

**Northwestern School Corporation**  
**English Curriculum**  
**Second Grade**

I. Sentence Structure

Students will:

- Recognize and write complete sentences
- Be aware of sentence fragments and run-ons
- Differentiate between declarative, imperative (command), interrogative, and exclamatory sentences
- Identify simple and complete subjects and predicates

II. Grammar

Students will:

- Identify common and proper nouns
- Define and identify singular and plural forms of nouns
- Identify and define possessive nouns
- Identify and define the following parts of speech: noun, verb, adverb, adjective, preposition, prepositional phrase, pronoun, possessive noun, possessive pronoun, article adjectives, and object of the preposition
- Identify and define contractions, synonyms and antonyms
- Identify and define regular and irregular verbs
- Know the adjective questions; which one, what kind, how many
- Know the adverb questions; how, when, where
- Recognize the social convention of naming one's self last

III. Punctuation

Students will:

- Use correct punctuation for declarative, interrogative, and exclamatory sentences
- Use apostrophes for contractions and possessive nouns
- Use commas in letter parts, dates, addresses, to separate cities and states, and series
- Use quotation marks correctly to show that someone is speaking
- Use a period after initials and abbreviations

IV. Capitalization

Students will:

- Use capital letters for sentence beginnings
- Use capital letters for the pronoun I
- Use capital letters for proper nouns, the first word of greeting and closing in letters, titles of books, poems, stories, reports, songs, magazines, newspapers, and chapter titles, abbreviations, titles of people, initials, names of cities, streets, states, and countries, days of the week and months of the year

V. Communication

A. Listening

Students will:

- Use active listening skills (looking at the speaker, voices quiet, appropriate posture, mind focused, ears listening)
- Listen critically to analyze/evaluate the intent and content of the speaker's message using verbal and non verbal cues

- Listen for information
- Listen for comprehension
- Listen for enjoyment
- Identify and define the purpose for listening (enjoyment, information, comprehension)
- Restate and follow three and four step oral directions
- Understand spoken directions that include three to five steps
- Ask, retell, paraphrase or explain what a speaker has said

## B. Speaking

Students will:

- Stay on topic when speaking
- Ask, retell, paraphrase or explain what a speaker has said
- Ask for clarification and explanation of stories and ideas
- Retell a personal event
- Restate and follow three and four step oral directions
- Paraphrase in own words information that has been shared orally by others
- Recite rhymes, chants, and poems
- Participate in choral and echo readings
- Speak clearly with appropriate pitch, volume, pace, fluency and gestures
- Tell experiences in a logical order
- Retell stories, including characters, setting, and plot
- Report on a topic with supportive facts and details
- Participates in discussion and cooperative learning activities
- Read orally
- Clarify and enhance oral presentations with the use of props
- Retell the main events of a story read aloud
- Take the part of a character in a role-play situation to extend or elaborate a story
- Ask appropriate questions and respond to the questions of others
- Collaborate with classmates to summarize and organize information from different

## C. Writing Process

The students will produce a final product using the process that includes the following traits of writing:

1. Focus/Ideas
  - Create a list of ideas for writing
  - Organize related ideas together to maintain a consistent focus
  - Delete extraneous information
  - Review, evaluate, and revise writing for meaning and clarity
2. Organization/ Paragraphs
  - Write a paragraph which includes a main idea, 3-5 supporting sentences, and ends with a concluding sentence
  - Use graphic organizers to group ideas
  - Organize ideas in a logical progression, such as chronological order or by the order of importance
  - Revise original drafts to improve sequence or to provide more descriptive detail

3. Voice
  - Develop personal, identifiable voice and an individual tone / style
4. Word Choice
  - Use figurative language and descriptive words to create sensory details and concrete examples when writing
  - Select effective vocabulary using word walls, dictionary, or other resources
  - Review and edit writing for over used words
5. Sentences
  - Vary sentence beginnings
  - Vary the length of sentences within a writing piece
  - Write fluent sentences with a rhythm and flow
  - Write topic sentence, supporting sentences with facts and details, and concluding sentence
  - Use correct word order
6. Conventions
  - Use correct spelling and grammar; capitalize and punctuate correctly
  - Correct sentence fragments and run-ons
  - Use correct paragraph indentation
  - Proofread one's own writing, as well as that of others
  - Revise original drafts to make improvements

#### D. Writing Applications

The students will:

- Write brief narratives (stories) based on personal experiences that move through a logical sequence of events and describes the setting, characters, objects, and events in detail
- Write a brief description of a familiar object, person, place, or event that develops a main idea and uses details to support main idea
- Write a friendly letter complete with the date, greeting, body, closing and signature
- Write rhymes and simple poems
- Write for different purposes