



**English Department – FBS Lower School**

**Literacy Map for English Teachers  
Grade Two**

<b>Literacy Component</b>	<b>Teacher Clarification</b>	<b>Student Expectation</b>	<b>Parent Support</b>
<b>Listening and Speaking</b>	To teach, model, and provide planned opportunities for students to <ul style="list-style-type: none"> <li>• Express needs, give information, respond and ask questions;</li> <li>• Listen to English speakers;</li> <li>• Respond in complete sentences in English; and</li> <li>• Use appropriate previously taught vocabulary to participate in classroom discussions.</li> </ul>	Students will <ul style="list-style-type: none"> <li>• Clearly express needs, give information, respond and ask questions in English;</li> <li>• Appropriately listen and show understanding of English speakers;</li> <li>• Respond to questions in complete sentences in English;</li> <li>• Restate questions asked using appropriate grade level vocabulary; and</li> <li>• Actively participate in classroom discussion with peers in English.</li> </ul>	Parents can support classroom instruction by <ul style="list-style-type: none"> <li>• Encouraging conversation in social English setting i.e. Ordering in a restaurant, playing on sporting teams or on the playground and</li> <li>• Using the following links to foster conversations after reading:                NIU Literacy Clinic  <a href="http://www.cedu.niu.edu/lscy/literacyclinic/audience/parents.shtml">http://www.cedu.niu.edu/lscy/literacyclinic/audience/parents.shtml</a>                Helpful links – Resources for Parents – Resources for Students  <a href="http://www.youtube.com/user/TheLiteracyClinic">http://www.youtube.com/user/TheLiteracyClinic</a>                Video for Parents</li> </ul>
<b>Reading</b>			
<b>Phonics/Word Recognition</b>	To teach, model, and provide planned opportunities for	Students will <ul style="list-style-type: none"> <li>• Automatically and accurately</li> </ul>	Parents can support classroom instruction by

	<p>students to learn the relationships between written letters and spoken words to</p> <ul style="list-style-type: none"> <li>• Sight Words – automatically read the words on the second grade high-frequency word list;</li> <li>• Phonics – long and short vowels when reading regularly spelled one-syllable words e. g. hop vs. hope, spelling-sound relationships for common vowel teams e. g. loud, cow, look, boy, boil, long vowels to read regularly spelled two syllable words, and letter patterns/word families(chunks);</li> <li>• Use context clues, and</li> <li>• Use compound words and contractions.</li> </ul>	<p>read the words on the second grade high-frequency list;</p> <ul style="list-style-type: none"> <li>• Use their knowledge of phonics to decode regularly a spelled words;</li> <li>• Use context clues to read new words when reading text; and</li> <li>• Read text of personal interest for 15-20 minutes a day.</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing daily the Awty second grade word list;</li> <li>• Read 15-20 minutes daily.</li> <li>• Additional Reading resources:</li> </ul> <p>Crabtree publishing  <a href="http://www.crabtreebooks.com">www.crabtreebooks.com</a>  Buy books at online store</p> <p>Capitol choices – Noteworthy titles  <a href="http://www.capitolchoices.com">www.capitolchoices.com</a>  Titles by age and audio books to purchase</p> <p>American Library Association  <a href="http://www.ala.org/alsc/audiencemenu/parents">www.ala.org/alsc/audiencemenu/parents</a></p> <p>International Children’s Digital Library  <a href="http://www.childrenslibrary.org">www.childrenslibrary.org</a></p>
<p><b>Vocabulary</b></p>	<p>To teach, model, and provide planned opportunities for students to increase their knowledge of words and word meaning by</p> <ul style="list-style-type: none"> <li>• Providing rich and varied language experiences through class discussions and read alouds,</li> <li>• Directly teaching individual</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Correctly use directly taught vocabulary words and concepts and those gained through discussions and read alouds in their daily oral language and writing,</li> <li>• Question the meanings of and unfamiliar word or</li> </ul>	<p>Parents can support classroom instruction by</p> <ul style="list-style-type: none"> <li>• Reading to your child on a daily basis calling attention to interesting words in the text.</li> </ul> <p>NIU Literacy Clinic  <a href="http://www.cedu.niu.edu/lscy/literacyclinic/audience/parents.shtml">http://www.cedu.niu.edu/lscy/literacyclinic/audience/parents.shtml</a></p>

