

# Tennessee English Language Arts Standards 2009-2010 Implementation Grade 2 Standard 1- Language

## Grade Level Expectations

**GLE 0201.1.1** Demonstrate control of basic English usage, mechanics, spelling, and sentence structure.

**GLE 0201.1.2** Employ a variety of strategies to decode words and expand vocabulary.

**GLE 0201.1.3** Develop and maintain phonological awareness.

**GLE 0201.1.4** Understand and apply the alphabetic principle.

## Checks for Understanding (Formative/Summative Assessment)

- ✓ **0201.1.1** Identify and use adjectives (i.e., descriptive, comparative, superlative), nouns (i.e., common and proper, singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., past and present tense, action and linking, regular and irregular, subject-verb agreement) correctly.
- ✓ **0201.1.2** Use capitals letters correctly (i.e., first and last names, pronoun *I*, proper nouns, first word of a sentence).
- ✓ **0201.1.3** Identify and use correct punctuation at the end of declarative, exclamatory, and interrogative sentences.
- ✓ **0201.1.4** Form contractions correctly.
- ✓ **0201.1.5** Understand that a sentence is a group of words that has a subject and a verb and expresses a complete thought.
- ✓ **0201.1.6** Identify and write complete sentences correctly.
- ✓ **0201.1.7** Use commas correctly in a series.
- ✓ **0201.1.8** Spell simple words using developing phonetic knowledge, sounds of the alphabet, and simple consonant/vowel patterns.
  - Spell high frequency words correctly (e.g., Dolch list, Dr. Fry list).
  - Continue to spell short and long vowel words using basic CVC, CVCE, and CVVC patterns.
  - Alphabetize words to the second letter.
  - Use primary dictionaries to spell words correctly and verify spelling.
  - Spell regular and irregular plurals correctly (e.g., boy/boys, child/children).

- Spell digraphs, trigraphs, and blends (e.g., -ea, -ir, -igh, -tch, -sch, fl, bl, br, st).
  - Understand and spell basic words that sound the same but are spelled differently and have different meanings (homophones- flower/flour).
- ✓ **0201.1.9** Show evidence of expanding language through vocabulary growth.
- Recognize common abbreviations.
  - Build vocabulary by reading, listening to, and discussing a variety of literature.
  - Add prefixes (e.g., re-, dis-), suffixes (e.g., -ly, -y), and endings to base words to make new words (e.g., -ed, -ing, -es).
  - Identify simple multi-meaning words based on the appropriate meaning for the context.
  - Use word families and word walls.
  - Recognize and identify compound words, synonyms, and antonyms.
  - Identify positional words.
  - Identify simple multi-meaning words in context (e.g., fly, pop, bat).

### **Phonemic Awareness**

- ✓ **0201.1.10** Maintain phonemic awareness by adhering to the following:
- Change the letters of a given word to create new words (e.g., pan to nap, ten to net).
  - Use sound stretching of one syllable words to identify each phoneme.
  - Use sound blending of each separately spoken phoneme to make meaningful words.
  - Segment one-syllable words into individual sounds and blend the sounds into whole words.
  - Identify and produce rhyming words.
  - Recognize words that have the same beginning, middle, and ending sounds.
  - Understand words are made up of one or more syllables (e.g., students clap syllables, move objects, etc. in words.)
  - Add, delete, and change targeted sounds to change words (e.g., bed to bad, hat to bat).

### **Phonics**

- ✓ **0201.1.11** Apply phonics generalizations in order to decode words in the following ways:
- Read words containing r-controlled vowels (e.g., -ar, -ir, -ur).
  - Apply knowledge of basic syllabication rules.
  - Use letter-sound matches and structural analysis to decode grade level words.
  - Use parts of words (e.g., root/base words, compound words, contractions, prefixes, and suffixes) to decode grade level words.
  - Apply long and short vowel rules when decoding text.
  - Use sounding out words, chunking words into smaller parts, looking for blends, digraphs, diphthongs, word families, etc. as a means of decoding unfamiliar words.
  - Continue to decode unknown words that are grade-level appropriate.

