

2ND GRADE LANGUAGE ARTS CHECKLIST
Goals 1 – 5
Illinois Learning Standards A-C
Performance Descriptors

WORD ANALYSIS AND VOCABULARY SKILLS

- _____ Isolate sounds in words (/c/ /a/ /t/)
- _____ Blend sounds to make words
- _____ Substitute sounds to make new words (Go from cake - to make - to take, etc.)
- _____ Recognize 300 high frequency sight words
- _____ Decode new words using phonics, word patterns, structural analysis, and context clues
- _____ Orally and silently read age appropriate materials with accuracy, rhythm, volume, and fluency
- _____ Use a variety of resources such as context, previous experiences, dictionaries, glossaries, available technology, or ask others to decode and define unfamiliar words

COMPREHENSION AND FLUENCY

- _____ Read fiction and nonfiction materials for a specific purpose
- _____ Use clues (e.g., titles, pictures, themes, prior knowledge, graphs) to make and justify predictions before, during, and after reading
- _____ Develop a familiarity with poetry (can read a poem fluently and with expression)
- _____ State facts and details of text during and after reading
- _____ Locate answers to questions to clarify understanding of text
- _____ Interpret text information gathered from diagrams, graphs, or maps before, during, and after reading
- _____ Demonstrate creative responses to text (interpretive poem, Readers Theatre, etc.)
- _____ Read age-appropriate material orally with accuracy, rhythm, volume, and flow
- _____ Be able to answer literal, analytical, and interpretive questions based on the text

This checklist is a suggested guideline.

- _____ Ask and answer questions to clarify understanding of text
- _____ Identify the author’s purpose and main idea
- _____ Make connections (text to text, text to self, and text to world)
- _____ Summarize text read or heard
- _____ Select books appropriate to reading levels and interests
- _____ Describe and compare characters, settings, theme, and events in stories
- _____ Retell a story with a beginning, middle, and end
- _____ Identify the topic or main idea in a nonfiction selection
- _____ Distinguish between “make believe” and realistic narrative
- _____ Compare different versions of the same story from different cultures and eras (e.g., fairy tales from around the world)
- _____ Apply text variations (e.g., change setting, alter a character, rewrite the ending)

GRAMMAR AND SPELLING

- _____ Write sentences using subject-verb-complement pattern
- _____ Use correct subject/verb agreement
- _____ Use appropriate capitalization and ending punctuation
- _____ Use correct spelling of high frequency words
- _____ Use developmental spelling to spell unfamiliar words

WRITING

- _____ Use appropriate prewriting strategies to organize ideas (e.g., brainstorming, graphic organizers)
- _____ Organize, compose, and tell a focused story using picture(s) and text
- _____ Write a well-developed (8 or more sentences) narrative and expository paragraph

LISTENING

- _____ Listen and respond appropriately in formal and informal situations

This checklist is a suggested guideline.

- _____ Identify common sounds (e.g., trumpet, train)
- _____ State words that rhyme with a word given orally
- _____ Analyze qualities of sound (e.g., loudness, softness, pleasantness)
- _____ Use question building words appropriately (e.g., what, when, how, why, could, should, did) and provide information that would answer those questions
- _____ Complete a task that shows an understanding of visual and auditory messages
- _____ Respond appropriately to verbal cues

SPEAKING

- _____ Demonstrate appropriate behaviors for speaking (e.g., eye contact with audience, volume, rate, tone, focus presentation on a single topic, ideas presented in a logical order, proper English, etc.)
- _____ Demonstrate courtesy and respect for others' rights and points of view

REFERENCES

- _____ Generate questions gained from experiences to gather information (e.g., field trips, visitors, stories, discussions, etc.)
- _____ Use aids (e.g., graphic organizers) to present information
- _____ Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a text
- _____ State and sort necessary information for a project
- _____ Express details in a complete sentence
- _____ Distinguish between relevant and irrelevant information
- _____ Paraphrase and summarize information
- _____ Create a report of ideas (e.g., drawing, using available technology, writing a story, letter, report) using details from pictures, diagrams, maps, and other graphic organizers