

## Second Grade Skills- Scope and Sequence

Skill instruction comes from two sources: direct instruction by the classroom teacher on the new focus skill(s) each week and the use of DLI daily tasks to provide guided practice and spiraling review for those skills. Over a period of 30 weeks, this combination will effectively introduce new skills, review and practice previously taught skills, and hold students accountable for mastering required skills.

### ❖ Capitals

- Introduce
  - book titles: capitalize and underline
  - special places: each word in the name of a business, building, or park
  - names of streets
  - cities and states
  - abbreviations: Mrs. St. NY (postal format)
  - geographic names: France, Africa, Arctic Ocean, Grand Canyon
  - objects in the sky-Saturn, Milky Way, Big Dipper
  - product names-Nike tennis shoes
- Review and Practice
  - first word of a sentence
  - names of people
  - days of the week and months
  - holidays
  - in friendly letters ( Dear Sean/Your friend )
- Hold Accountable
  - the pronoun *I*
  - a student's own name

### ❖ Commas

- Introduce
  - between the city and the state
- Review and Practice
  - between the day and the year in dates
  - after the greeting and the closing of a friendly letter
  - words in a series (I ate eggs, bacon, and pancakes.)

### ❖ Quotation Marks

- Introduce
  - conversation elements (the tag and the quotation)
  - quotation marks to surround spoken words

Note: Students add quotation marks to sentences that already include capitalization and punctuation. ( Ex: Dan said, I like you. )

## ❖ Apostrophes

- Introduce
  - singular possessive nouns (*Mary's, dog's*)
- Review and Practice
  - Contractions

## ❖ End Punctuation

- Introduce
  - periods after abbreviations
- Review and Practice
  - exclamation mark after a sentence showing excitement
  - period at the end of a statement
  - question mark after a direct question

## ❖ Spelling

- Introduced as a DLI weekly skill
  - form plurals - change *y* to *i* and add *es*
  - form irregular plurals
  - correct use/spelling of singular possessive nouns
  - form past tense of irregular verbs
- Introduced as a weekly spelling focus (Spelling section)
  - common homophones
  - five patterns for spelling regular past tense verbs
- Review and Practice
  - correct spelling of plurals ending in *s/es*
  - form past tense of regular verbs
  - contractions
- Hold Accountable
  - correct spelling of high frequency words

## ❖ Standard Forms of English

### Introduce

- form and use past tense of regular/irregular verbs
- match regular/irregular past and present tense verbs to sentences using context clues
- subject-verb agreement with singular and plural nouns
- standard three-line addresses

## ❖ Parts of Speech/Grammatical Concepts

- Introduce
  - common vs. proper nouns and collective nouns
  - complete sentence models-subject/predicate (Week 25) (\*see note)
- Review and Practice
  - nouns, action verbs
  - naming part/action part of a sentence (introduced in Grade 1 DLI)  
\*During Weeks 7-25 of second grade, students review naming/action parts of a sentence. In Week 25 they learn about complete sentence models and are introduced to the terms *subject* and *predicate*.