

# OAK LAWN-HOMETOWN DISTRICT 123

## SECOND GRADE LITERACY ESSENTIAL OUTCOMES

### STATE GOAL 1: Read with understanding and fluency.

***Why this goal is important:*** Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements, and a host of other materials. Using strategies for constructing meaning before, during, and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

#### **GOAL 1 - STANDARD A: Apply word analysis and vocabulary skills to comprehend selections.**

- Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
- Self-monitor reading and use decoding strategies to self-correct reading miscues.
- Use letter sound knowledge and sight vocabulary to read orally and silent/whisper read.

#### **GOAL 1 - STANDARD B: Apply reading strategies to improve understanding and fluency.**

- Read orally with accuracy, rhythm, volume, and flow that sound like everyday speech.
- Make connections to self and other texts using fiction and nonfiction.
- Self-monitor during reading (e.g., reread, question, confirm) to solve problems in meaning to achieve understanding.
- Make predictions about text events before and during reading to confirm, modify, or reject predictions after reading.
- Use a variety of strategies (e.g., KWL, anticipation guide, graphic organizer) to connect important ideas in text to prior knowledge and other reading.
- Identify explicit main ideas.
- Locate answers to questions before, during, and after reading to clarify understanding.
- Check for understanding (e.g., reread, read ahead, use illustrations, and context clues) during reading.
- Identify or summarize the order of events in a story or nonfiction account.

#### **GOAL 1 – STANDARD C: Comprehend a broad range of reading materials.**

- Select books appropriate to reading levels and interests.
- Differentiate between fact and opinion.
- Use information in text or illustrations to generate questions about the cause of a specific effect.
- Identify the author's purpose and main idea in fiction or nonfiction text.

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**STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.**

**Why This Goal Is Important:** Literature transmits ideas, reflects societies and eras, and expresses the human imagination. It brings understanding, enrichment, and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives, and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.

### **GOAL 2 – STANDARD A: Understand how literary elements and techniques are used to convey meaning.**

- Retell stories and events using a beginning, middle, and an end.
- Describe and compare characters, settings, and/or events in stories or pictures.
- Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books.

### **GOAL 2 - STANDARD B: Read and interpret a variety of literary works.**

- Make a reasonable judgment with support from the text.
- Investigate self-selected/teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.
- Discuss several works that have a common idea.

**STATE GOAL 3: Write to communicate for a variety of purposes.**

**Why This Goal Is Important:** *The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals, and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.*

### **GOAL 3 – STANDARD A: Use correct grammar, spelling, punctuation, capitalization and structure.**

- Use appropriate sentence beginning capitalization and end marks.
- Use knowledge of letter-sound relationships to spell unfamiliar word patterns.
- Extend simple sentences.
- Write several sentences on the same topic.
- Develop paragraph(s) using proper form (topic sentence, details, and summary/conclusion sentence).

### **GOAL 3 - STANDARD B: Compose well-organized and coherent writing for specific purposes and audiences.**

- Maintain focus on a single topic.
- Use a series of pictures and basic text to compose a focused story reflecting sequential order.

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### **GOAL 3 - STANDARD C: Communicate ideas in writing to accomplish a variety of purposes.**

- Create different forms of writing (e.g., song, poetry, short fiction, recipes, diary, journal, directions).
- Use text as well as pictures and oral narration to convey meaning.

### **STATE GOAL 4: Listen and speak effectively in a variety of situations.**

***Why This Goal Is Important:** Of all the language arts, listening and speaking are those most often used on a daily basis at home, school, and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill, and credibility. In person, by telephone, or through video, good listening and speaking skills are essential to sending, receiving, and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.*

### **GOAL 4 - STANDARD A: Listen effectively in formal and informal situations.**

- Demonstrate through body language, gestures, and written/oral responses that visual and auditory messages are being understood.
- Respond appropriately to comments made by others by providing additional information.
- Use question-building words appropriately (e.g., who, what, when, where, why, how, could, should, did).

### **GOAL 4 - STANDARD B: Speak effectively using language appropriate to the situation and audience.**

- Focus and present appropriate information on a single topic.
- Present ideas in a logical order.

### **STATE GOAL 5: Use the language arts to acquire, assess and communicate information.**

***Why This Goal Is Important:** To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual, and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.*

### **GOAL 5 - STANDARD A: Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.**

- Recognize that information is available through an organizational system (e.g., library, media center, classroom resources, available technology).
- Include facts and details.

### **GOAL 5 - STANDARD B: Analyze and evaluate information acquired from various sources.**

- Formulate questions to define ideas through oral discussion or determined topic.

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- Organize ideas to define focus of details (e.g., drawing, telling, developmental writing).

### **GOAL 5 - STANDARD C: Apply acquired information, concepts and ideas to communicate in a variety of formats.**

- Use life experiences as sources of information for written reports, letters, and stories.
- Develop ideas by using details from pictures, diagrams, maps, and other graphic organizers.
- Explain information using drawings, graphic aids, oral presentations, available technology, or developmental writing.