

Enfield Public Schools
Language Arts– Grade 2

REVIEW PREVIOUS GRADE LEVEL LEARNER OUTCOMES AND SAMPLE INDICATORS/ASSESSMENTS

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS
<p>The student will know how to:</p>	<p>The student will be able to:</p>
<p><u>Reading</u> Phonological Awareness</p> <p>1. Demonstrate phonological awareness.</p>	<ul style="list-style-type: none"> • Understand that sounds of language contribute to fluency of text,(e.g., <i>rhyme and rhythm of poetry, books by Dr. Seuss</i>). • Add, delete, and change targeted sounds to modify or change words, (e.g., <i>cat to cot</i>).
<p>Phonics</p> <p>2. Demonstrate phonetic skills.</p>	<ul style="list-style-type: none"> • Apply and use K-1 phonetic skills. • Apply and use medial vowels, R-controlled vowels, vowel diagraphs, ending vowels, diphthongs, and vowel variants in reading and writing activities. • Apply knowledge of basic syllabication rules when reading, (e.g., <i>V/C=su/per, VC/CV= sup/per</i>). • Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text. • Decode multisyllabic words, using strategies, (e.g., <i>dividing compound words or syllables and separating suffixes and prefixes</i>). • Decode orthographically regular multisyllable words, (e.g. <i>butterfly, happiness, by using knowledge of sound-symbol relationships, syllable division and the alphabetic principle</i>). • Read irregularly spelled words, (e.g. <i>ocean, angel</i>).

	<ul style="list-style-type: none"> • Identify and use important words in a text to perform a task, (e.g. <i>math problem solving, following multistep directions</i>). • Identify the speaker in a poem and the narrator in a story. • Monitor comprehension while reading and self-correct using visual cues first, followed by meaning and auditory cues (<i>decoding should be rapid enough not to impede comprehension</i>). • Identify elements of author's craft, (e.g., <i>similies</i>). • Read nonfiction materials for answers to specific questions or for specific purposes. • Interpret information from simple graphs and charts. <p><u>After</u></p> <ul style="list-style-type: none"> • Respond to oral and written questions about story elements, (e.g., <i>characters, setting, plot, theme, conflict, and point of view</i>). • Respond to oral and written questions about the facts in nonfiction text. • Identify rhythm, rhyme, alliteration, assonance in poetry. • Follow two-step or more written directions.
<p>Comprehension</p> <p>5. Construct meaning from text using comprehension strands.</p> <p>Forming a General Understanding (CMT Strand A) The reader will demonstrate understanding of the text's general content.</p>	<ul style="list-style-type: none"> • Determine the main idea or theme (<i>non-fiction/fiction</i>) using evidence from the text. • Explain why the author and illustrator chose this title and determine additional titles. • Retell the main events and identify characters, setting, problems, solutions, and details. • Select and use relevant information from the text in order to summarize events and/or ideas in the text.

**Developing an Interpretation
(CMT Strand B)**

The reader will interpret and/or explain the text.

**Making Reader/Text Connections
(CMT Strand C)**

The reader will connect or associate the text with one's own life.

- Generate and respond to questions before, during, and after reading (*QAR-Question Answer Relationships*).
 - Label Questions
 - “right there” (*literal*)
 - “think and search” (*inferential*)
 - “author and you” (*critical/interpretive*)
 - “on my own” (*critical/interpretive*)
 - Apply context clues in completing cloze or DRP activities.
 - Use context clues to determine meanings of unknown or multiple meaning words.
-
- Use graphic organizers with emphasis on Venn Diagram to relate similarities and differences in characters and events in stories.
 - Draw conclusions about author's purpose for including or omitting details in text.
 - Use evidence from the text to draw and/or support a conclusion.
 - Compare information across nonfiction selections (*e.g. seagulls vs. hawks*).
 - Read several texts within a genre about a single topic, or by a single author and compare similarities and differences.
 - Determine the difference between fact and opinion.
-
- Connect through discussion the text and outside experiences and/or prior knowledge.
 - Make text-to-text and text-to-world connections.
 - Connect to the text by writing a personal response representing different perspectives, family, friendship, culture, and tradition, generating personal and text-based responses.