# Standard 2- Communication

## Grade Level Expectations

**GLE 0201.2.1** Develop critical listening skills essential for comprehension, problem solving, and task completion.

**GLE 0201.2.2** Develop critical speaking skills essential for effective communication.

## Checks for Understanding (Formative/Summative Assessment)

### Listening

- ✓ **0201.2.1** Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- ✓ **0201.2.2** Listen attentively to speaker for specific information.
- ✓ **0201.2.3** Understand and follow multi-step oral directions.
- ✓ **0201.2.4** Summarize what has been heard using the logical sequence of events.

### Speaking

- ✓ **0201.2.5** Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
- ✓ **0201.2.6** Speak clearly, properly, and politely, and recognize the difference between formal and informal language.
- ✓ **0201.2.7** Give multi-step oral directions.
- ✓ **0201.2.8** Participate in group discussion.
  - Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem).
  - Ask and respond to questions from teacher and other group members.
- ✓ **0201.2.9** Retell a story, describing the plot, characters, and setting.
- ✓ **0201.2.10** Recite poems, stories, and songs.

# Standard 3- Writing

## Grade Level Expectations

**GLE 0201.3.1** Write in a variety of modes for a variety of audiences and purposes.

**GLE 0201.3.2** Employ a variety of prewriting strategies.

**GLE 0201.3.3** Organize ideas into a topic paragraph with complete coherent sentences.

**GLE 0201.3.4** Revise first drafts for clearer meaning, correct capitalization, and punctuation.

**GLE 0201.3.5** Evaluate own and others' writing.

**GLE 0201.3.6** Determine how, when, and whether to incorporate graphics in written work.

## Checks for Understanding (Formative/Summative Assessment)

- ✓ **0201.3.1** Write to describe, entertain, and inform.
- ✓ **0201.3.2** Write in response to literature (e.g., create a new ending to a story, create class books, summarize a story), compose a variety of written works (e.g., friendly letters, journal entries, reports, experience stories) and begin to compose narratives (with a beginning, middle, and end).
- ✓ **0201.3.3** Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, Venn diagrams) independently and/or in group, and use a variety of resources to gather information.
- ✓ **0201.3.4** Utilize classroom resources to support the writing process (e.g., word walls, picture dictionaries).
- ✓ **0201.3.5** Compose first drafts using the appropriate parts of the writing process with an emphasis on planning and self correcting.
- ✓ **0201.3.6** Use temporary/creative spelling to spell independently while beginning to transition to standard spelling.
- ✓ **0201.3.7** Arrange events in a logical and sequential order when writing.
- ✓ **0201.3.8** Continue to add descriptive words and details to writing.
- ✓ **0201.3.9** Create legible documents for reading by forming legible lower case letters utilizing correct spacing and by writing from left to right and top to bottom.
- ✓ **0201.3.10** Evaluate own and others' writing through small group discussion and shared work.

- ✓ **0201.3.11** Incorporate suggestions from teachers and peers.
- ✓ **0201.3.12** Use a simple rubric to evaluate writing.
- ✓ **0201.3.13** Incorporate photographs or illustrations in written work.

## **Standard 4- Research**

### **Course Level Expectations**

**GLE 0201.4.1** Define and narrow a question for research appropriate to grade level and ability.

**GLE 0201.4.2** Gather relevant information to answer a research question.

**GLE 0201.4.3** Write a simple research report.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0201.4.1** Narrow a research question so that the research process is manageable.
- ✓ **0201.4.2** Determine three sources to answer a research question.
- ✓ **0201.4.3** Use the family and community as sources of information.
- ✓ **0201.4.4** Visit the library as a source of information for research.
- ✓ **0201.4.5** Recognize and identify a variety of print and electronic resources available for information (e.g., books, newspapers, magazines, technology).
- ✓ **0201.4.6** Understand the purpose of reference materials (e.g., dictionary, encyclopedia).
- ✓ **0201.4.7** Write a simple research report that demonstrates a gathering of information.

