure, paragraph structure, and word order to predict meaning (syntax)				
2-1e.	Use and integrate background knowledge, experience, and context to construct meaning (semantics)				

READING/WRITING STANDARD #2

Students write and speak for a variety of purposes and audiences.

Ref.	Expectations	P	PP	IP	US
2-2a.	Generate topics through prewriting activities (for example, brainstorming, webbing, mapping, drawing, K-W-L, group discussion)				
2-2b.	Align purpose (for example, to entertain, to inform, to communicate) with audience				
2-2c.	Write a first draft with the necessary components for a specific genre				
2-2d.	Revise draft content (for example, organization, relevant details, clarity)				
2-2e.	Edit revised draft using resources (for example, dictionary, word lists and banks, Thesaurus, spell checker, glossary, style manual, grammar and usage reference)				
2-2f.	Proofread revised draft				
2-2g.	Present final copy according to purpose (for example, read aloud, display, publish, mail, send, and perform)				

READING/WRITING STANDARD #3

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Ref.	Expectations	P	PP	IP	US
2-3a.	Write legibly				
2-3b.	Know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences appropriate verb tense, regular plurals)				

READING/WRITING STANDARD #4

Students apply thinking skills to their reading, writing, speaking, listening and viewing.

Ref.	Expectations	P	PP	IP	US
2-4a.	Recognize an author's point of view				
2-4b.	Predict and drawing conclusions about stories				
2-4c.	Differentiate between fact and opinion in written and spoken forms				
2-4d.	Use reading, writing, speaking, and listening to define and solve problems				
2-4e.	Respond to written and oral presentations as a reader, listener and articulate speaker				
2-4f.	Formulate questions about what they read, write, hear, and view				
2-4g.	Use listening skills to understand and follow directions				

READING/WRITING STANDARD #5

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Ref.	Expectations	P	PP	IP	US
2-5a.	Gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors				
2-5b.	Record observations (for example, logs, lists, Graphs, charts, tables, illustrations)				
2-5c.	Report events sequentially				
2-5d.	Write a concluding statement				
2-5e.	Use resources and report information in own words				
2-5f.	List resources used by title				

READING/WRITING STANDARD #6

Students read and recognize literature as a record of human experience.

Ref.	Expectations	P	PP	IP	US
2-6a.	Identify the elements of plot, character, and setting in a favorite story				
2-6b.	Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry				
2-6c.	Identify words appealing to the senses or involving direct or indirect comparisons in literature				
2-6d.	Compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors				
2-6e.	Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading				

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