<p>Examining Content and Structure (CMT Strand D) The reader will elaborate on the text and make judgments about the text's quality and themes.</p>	<ul style="list-style-type: none"> Analyze and evaluate the author's craft with focus on literary devices: humor, imagery, and use of interesting words (<i>word choice</i>) and personification. Select and/or use relevant information within a text to extend or evaluate the work(s). Recognize and identify an author's or character's customs and beliefs included in the text. Identify what is important to an author based on the content of text.
<p>Fluency</p> <p>6. Develop reading fluency (ability to read a text accurately, quickly, and with expression).</p> <p>7. Recognize and use high frequency words.</p>	<ul style="list-style-type: none"> Recognize and use in context high frequency (DOLCH) words in reading and writing. Reread independent level text orally (e.g., <i>choral reading, Reader's Theatre, plays</i>). Read aloud while comprehending unpracticed text with fluency at 90-100+ words correct per minute. Read a list of at least 300 high frequency words (DOLCH).
<p>Vocabulary</p> <p>8. Recognize and use grade appropriate vocabulary.</p>	<ul style="list-style-type: none"> Build sight word vocabulary. Read unfamiliar words, containing complex letter patterns/word families, (e.g. <i>ought-aught, in isolation and in context</i>). Use content –specific vocabulary in speaking and writing. Recognize and explain multiple

	<p>meanings of words.</p> <ul style="list-style-type: none"> • Use glossaries and dictionaries to identify word meanings. • Use new vocabulary from narrative and expository text in well-constructed sentences. • Identify and use compound words, contractions, possessives, synonyms, and antonyms. • Use common prefixes and suffixes: <i>-ful, -ness, -ly, be-, re-, un-, dis, inflectional endings and abbreviated words to determine the meaning of unknown words.</i> • Reread and read on to determine meanings of unknown words. • Identify unfamiliar words. • Develop vocabulary through listening, speaking, reading, writing, and viewing.
<p>Reading Reflection/Behaviors</p> <p>9. Demonstrate appropriate reflections and behaviors.</p>	<ul style="list-style-type: none"> • Select “just right” books of different genres for independent reading and explain why the book choice was appropriate. • Independently read for a variety of purposes, including literacy experience, to gain information and to perform a task. • Explain what good readers do and identify own good reader behaviors. • Choose to read for enjoyment and informational purposes. • Respond to a reading interest survey.

Writing**Writing Process**

10. Generate a written piece of work.

- **Plan:** Develop ideas for a particular purpose or audience.
- **Draft:** Complete a draft of at least one paragraph, using ideas generated in the planning stage.
- **Revise:** Revise a completed draft by adding, deleting, and/or rearranging words, phrases or sentences; use specific words to replace common nouns and overused verbs,(e.g., *replace said with whispered; dog with German shepherd dog*).
- **Edit:** Edit drafts for complete sentences.
- **Publish/Present:** Publish and present completed drafts, (e.g., *Author's Chair and present science project*).
- **Reflect:** Explain why a representative piece of work is better than another, (e.g., *maintain an interactive portfolio*).

11. Write to a specific genre, trait, or craft.

- **Descriptive:** Write one or more detailed paragraphs, using topic sentences and supporting details
-use sensory words.
- **Narrative:** Write personal and fictional narratives that consist of one paragraph or more, including a beginning, middle and end
-use transition words, e.g. first, then, next, last.
- **Expository:** Write personal correspondence, e.g., invitation, thank you note, letter to principal
-write to explain a process, (e.g., *how to solve a math problem, how to report scientific observations*)
-write one or more paragraphs about data, (e.g., *how many students like recess, observations of nature*).
- **Persuasive:** Write a paragraph about a topic of interest,(e.g., *why there should be school uniforms,*

12. Edit written work for capitalization, punctuation, usage, and spelling.

why there should be ice cream in the cafeteria).