## **Standard 5- Logic**

### **Grade Level Expectations**

**GLE 0201.5.1** Continue to develop the ability to think logically.

**GLE 0201.5.2** Apply logic in a variety of ways.

**GLE 0201.5.3** Make inferences and draw appropriate conclusions.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0201.5.1** Distinguish between fact and opinion.
- ✓ **0201.5.2** Given a sequence of events, choose from a list of possibilities the appropriate conclusion.
- ✓ **0201.5.3** Identify cause-effect relationships.
- ✓ **0201.5.4** Compare and contrast information and ideas.
- ✓ **0201.5.5** Apply sequential reasoning to a variety of written and oral contexts.

## **Standard 6- Informational Text**

### **Grade Level Expectations**

**GLE 0201.6.1** Follow simple multi-step directions in a short informational text.

**GLE 0201.6.2** Comprehend the main ideas and supporting details of informational texts.

**GLE 0201.6.3** Interpret the graphics that support informational texts.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0201.6.1** Follow simple multi-step directions in informational texts to complete a specific task.
- ✓ **0201.6.2** Identify and state the main ideas and supporting details of informational texts.
- ✓ **0201.6.3** Explore various forms of informational texts (e.g., charts, books, newspapers, magazines, daily announcement sheets).
- ✓ **0201.6.4** Recognize and use text features to comprehend informational texts (e.g., time lines, graphs, charts, maps, illustrations).

## Standard 7- Media

### Grade Level Expectations

**GLE 0201.7.1** Recognize the ability of media to inform, persuade, and entertain.

**GLE 0201.7.2** Enhance oral presentations and/or written work with a visual medium.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0201.7.1** Understand the main idea in a visual message (e.g., pictures, cartoons, posters).
- ✓ **0201.7.2** Experience and respond to a variety of media (e.g., books, audio tapes, video, film, computer, illustrations).
- ✓ **0201.7.3** Visit libraries/media centers and regularly check out materials.
- ✓ **0201.7.4** Begin to utilize technology to publish and present writing.

## Standard 8- Literature

### Grade Level Expectations

**GLE 0201.8.1** Explore and experience various literary genres.

**GLE 0201.8.2** Employ a variety of basic reading comprehension strategies.

**GLE 0201.8.3** Develop reading fluency and accuracy.

**GLE 0201.8.4** Identify basic literary elements.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0201.8.1** Read fables, folk tales, fairy tales, poetry, nonfiction, short stories, and chapter books.
- ✓ **0201.8.2** Identify parts of a book (e.g., front cover and back cover, table of contents, index, glossary, title page, author, illustrator).
- ✓ **0201.8.3** Distinguish between fiction and nonfiction and fantasy and reality.
- ✓ **0201.8.4** Preview words necessary for understanding a reading selection.
- ✓ **0201.8.5** Participate in the creation of graphic organizers (KWL charts, diagrams).
- ✓ **0201.8.6** Derive meaning while reading by employing the following strategies:
  - Asking questions to clarify meaning.

- Participating in discussions.
  - Predicting what will happen next.
  - Creating mental images.
  - Using illustrations to gain meaning.
  - Answering the Five W + H questions (i.e., Who, What, When, Where, How, Why).
  - Relate knowledge from personal experience, other text, and world events to make meaning from text.
- ✓ **0201.8.7** Participate in shared reading and small group guided reading.
- ✓ **0201.8.8** Read simple text containing familiar letter-sound correspondence and high frequency words.
- ✓ **0201.8.9** Read orally with fluency and accuracy, using appropriate pacing and expression.
- ✓ **0201.8.10** Identify the characters, plot, and setting of a story.