	<p>words/concepts-enriching and academic content words,</p> <ul style="list-style-type: none"> <li>• Teaching word strategies- use of cognates, use of common affixes, and understanding that some words have multiply meanings, and</li> <li>• Fostering word consciousness and interest in words and their meaning.</li> </ul>	<p>concept and use a variety of sources to find there meaning,</p> <ul style="list-style-type: none"> <li>• Demonstrate a curiosity for new words, and</li> <li>• Read daily material at their independent reading level.</li> </ul>	
<b>Comprehension</b>	<p>To teach, model, and provide planned opportunities for students to read a variety of fictional and informational texts in order to</p> <ul style="list-style-type: none"> <li>• Activate prior knowledge to ask logical questions and/or make predictions regarding the topic or story,</li> <li>• Use information from the text to verify predictions and answer questions,</li> <li>• Use stated and implied information and ideas in the text with background knowledge to make inferences;</li> <li>• Identify and describe the main character, setting, and problem/solution in</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Ask logical questions regarding, the text;</li> <li>• Make logical predictions and provide details from the text to support their predictions;</li> <li>• Use stated and implied information and ideas in the text with background knowledge to make inferences;</li> <li>• Identify and describe the main character, setting, and problem/solution in fictional text;</li> <li>• Retell the main ideas in a story retelling the beginning, middle, and end;</li> <li>• Tell how the main character changes during the story;</li> </ul>	<p>Parents can support classroom instruction by</p> <ul style="list-style-type: none"> <li>• Visiting the public library to pick books to read together;</li> <li>• Encouraging your child to read at least 15 minutes a day;</li> <li>• Having the child retell favorite parts of the story;</li> <li>• Talking about books they are reading and what they are learning relates to them personally;</li> <li>• Go to the library together and pick out books as a family and read them together;</li> <li>• Take turns reading</li> </ul>

	<p>fictional text;</p> <ul style="list-style-type: none"> <li>• Retell the main ideas in a story describing the beginning, middle, and end;</li> <li>• Tell how the main character changes during the story;</li> <li>• Identify and compare attributes across two stories – setting, characters, and problem-solution;</li> <li>• Answer and ask who, what, where, when, why, and how questions,</li> <li>• Identify the main idea and supporting details in informational text; and</li> <li>• Connect important ideas in the text with their own knowledge and experience to the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and compare attributes across two stories – setting, characters, and problem-solution;</li> <li>• Answer and ask who, what, where, when, why, and how questions;</li> <li>• Identify the main idea and supporting details in informational text;</li> <li>• Connect important ideas in the text with their own knowledge and experience to the world around them; and</li> <li>• Read text of personal interest on daily.</li> </ul>	
<b>Writing</b>	<p>To teach, model and provide planned opportunities for students to</p> <ul style="list-style-type: none"> <li>• Use prewriting strategies to generate and organize ideas before writing such as talking, drawing, brainstorming, or story map,</li> <li>• Write a simple narrative piece that: describes the</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Use prewriting strategies to generate and organize ideas before writing such as talking, drawing, brainstorming, or story map,</li> <li>• Write a simple narrative piece that: describes the setting, characters, and events, presents a logical sequence of events—</li> </ul>	<p>Parents can support classroom instruction by</p> <ul style="list-style-type: none"> <li>• Writing letters, messages. thank you notes, and stories together,</li> <li>• Encouraging your child to keep a diary or journal, and</li> <li>• Correcting only one or two mistakes in your child’s writing at a time;</li> <li>• Write a family play and act it out;</li> </ul>

	<p>setting, characters, and events, presents a logical sequence of events—beginning, middle, and end, uses descriptive words, and uses transitions to connect ideas,</p> <ul style="list-style-type: none"> <li>• Write a simple expository piece that develops a main idea, uses details to support the main idea, and uses transitions to connect ideas,</li> <li>• Edit the writing for second grade mechanics, grammar and high frequency words;</li> <li>• Revise the writing for content, and</li> <li>• Publish their writing.</li> </ul>	<p>beginning, middle, and end, uses descriptive words, and uses transitions to connect ideas,</p> <ul style="list-style-type: none"> <li>• Write a simple expository piece that develops a main idea, uses details to support the main idea, and uses transitions to connect ideas,</li> <li>• Edit the writing for second grade mechanics and grammar,</li> <li>• Revise the writing for content, and</li> <li>• Publish their writing.</li> </ul>	
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