- **Poetic:** Write eight or more lines of patterned rhymed poetry, (e.g., *ababcdcd*).
- Capitalize names, pronoun “I”, proper nouns, days, months, holidays, and salutation and closing of a letter.
- Use basic punctuation (. ? !) correctly.
- Form contractions; use apostrophes.
- Use commas in a series (e.g. *after greeting and closing of a letter, in a date, between city and state*).
- Use quotations in dialogue.
- Use nouns in sentences, (e.g., *singular, common, proper, possessive*).
- Use verbs in sentences, (e.g., *past and present tense, agreement, linking verbs, common irregular verbs*).
- Use adjectives in sentences, (e.g., *descriptive, comparative, superlative*).
- Use correct subject-verb agreement, correct pronoun choice, and logical word order.
- Distinguish between complete and incomplete sentences.
- Combine simple sentences into compound sentences by using and/or/but.
- Spell high frequency words correctly, including two-syllable words.
- Use standard spelling of grade 2 words in published work.
- Spell basic short-vowel, long-vowel and consonant blend and diagraph patterns (e.g., *th, sh, etc.*).
- Spell regular and common irregular plurals correctly, (e.g. *boy/boys; child/children*).
- Spell common irregular words correctly (e.g., *of, come, were*).

	<ul style="list-style-type: none">• Spell common letter patterns (e.g., <i>ee, ai, ar, oo</i>).• Use phonetic approximation for challenging words.• Recognize when words may be misspelled.
<p><u>Listening/Speaking/Viewing</u></p> <p>13. Use oral language with clarity and voice to communicate a message.</p> <p>14. Listen to and follow directions.</p>	<ul style="list-style-type: none">• Speak in complete sentences using standard English.• Stay on topic and supply relevant supporting details.• Sequence ideas appropriately and with use of transition words.• Use varied language to describe events or ideas, including multiple meaning words and figurative language.• Present ideas with style and creativity using diction, inflection, volume, pace, etc• Use appropriate syntax for regular and irregular plurals and past tenses.• Acknowledge and respect the opinions of others.• Generate and answer questions. <ul style="list-style-type: none">• Listen attentively to the opinions of others about texts, (e.g., <i>does not interrupt, faces speaker, asks questions</i>).• Listen to obtain information and solve problems.

<p>15. Use audio/video and mass media to increase subject knowledge and influence speaking and writing.</p>	<ul style="list-style-type: none"> • Ask for clarification and explanation of stories and ideas. • Listen to and tell stories from a variety of cultures; discuss similarities and differences in the language is used. • Retell directions and complete task. • Use graphic organizer to organize information read, listened to or viewed. <ul style="list-style-type: none"> • Use technological resources to enhance reading and writing.
<p>Study Skills/Test Taking Strategies</p> <p>16. Use study skills.</p> <p>17. Use test taking strategies.</p>	<ul style="list-style-type: none"> • Use titles, table of contents and chapter headings to locate information. <p>Multiple Choice Items:</p> <ul style="list-style-type: none"> • Read stems before reading the passage (pre-organizer for ideas). • Use “Look-Back” or “Reread” strategy to confirm information. • Watch for negative words (e.g., <i>not, none, no</i>). • Watch for “signal words” (e.g., <i>first, next, then, last</i>). • Read through all answer options before choosing. • Try to eliminate two answer options. <p>Open-ended Items:</p> <ul style="list-style-type: none"> • Identify each component of the task (parts: 1,2,3). • Address each component of the task. • Reword the question to begin a

response (*TTQA, Echo the question, RAESM*).

- Organize/jot down immediate ideas, make a graphic organizer.
- Use details from the passage (supporting evidence).
- Reread answer for clarity and completeness.