

# Suffield Public Schools

## Grade 2 ELA

### Report Card Companion Document



## ELA

English Language Arts continues to be an essential aspect of every curriculum and each individual's educational process. Teaching language arts as distinct and specific classes is critically important to learn specific writing, reading, and listening skills, but it is also necessary for student success to take an interdisciplinary approach by applying language arts skills to other subjects. The Common Core provides students the opportunity to read stories and literature, as well as more complex texts that provide facts and background knowledge. Throughout ELA lessons, students will be challenged and asked questions that push them to refer back to what they've read. These questions all students to use critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life. The following guide will help you gain a better sense of what each of the Common Core Standards requires students to achieve.



### READING LITERATURE AND INFORMATIONAL TEXT

**Asks and answers questions about text-** Proficient readers can orally and in written form ask and answer questions including: who, what, where, when, why, split to demonstrate understanding of key details in a text.

**Applies comprehension strategies to construct meaning before, during, and after reading-** Proficient readers can identify and describe characters, setting and events. They can recount stories with main idea and key details. Proficient readers can describe how characters in a story respond to major events and challenges (traits and actions). They can describe the overall structure of a story or nonfiction text. Proficient readers can identify differences in the points of

view of characters. They can compare and contrast two or more versions of the same story.

## READING FOUNDATIONAL SKILLS

**Identifies types of text and various text features-** Proficient readers can use various text features to locate key facts or information in a text efficiently.

**Knows and applies grade-level phonics and word analysis skills in decoding words-** Proficient readers can distinguish long and short vowels when reading regularly spelled one-syllable words. They know spelling-sound correspondences for additional common vowel teams. Proficient readers can decode regularly spelled two-syllable words with long vowels. They can decode words with common prefixes and suffixes. Proficient readers can identify words with inconsistent but common spelling-sound correspondences. They can recognize and read grade-appropriate irregularly spelled words.

**Reads with sufficient accuracy and fluency to support comprehension-** Proficient readers can read with at least 95% accuracy on level K texts with at least satisfactory comprehension. Proficient readers can read grade-level text orally appropriate rate, and expression. They can score a 2 or 3 consistently on fluency rubric. Proficient readers use appropriate phrasing and context to confirm or self-correct word recognition.

## WRITING

**Composes written text to express information, an opinion, or an event with details and elaboration-** Proficient writers can write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. Proficient writers can write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section. Proficient writers can write narratives in which they recount two or more appropriately sequenced events, include some details



regarding what happened, use temporal words to signal event order, and provide some sense of closure. Proficient writers actively participate in shared research and writing projects. They can recall information from experiences or gather information from provided sources to answer a question.

**Plans, revises, edits, rewrites to strengthen writing-** Proficient writers can focus on a topic and revise and edit to strengthen writing. Proficient writers can use a variety of digital tools to produce and publish writing, including in collaboration with peers.

## LANGUAGE CONVENTIONS

**Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words-** Proficient writers use language conventions consistently. They use learned spelling patterns when writing words. Proficient communicators consult reference materials, including word wall, Foundations notebook, as needed to check and correct spelling. Proficient writers uses collective nouns, they can form and use frequently occurring irregular plural nouns. Proficient writers can use reflexive pronouns. They form and use the past tense of frequently occurring irregular verbs. Proficient writers use adjectives and adverbs, and choose between them depending on what is to be modified. They can expand, and rearrange complete simple and compound sentences. Proficient writers use knowledge of language and its conventions when writing, speaking, reading, or listening. They compare formal and informal uses of English when speaking and writing.

**Uses appropriate writing conventions (capitalization, punctuation, and grammar)-** Proficient writers use capitals at the beginning of sentences and for holidays, product names, and geographic names; commas in greetings and closings of letters; an apostrophe to form contractions and frequently occurring possessives; appropriate end punctuation (period, question, exclamation). Proficient writers can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Proficient writers can determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell).

## SPEAKING AND LISTENING

**Participates effectively in classroom discussions and conversations-**

**Expresses ideas and feelings clearly-** Proficient communicators can have conversations with classmates and adults in large and small groups, follow class norms for discussions, build on one another's talk by linking comments to the remarks of others, and ask for clarification and explanations when needed.

**Recounts experiences or stories with appropriate facts, details, speaking audibly in coherent sentences-**

Proficient communicators can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

## **How To Support Your Child**

# Ways a Parent Can Help with **READING**

- 1** **Let your child see you reading!**  
Have magazines and books in your home.
- 2** Help your child find appropriate word & reading games on the computer.  
Keep a dictionary on hand. Help your child look up new words they read or hear.
- 3** Read mysteries with your child and try to figure out the clues together.
- 4** Movie version coming out?  
Read the book together first, then talk about which you each liked better.
- 5** Set aside a time and place for your child to read -  
like a comfy chair and a reading light in a quiet place
- 6** Visit your public library regularly.  
Look for and read together the books that were your favorites when you were a kid.
- 7** Encourage your child to write -
- 8** Ask your child questions about what he or she is reading, such as:

## Additional Resources:

- [Common Core State Standards for English Language Arts](#)
- [Supporting Your Child's Reading- Ideas for Prek-5](#)
- [Fountas and Pinnell Instructional Level Expectations](#)
- [Instructional Level Comprehension Questions](#)