

# Goochland County Public Schools

# Grade 2 Language Arts

## Marking Period 1 Learning Outcomes

- Create oral stories to share with others.
- Create and participate in dramatic activities.
- Use correct verb tense and increasingly complex sentence structures in oral communication.
- Use words that reflect growing range of interests and knowledge.
- Clarify and explain words and ideas orally.
- Follow and give oral directions with three or four steps.
- Identify and use synonyms and antonyms in oral communication.
- Use oral language for different purposes: to inform, to persuade, and to entertain.
- Share stories or information with an audience.
- Participate as a contributor and leader in a group.
- Summarize information shared orally by others.
- Use phonetic strategies when reading and spelling.
- Use information in the story to read words.
- Use knowledge of story structure and sequence.
- Use knowledge of antonyms and synonyms.
- Preview a fiction or nonfiction story using pictures, diagrams, titles, and headings.
- Identify the author's purpose for writing a fiction or nonfiction selection.
- Read fiction and nonfiction stories, poems, and passages with fluency and expression.
- Reread and self correct when reading if necessary.
- Predict and read to confirm content to aid in comprehension of fiction and nonfiction stories.
- Relate previous experiences to the topic.
- Ask and answer questions about what is read.
- Locate information to answer questions.
- Describe characters, setting, and important events in fiction and poetry.
- Identify the problem, solution, and main idea of a fiction selection.
- Write stories, letters, and simple explanations.
- Organize writing to include a beginning, middle, and end.
- Use and punctuate declarative, interrogative, and exclamatory sentences.
- Capitalize all proper nouns and the word I.
- Use correct spelling for high frequency sight words, including compound words and plurals.

## Marking Period 2 Learning Outcomes

Review all Marking Period 1 skills.

- Use pictures and charts.
- Use knowledge of suffixes and prefixes.
- Use knowledge of contractions and singular possessives.
- Use knowledge of simple abbreviations.
- Edit writing for correct grammar, capitalization, punctuation, and spelling.
- Use apostrophes in contractions, including don't, isn't, and can't.
- Use singular and plural nouns and pronouns in writing.

## Marking Period 3 Learning Outcomes

Review all Marking Period 1 and Marking Period 2 skills.

- Use a table of contents.
- Use dictionaries and indices.
- Maintain manuscript and begin to make the transition to cursive.

## Marking Period 4 Learning Outcomes

- Ongoing review and application of language arts curriculum.

For more information about the Virginia Standards of Learning, please visit  
<http://www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml>

## Parent Tips for Reading Aloud

- ❖ Cultivate the habit of reading aloud by making a commitment - for some families, it may take some time to enjoy fully and feel comfortable with reading aloud.
- ❖ Create a special time and place for reading aloud in your home.
- ❖ Choose a book that is fun and interesting for both you and your child. If either of you is bored, find another book - there is a book for everyone!
- ❖ Be a ham! Read with expression and feeling - try different voices and sounds - make the snake hissssss and the door creeeak! Use pacing by reading slower or faster as the story changes.
- ❖ Preview your read-aloud book to be sure it has action and emotional impact, so that you and your child can share these experiences together.
- ❖ Sit close together and enjoy each other's company.
- ❖ Visit the library often and let your child help select books for reading aloud. Ask the youth librarian for suggestions.
- ❖ Encourage your child to be involved by talking about the book. Share your feelings with each other during exciting or sad parts.

## Writing Vocabulary

Students add many new words to their vocabulary in second grade. Below is a list of words that your child will need to read and to spell correctly.

1. a	21. be	41. them	61. very	81. after
2. the	22. on	42. if	62. play	82. don't
3. and	23. but	43. her	63. some	83. our
4. I	24. when	44. one	64. what	84. no
5. to	25. me	45. because	65. this	85. just
6. was	26. like	46. do	66. time	86. has
7. my	27. then	47. school	67. home	87. lot
8. of	28. were	48. got	68. going	88. fun
9. we	29. all	49. his	69. good	89. things
10. he	30. go	50. about	70. as	90. by
11. it	31. get	51. day	71. down	91. little
12. they	32. there	52. out	72. their	92. know
13. would	33. with	53. him	73. house	93. want
14. is	34. had	54. will	74. back	94. saw
15. in	35. are	55. not	75. charge	95. friend
16. have	36. so	56. people	76. came	96. did
17. that	37. went	57. make	77. from	97. more
18. for	38. up	58. could	78. friends	98. see
19. you	39. at	59. or	79. too	99. big
20. she	40. said	60. can	80. other	100. us

**Give your child opportunities every day to read independently.**

- Obtain a public library card and visit your local library.
- Consider a subscription to a children's magazine.
- Give books for birthday or special holidays to ensure your child has plenty to read.



**Use the sites below for a multitude of second grade skill practice activities:**

[http://www.internet4classrooms.com/skills\\_2nd.htm](http://www.internet4classrooms.com/skills_2nd.htm)

[http://www.okaloosa.k12.fl.us/bobsikes/student\\_frame.htm](http://www.okaloosa.k12.fl.us/bobsikes/student_frame.htm)

<http://www.manatee.k12.fl.us/sites/elementary/palmasola/rcompindex.htm>

<http://www.rhymezone.com/>

<http://www.poetry4kids.com/index.php>

<http://www.readaloudva.org/>