

2nd Grade ELA

Levels of Understanding

How is my understanding of 2nd Grade Reading Literature standards?

RL 2.1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

I am a level 3 when I can do the following on my own:

- Ask and answer questions about the characters, setting, and plot of a text
- Locate evidence within the text to support answers
- Show understanding beyond the text by drawing conclusions
- Demonstrate understanding of key details in a text using Ws & H questions (who, what, when, where, why, how)

I am a level 2 progressing toward grade level when I:

- Understand the difference between a statement and a question
- Understand answers are located within the text
- Identify the characters, setting, and major events in a text

RL 2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

I am a level 3 when I can do the following on my own:

- Determine the central message, lesson, or moral
- Justify the central message, lesson, or moral
- Describe how the main character's actions connect to the central message
- Give a recount including the important elements of the text

I am a level 2 progressing toward grade level when I:

- Understand that stories have a central message, moral, or teach a lesson
- Understand how the major characters connect to the message or moral
- Understand the difference in major and minor events
- Give a retell of the story

RL 2.3: Describe how characters in a story respond to major events and challenges.

I am a level 3 when I can do the following on my own:

- Describe how characters in a story respond to challenges using text evidence
- Describe major events that happen in the story
- Tell how characters react to changes during the major events
- Describe characters (feelings, actions, says, and thoughts) using text evidence

I am a level 2 progressing toward grade level when I:

- Identify the major events in a story
- Identify dialogue and what it shows us about the character
- Give words or phrases that describe the traits of a person or character
- Identify and understand what a major event is in a story

RL 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

I am a level 3 when I can do the following on my own:

- Describe the overall structure of a story (where story elements are introduced in the story)
- Describe the details of the beginning, middle, and end of a story
- Complete a graphic organizer/chart identifying the details of the Beginning, Middle, and End

I am a level 2 progressing toward grade level when I:

- Identify basic roles of the story structure of narratives
- Understand characters, setting, and problem is introduced at the beginning of a story
- Identify the problem and solution

RL 2.9: Compare and contrast two or more versions of the same story by different authors or from different cultures.

I am a level 3 when I can do the following on my own:

- Compare and contrast the settings
- Compare and contrast the main characters
- Compare and contrast the plots of both stories

I am a level 2 progressing toward grade level when I:

- Outline the important events in each text
- Identify how the characters solve the problem in each text
- List the narrative elements (characters, setting, problem) of each text

How is my understanding of 2nd Grade Reading Informational standards?

RI 2.1: Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

I am a level 3 when I can do the following on my own:

- Ask and answer questions about the topic and key details of at text
- Can Locate evidence in the text to support thinking
- Can draw conclusions from the text

I am a level 2 progressing toward grade level when I:

- Understand the difference in a statement and question
- Understand the text can support our answers and thinking
- Make and check predictions about the text
- Use pictures to come to a conclusion

RI 2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

I am a level 3 when I can do the following on my own:

- Determine the main topic of an entire passage with multiple paragraphs
- Identify the main idea of each paragraph of a multiple paragraph text
- Identify supporting details
- Provide a recount including key details

I am a level 2 progressing toward grade level when I:

- Identify repeated words and phrases in a text
- State the main topic of a text
- Give a retell of the text
- Understand the difference in interesting and important details/facts

RI 2.5: Know and use various text features to locate key facts or information in a text efficiently.

I am a level 3 when I can do the following on my own:

- Identify the type of text features in a given text
- Explain the purpose of different types of text features
- Explain how various text features help readers learn from the text
- Use text features to answer questions

I am a level 2 progressing toward grade level when I:

- List types of text features
- Locate text features in a text
- Understand text features are found in nonfiction text

RI 2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

I am a level 3 when I can do the following on my own:

- Identify the author's purpose for writing the text (persuade, inform, explain, entertain, and describe)
- Identify the specific type of text (ex: article, journal, newspaper article, brochure, ad, etc.)
- Draw conclusion about the main purpose of the text

I am a level 2 progressing toward grade level when I:

- State the main topic of the text
- Tell that an author writes for a specific purpose
- Identify repeated words and phrases in a text

RI 2.9: Compare and contrast the most important points presented by TWO texts on the same topic.

I am a level 3 when I can do the following on my own:

- Identify the topic and main ideas of both texts
- Explain how the two texts are alike and different
- Understand what the author telling about the topic of both texts

I am a level 2 progressing toward grade level when I:

- Identify important facts from a text
- Identify author's opinions in a text
- Identify the author's purpose of the text

How is my understanding of 2nd Grade Writing standards?

W 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 to connect opinion and reasons, and provide a concluding statement or section.

I am a level 3 when I can do the following on my own:

- Write a piece that states an opinion
- Explain my opinion well
- Provide reasons to support my opinion
- Provide a conclusion (ending) to my piece

I am a level 2 progressing toward grade level when I:

- Explain the difference in fact and opinion
- Explain that reasons help a reader understand a person's opinion
- Can state a personal opinion and tell why

W 2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

I am a level 3 when I can do the following on my own:

Compose a piece that includes:

- An introduction to the topic
- 4 or more facts about the topic
- Clearly develops the points being made using transition words
- A concluding statement or section

I am a level 2 progressing toward grade level when I:

- Identify facts, opinions, examples and definitions in a text
- Organize facts, definitions, and examples using a graphic organizer or a planning chart
- Determine what facts are important to a topic

W 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.

I am a level 3 when I can do the following on my own:

(narratives include personal and fictional pieces of work)

- Write about a personal experience providing sequenced events
- Write a fictional story providing sequenced events
- Provide details describing actions which happened
(Include elements such as character, setting, plot, problem and solution)
- Use transition words
- Provide a sense of closure

I am a level 2 progressing toward grade level when I:

- Use a graphic organizer to identify a beginning, middle, and end
- Describe what events will be included
- Understand why transition words are important
- List words or phrases that describes a character