

# 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-** When reading literature **proficient readers** can ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text. When reading informational text, **proficient readers** can ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. They can identify at least 3 details from the text that support their answers.

**Applies comprehension strategies to construct meaning before, during, and after reading-** When reading literature, proficient readers can identify the central message, lesson, or moral of the story, including fables, and folktales, They can explain the message, or lesson that the author wants the reader to take away

from the text. Proficient readers can pick out at least 2 key details that help to explain the lesson or moral. They can state some details found at the beginning, middle and end of the story when retelling or recounting stories. They can describe how characters respond to major events and challenges. Proficient readers can explain how the main character behaves at the beginning of the story. They can explain how the main character's behavior changes from the beginning of the story to the end. When reading informational text, proficient readers can identify the main topic of a multiparagraph text, then recount some of the key ideas, details, and events in each paragraph. They can explain the topic of the text. Proficient readers can explain some of the key ideas, details, and events in each paragraph that help explain the main topic. They can include some of the important details when recounting what the text is about. Proficient readers begin to understand the connection between historical events, scientific ideas or concepts, or steps in technical procedures. They begin to determine if the author's purpose is to describe people, events and concepts; to give steps in a process; or to describe how to do something. Proficient readers can explain how the illustrations and the text features work together to help them understand the main topic. They can explain what they learn based on some of the section headings.

## **READING FOUNDATIONAL SKILLS**

**Identifies types of text and various text features-** When reading literature, **proficient readers** can describe the overall structure of a story, by describing how the beginning introduces the story. When reading informational text proficient readers know and use various text features (captions, bold print, subheadings, glossaries, and indexes) 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 some long vowels when reading regularly spelled one-syllable words. They know most spelling-sound correspondences for additional common vowel teams (ai, ay, ee, ea, oa and oe). They can decode regularly spelled two-syllable words with short vowels. Proficient readers can decode some words with common prefixes and suffixes (un, re, dis, er, est). They can identify some words with inconsistent but common spelling-sound correspondences. They can recognize and read some grade-appropriate irregularly spelled words.

**Reads with sufficient accuracy and fluency to support comprehension-** Proficient readers read with at least 95% accuracy on level L text with at least satisfactory comprehension. They read with appropriate rate considering: WPM (75-105) Scoring a 2 or 3 consistently on fluency rubric. Proficient readers can read grade-level text with purpose and understanding. They can read grade-level text orally with accuracy, appropriate rate, and expression on successive reading. They can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## WRITING

**Composes written text to express information, an opinion, or an event with details and elaboration-** Proficient writers can write **opinion pieces** by stating their point of view with 1 reason. They can give at least 1 reason to support their opinion. They can use linking words such as because and next to connect their opinion. They can write an ending sentence that restates their opinion. Proficient writers can write **informative/explanatory** texts by examining a topic and conveying ideas and information clearly. They can add some details/facts to provide information about their topic. Proficient writers use at least 1 definition to develop points throughout their text. They can use transitional words to connect points about their topic. They can use pictures with captions, and labeled drawings to help illustrate their piece. They can provide a concluding statement or section about their topic. When writing **narrative pieces**, proficient writers develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. They can explain a well elaborated event or short sequence of events. They can use temporal words such as first, next, then, and last to signal event order. Proficient writers include some details to describe thoughts, actions, and feelings. They can provide a sense of closure.



**Plans, revises, edits, rewrites to strengthen writing-** Proficient writers can focus on a topic and strengthen writing as needed by revising and editing. They have a clear topic. They use suggestions and questions from peers to make their piece stronger. They use details to improve their piece. Proficient writers use the word because to add more information to their writing. They fix spelling and punctuation, so the writing is clear. They reread their piece to make changes.

## LANGUAGE CONVENTIONS

**Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words-** Proficient writers use common, proper and possessive nouns. They use singular and plural nouns with matching verbs in basic sentences (e.g. He hops, We hop). They use personal, possessive, and indefinite pronouns (e.g. I, me, my; they, them, their; anyone, everything). They use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Proficiency writers use frequently occurring adjectives, frequently occurring conjunctions (e.g. and, but, or, so, because), determiners (e.g. articles, demonstratives) and frequently occurring prepositions (e.g. during, beyond, toward). Proficient writers produce and expand complete and simple and compound declarative, interrogative, imperative, and exclamatory

sentences in response to prompts

**Uses appropriate writing conventions (capitalization, punctuation, and grammar)-** Proficient writers print all upper- and lowercase letters. They capitalize dates and names of people. They use end punctuation for sentences (periods, question marks and exclamation points). Proficient writers use commas in dates and to separate single words in a series. They use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. They spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### **SPEAKING AND LISTENING**

**Participates effectively in classroom discussions and conversations-**  
**Expresses ideas and feelings clearly-** Proficient communicators follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about topics and texts under discussion). They build on others' talk in conversation by responding to the comments of others through multiple exchanges. They ask questions to clear up any confusion about the topics and texts under discussion.

**Recounts experiences or stories with appropriate facts, details, speaking audibly in coherent sentences-** Proficient communicators can explain what their experience is about. They can add in details to help describe their experience. They can address who, what, when and to make themselves clear. Proficient communicators can use some of their five senses to help them recount details. They use a loud and clear voice. They form sentences in a clear manner and make sense to the listener.

## 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](#)