

Second Grade Skills- The Year-Long Plan

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 for those skills. During 30 weeks, this combination will effectively introduce new skills, review and practice previously taught skills, and hold students accountable on skills for which mastery should be achieved.

❖ Capitals

- Introduce
 - book titles - capitalize and underline
 - special places: each word in the name of a business, building or park and names of streets
 - abbreviations Mrs. St. NY
- Review and Practice
 - first word of a sentence
 - names of people
 - days of the week and months
 - holidays
 - cities and states
 - in friendly letters (Dear Sean/Your friend)
- Hold Accountable
 - the pronoun I
 - student's own name

❖ Commas

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

❖ Quotation marks

- Introduce
 - Quotes to surround spoken words (Dan said, I like you.)

❖ Apostrophes

- Introduce
 - singular possessives (Mary's, dog's)
- Review and Practice
 - contractions

❖ End marks

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

❖ Spelling

- Introduce
 - forming plurals - Change -y to -i and add -es
 - forming irregular plurals
 - correct usage/spelling of singular possessives
 - common homophones
- Review and Practice
 - correct spelling of plurals ending in -s/-es
 - contractions
- Hold Accountable
 - correct spelling of high frequency words

❖ Parts of speech/grammar

- Introduce
 - common vs. proper nouns
- Review and Practice
 - nouns, verbs
 - past tense verbs: adding -ed endings