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EDTL 7100 – Spring 2012

**Unit Learner Outcome**

**Reading Literature**

* 2.1- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text
* 2.3 - Describe how characters in a story respond to major events and challenges
* 2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song
* 2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
* 2.6 – Acknowledge differences in point of view of characters, including speaking in a different voice for each character when reading dialogue aloud.
* 2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot

**Reading Informational Text**

* 2.1 – Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text
* 2.5 – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

**Reading Foundational Skills**

* 2.3 – Know and apply grade-level phonics and word analysis skills in decoding words
* 2.3a – Distinguish long and short vowels when reading regularly spelled one-syllable words
* 2.3b – Know spelling-sound correspondences for additional common vowel teams
* 2.3c – Decode regularly spelled two-syllable words with long vowels
* 2.3d – Decode words with common prefixes and suffixes
* 2.3e – Identify words with inconsistent but common spelling-sound correspondences
* 2.3f – Recognize and read grade-appropriate irregularly spelled words

**Writing**

* 2.1 – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section
* 2.3 – Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure
* 2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
* 2.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

**Speaking and Listening**

* 2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups
* 2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
* 2.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

**Language**

* 2.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
* 2.1b – Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
* 2.1e – Use adjectives and adverbs, and choose between them depending on what is to be modified
* 2.1f – Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)
* 2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing
* 2.2a – Capitalize holidays, product names, and geographic names
* 2.2c – Use an apostrophe to form contractions and frequently occurring possessives
* 2.2e – Consult reference materials, including beginning dictionaries, as needed to check and correct spelling
* 2.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies
* 2.4a – Use sentence-level context as a clue to the meaning of a word or phrase
* 2.4d – Use knowledge of the meaning of individual words to predict the meaning of compound words

Learning outcomes from the Common Core Standards.

Retrieved from: <http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>