

## SECOND GRADE READING LANGUAGE ARTS MONITORING SHEETS

### STANDARD 1 – ORAL LANGUAGE & LISTENING SKILLS

#### Tri R/L.2.1 The student will develop listening skills

- \_\_\_\_\_ Developing an appreciation for the value of listening
- \_\_\_\_\_ Responding and asking questions to stories presented orally
- \_\_\_\_\_ Following and giving three and four step directions and developing listening skills

#### Tri R/L.2.2 The student will use oral language communication skills

- \_\_\_\_\_ Developing articulation skills
- \_\_\_\_\_ Speaking clearly
- \_\_\_\_\_ Using appropriate volume
- \_\_\_\_\_ Speaking at an understandable rate
- \_\_\_\_\_ Participating in classroom discussion:
  - \_\_\_\_\_ to inform
  - \_\_\_\_\_ to entertain
  - \_\_\_\_\_ to persuade
  - \_\_\_\_\_ to clarify and respond
- \_\_\_\_\_ Participating in oral presentations, for example:
  - \_\_\_\_\_ poetry reciting
  - \_\_\_\_\_ puppet shows
  - \_\_\_\_\_ riddle telling
  - \_\_\_\_\_ role playing
  - \_\_\_\_\_ choral speaking
- \_\_\_\_\_ Asking questions and paraphrase statements of others to clarify information
- \_\_\_\_\_ Using newly acquired vocabulary and spelling words
- \_\_\_\_\_ Retelling and summarizing information shared by others
- \_\_\_\_\_ Speaking using increasingly complex sentence structures in oral communication.
- \_\_\_\_\_ Displaying correct use of phonetic spelling strategies in isolation and daily practice
- \_\_\_\_\_ Using conjunctions (e.g. and, but, or, so, because) in oral communication
- \_\_\_\_\_ Participating as a contributor or leader in a group

### STANDARD 2 – READING/LITERATURE

#### Tri R/L.2.3 The student will use phonetic strategies when reading and spelling

- \_\_\_\_\_ Reading and spelling second grade Dolch sight words with 80% mastery
- \_\_\_\_\_ Displaying knowledge of consonants, consonant blends, and consonant digraphs to decode when spelling words with a focus on:
  - \_\_\_\_\_ initial, final, and medial consonants
  - \_\_\_\_\_ two/three letter consonant blends
  - \_\_\_\_\_ consonant digraphs in all positions
  - \_\_\_\_\_ inflectional endings
  - \_\_\_\_\_ hard and soft *c* and *g*
  - \_\_\_\_\_ silent letters
- \_\_\_\_\_ Using long and short vowels patterns when decoding and spelling words including:
  - \_\_\_\_\_ vowels influenced by *l*, *w*, and *r*
  - \_\_\_\_\_ short and long vowels
  - \_\_\_\_\_ vowel digraphs and diphthongs
- \_\_\_\_\_ Reading regular and multisyllabic words by using decoding strategies

**Tri R/L.2.4 The student will use semantic clues and syntax to expand vocabulary when reading fluently**

- \_\_\_\_\_ working toward fluent reading by reading and rereading text with fluency and expression and using punctuation as a guide to meaning
- \_\_\_\_\_ showing ability to use context clues to sound out words and determine their meaning
- \_\_\_\_\_ Displaying correct knowledge of sentence structure while reading
- \_\_\_\_\_ Connecting elements of the story to sequence structure while reading
- \_\_\_\_\_ Connecting spelling patterns to sound patterns
- \_\_\_\_\_ Rereading and self-correcting

**Tri R/L.2.5 The student will expand vocabulary while reading**

- \_\_\_\_\_ identifying and use homophones, homographs, and homonyms in their text
- \_\_\_\_\_ recognizing and demonstrating knowledge of prefixes and suffixes
- \_\_\_\_\_ understanding and explaining use of synonyms and antonyms
- \_\_\_\_\_ discussing meanings of words and developing vocabulary by listening and reading a variety of texts
- \_\_\_\_\_ using vocabulary from other content areas

**Tri R/L.2.6 The student will recognize and utilize structural analysis to decode and use words.**

- \_\_\_\_\_ identifying and using plural form of words, compound words, contractions
- \_\_\_\_\_ using syllabication rules to divide compound words and separate root from affix
- \_\_\_\_\_ using correct possessive form of words
- \_\_\_\_\_ using abbreviations

