

# 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 allow 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** texts, students ask and answer such questions 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.

**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. Proficient readers can describe how characters respond to major events and challenges. They 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** texts, students can identify the main topic of a multiparagraph text, then recount the key ideas, details, and events in each paragraph that help explain the main topic, including just the important information, not every single detail. They can explain the topic of the text. They can explain the key ideas, details, and events in each paragraph that help explain the main topic. They can include the important details when recounting what the text is about. Proficient readers can describe the connection between historical events, scientific ideas or concepts, or steps in technical procedures. They can 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. They can explain how the illustrations, the text features, and the words work together to help them understand the main topic. Proficient readers can explain what they learn based on the section headings. They can explain how each section builds on one another to give information about the main topic.

## **READING FOUNDATIONAL SKILLS**

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

**Reads with sufficient accuracy and fluency to support comprehension-** Proficient readers read with at least 95% accuracy on level M text with at least satisfactory comprehension. They can read at an 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** about a topic or a text that states their point of view with 2-3 reasons. They can give 2-3 reasons to support their opinion. They can use linking words such as because and next to connect their opinion. They can write an ending sentence or 2 that restates their opinion. When writing **informative/explanatory pieces**, proficient writers can write an informative/explanatory text to examine a topic and convey ideas and information clearly. They can add details/facts to provide information about their topic. They use definitions to develop points throughout their text. They can use transitional words to connect points about their topic. They can use pictures with captions, labeled drawings, and scaled drawings to help illustrate their piece. They can provide a concluding statement or section about their topic. When writing **narratives**, proficient writers can write a narrative piece to 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 a long time ago, today, later, first, next, then, and last to signal event order. They include details to describe thoughts, actions, and feelings. They 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 and interesting words and phrases to improve their piece. Proficient writers use the words like and because to add more information to their writing. They fix spelling, punctuation, grammar, etc 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 collective nouns (e.g. group). They form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish). They use reflexive pronouns (e.g. myself, ourselves). They form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told). Proficient writers use adjectives and adverbs, and choose between them

depending on what is to be modified. They produce, expand, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The little boy watched a movie; The action movie was watched by the little boy).

**Uses appropriate writing conventions (capitalization, punctuation, and grammar)-** Proficient writers capitalize holidays, product names, and geographic names. They use commas in greetings and closings of letters. Proficient writers use an apostrophe for form contractions and frequently occurring possessives. They generalize learned spelling patterns when writing words (e.g. cage-badge; boy-boil). They consult reference materials, including beginning dictionaries, as needed to check and correct spellings

## **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 the topics and texts under discussion). They build on others' talk in conversations by linking their comments to the remarks of others. They ask for clarification and further explanation as needed 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 facts and details to help describe their experience. They can address who, what, when, where and how to make themselves clear. Proficient communicators can use 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](#)