



# SAN JUAN DEL SUR DAY SCHOOL

## GRADE 2 LANGUAGE ARTS LEARNING OUTCOMES



### Reading - Foundational Skills

<b>Phonics and Word Recognition</b>	I can distinguish long and short vowels when reading regularly spelled one-syllable words.
	I can recognize spelling-sound correspondences for additional common vowel teams.
	I can decode regularly spelled two-syllable words with long vowels.
	I can decode words with common prefixes and suffixes.
	I can identify words with inconsistent but common spelling-sound correspondences.
	I can recognize and read grade-appropriate irregularly spelled words, including high-frequency words.
<b>Reading Fluency</b>	I can fluently read books at my level with accuracy, appropriate rate, and expression.
	I can use what I understand from my reading to help me figure out or correct words with which I am having trouble.
	I can read grade-level texts both silently and aloud.

### Reading - Literature

<b>Key Ideas &amp; Details</b>	I can tell about the setting, characters, problem and solution of a story.
	I can put the events of a story in order.
	I can retell important events of a story.
	I can ask and answer questions with who, what, where, when, why, and how to show understanding of key details in a text.
	I can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	I can describe how characters in a story respond to major events and challenges.
<b>Craft and Structure</b>	I can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
	I can describe the overall structure of a story, how the beginning introduces the story and the ending concludes the action.
	I can point out differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>Integration of Knowledge and Ideas</b>	I can connect a certain topic to something in my life.
	I can use information from the illustrations and words in a text to demonstrate understanding of its characters, setting, or plot.
	I can compare and contrast two or more versions of the same story (e.g., Cinderella) by different authors or from different culture
<b>Range of Reading and Level of Text Complexity</b>	By the end of year, I can read and comprehend grade 2 stories and poetry proficiently.
	I can choose a good story at my level to read for fun or for a class assignment.

### Reading - Informational Text

<b>Key Ideas &amp; Details</b>	I can share what I already know about the topic.
	I can find things that are the same and different between what I know and what I am learning.
	I can tell the main idea of a nonfiction text.
	I can tell the important details of nonfiction text.
<b>Craft and Structure</b>	I can find and use text features to find information in a nonfiction text (e.g table of contents, headings, glossaries, captions).
	I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	I can determine the meaning of words and phrases in a text relevant to a grade topic or subject area.
<b>Integration of Knowledge and Ideas</b>	I can connect the topic to my life.
	I can explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	I can describe how reasons support specific points the author makes in a text.
<b>Range of Reading and Level of Text Complexity</b>	By the end of year, I can read and comprehend grade 2 informational texts, including science and social studies texts, proficiently.
	I can choose an appropriate nonfiction text to ready for fun or for a class assignment.



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### Writing

<b>Text Type &amp; Purposes - Friendly Letter</b>	I can write a friendly letter with a specific purpose or topic.
	I can write a friendly letter with the date, salutation, body, closing, and signature.
	I can use paragraphs.
<b>Text Type &amp; Purposes - Opinion</b>	I can write a paragraph that states my opinion on a topic and gives reasons that supports my opinion.
	I can use linking words (e.g., because, and, also) to connect my opinion and reasons.
	I can provide a concluding statement or section.
<b>Text Type &amp; Purposes - Informative</b>	I can write an informational report that has 1-3 paragraphs.
	I can introduce a topic and provide a concluding statement in my paragraph.
	I can write about my observations or what I've learned, including facts and definitions to give supporting points.
<b>Text Type &amp; Purposes - Narrative</b>	I can write an original story that has a setting, character descriptions, problems, and solution.
	I can write about what I saw, heard or read, describing thoughts, actions, and feelings.
	I can use temporal words to signal event order (e.g. first, next, then, finally).
	I can write a song or poem.
<b>Writing Process - Production and Distribution of Writing</b>	I can write a complete sentence.
	I can write a rough draft.
	I can edit my work with my teacher's help.
	I can write in a way that others can understand.
	I can make a good final copy using a variety of digital tools, including working with teachers or peers.
<b>Research to Build and Present Knowledge</b>	I can plan what I am going to write.
	I can participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

### Speaking & Listening

<b>Comprehension &amp; Collaboration</b>	I can ask questions when I don't understand what I have heard.
	I can share my thoughts on what I have read or heard.
	I can recall or describe information presented orally or through other media.
	I can participate and listen in group discussions.
	I can follow 2- and 3-step directions that are given out loud.
	I can follow agreed-upon rules for discussions (e.g., raising hand before speaking, listening to others with care)
<b>Presentation &amp; Knowledge of Ideas</b>	I can ask and answer questions to clarify or gather more information on a topic.
	I can read a story or poem out loud with expression.
	I can tell a story or recount an experience with appropriate facts and relevant, descriptive details.
	I can show that I understand what I read through drawings or other visual displays to stories or recounts of experiences.
<b>Media Literacy</b>	I can understand and use different types of print, digital, and multimodal media.
	I can use tools for locating print and electronic materials appropriate to the purpose.
	I can create a shared multimedia work for a specific purpose with assistance (inform, share experiences, persuade, entertain) and share it with an audience.



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Language		
<b>Conventions of Standard English</b>  <i>Spelling Punctuation and Grammar (SPaG)</i>	<b>Punctuation</b>	I can identify command, asking, or exclamation sentences.
		I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end.
		I can use commas when I am writing a list.
		I can use apostrophes in contractions to show where letters are missing (e.g. can't) and to show possession (e.g. the girl's hat).
	<b>Word Roots, Prefixes, Suffixes</b>	I can add these letter groups to the end of words: -er, -est, -ly (e.g. smoother, smoothest, smoothly).
		I can make compound words by putting two words together e.g. whiteboard, sandbox
		I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.
		I can add these letter groups to the end of words to change their meaning: -er, -est, -ly e.g. smoother, smoothest, smoothly.
	<b>Verbs</b>	I can use the correct verb tense in my writing (e.g. past, present, future).
		I can form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
		I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is going, he was flying.
	<b>Nouns</b>	I can identify and capitalize proper nouns.
I can correctly use common irregular plural nouns (e.g., feet, children, teeth, mice, fish).		
<b>Other Parts of Speech</b>	I can use these words in my writing: when, if, that, because, and, or, but.	
	I can use adjectives and adverbs, and choose between them depending on what is to be modified.	
	I can use reflexive pronouns (e.g., myself, ourselves).	
<b>Knowledge of Language</b>	I can use description in my writing by using adjectives e.g. the blue butterfly, plain flour	
	I can compare formal and informal uses of English.	
<b>Vocabulary Acquisition &amp; Use</b>	I can figure out the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	
	I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)	
	I can use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly).	
	I can understand shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	
	I can identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	
	I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	