**Tri R/L.2.7 The student will read and demonstrate comprehension of fictional texts**

- \_\_\_\_\_ reading silently for an extended amount of time
- \_\_\_\_\_ making and confirming predictions
- \_\_\_\_\_ relating previous experiences of text
- \_\_\_\_\_ asking and answering questions about what is read
- \_\_\_\_\_ setting a purpose for reading, identifying author's purpose
- \_\_\_\_\_ describing characters, setting, and important events from a variety of genres
- \_\_\_\_\_ identifying the main idea with supporting details, problem, and solution, and cause/effect
- \_\_\_\_\_ summarizing stories with the beginning, middle, and end in the correct sequence
- \_\_\_\_\_ drawing conclusions based on the text

**Tri R/L.2.8 The student will read and demonstrate comprehension of nonfictional texts**

- \_\_\_\_\_ completing a "book walk" preview before reading, using the title, pictures, author, and text features
- \_\_\_\_\_ generating predictions about the main idea and identifying details to support the main idea
- \_\_\_\_\_ making connections to text using prior knowledge to prepare for new learning
- \_\_\_\_\_ setting a purpose for reading
- \_\_\_\_\_ asking and answering questions about what is read
- \_\_\_\_\_ locating information in the text to answer questions
- \_\_\_\_\_ identifying the main idea and supporting details

**STANDARD 3 – WRITING/GRAMMAR**

**Tri R/L.2.9 The student will write, revise, and edit in a variety of forms**

- \_\_\_\_\_ generating ideas before writing using graphic organizers
- \_\_\_\_\_ choosing and narrowing topic
- \_\_\_\_\_ organizing writing to include a beginning, middle, and end for narrative and expository writing
- \_\_\_\_\_ editing/revising writing to include details
- \_\_\_\_\_ revising for clarity
- \_\_\_\_\_ composing a 2 paragraph (3-5 sentences per paragraph) piece
- \_\_\_\_\_ publishing one written work each trimester

**Tri R/L.2.10 The student will apply grammatical rules when writing focusing on correct grammar, capitalization, punctuation, and spelling**

- \_\_\_\_\_ identifying and writing in complete sentences
- \_\_\_\_\_ writing using a variety of sentences (declarative, interrogative, exclamatory)
- \_\_\_\_\_ capitalizing all proper nouns and the word *I*
- \_\_\_\_\_ identifying and generating singular plural nouns and pronouns
- \_\_\_\_\_ displaying correct use of apostrophe in contractions and possessives
- \_\_\_\_\_ using commas properly in salutation
- \_\_\_\_\_ using verbs and adjectives correctly in sentences

**Tri R/L.2.11 The student will use correct spelling**

- \_\_\_\_\_ spelling words using a multi-sensory approach
- \_\_\_\_\_ spelling words following phonetic rules
- \_\_\_\_\_ spelling words following structural principles
- \_\_\_\_\_ spelling words that are used in content areas

**Tri R/L.2.12 The student will maintain legible printing and begin to make the transition to cursive writing**

- \_\_\_\_\_ writing in correct form, alignment, and spacing
- \_\_\_\_\_ presenting work neatly done
- \_\_\_\_\_ using cursive writing (second trimester)

**STANDARD 4 – RESEARCH**

**Tri R/L.2.13 The student will demonstrate comprehension of information in reference materials**

- \_\_\_\_\_ alphabetizing words to the third letter
- \_\_\_\_\_ locating words in a primary dictionary by alphabetical order using guide words
- \_\_\_\_\_ using parts of books: using table of contents, glossary, indices
- \_\_\_\_\_ examining and interpreting pictures, charts, maps, and graphs
- \_\_\_\_\_ using newspapers and magazines
- \_\_\_\_\_ use reference materials to support ideas and/or findings

**STANDARD 5 – TECHNOLOGY**

**Tri R/L.2.14 The student will explore the use of available technology in the Reading Language Arts program**

- \_\_\_\_\_ using available technology for reading
- \_\_\_\_\_ using available technology to share writing with others
- \_\_\_\_\_ using technology to locate, evaluate, gather, and organize information and data
- \_\_\_\_\_ using a variety of technologies for learning and collaboration
- \_\_\_\_\_ understanding how technology can enhance learning
- \_\_\_\_\_ understanding how technology encourages collaboration