

GRADE 2
CA Reading/Language Arts Framework:
Content Standards that apply to students with Specific Language Impairments
GOALS/MEASURES OF PROGRESS

READING

2.1.0 Word Analysis, Fluency and Systematic Vocabulary Development

Decoding and Word Recognition

2.1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).

By (annual IEP date), (name) will identify and correctly use regular and irregular plurals as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify and use regular plurals as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will identify and use irregular plurals as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

Vocabulary and Concept Development

2.1.7 Understand and explain common antonyms and synonyms.

By (annual IEP date), (name) will demonstrate knowledge of antonyms and synonyms from curriculum-relevant text and materials by giving an opposite or same-meaning word as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will give the appropriate opposite for antonyms taken from curriculum-relevant text and materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will give a same-meaning word for synonyms taken from curriculum-relevant text and materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.1.8 Use knowledge of individual words in unknown compound words to predict meaning.

By (annual IEP date), (name) will identify and define two single words given a compound word as a way to predict the meaning of curriculum-relevant compound words as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify whether a word is a compound word when given both types of words as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will identify and define the two words in a compound word and chart the word/meanings on a graphic organizer as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

By (annual IEP date,) (name) will explain the meaning of simple prefixes and suffixes from curriculum-relevant text and materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period, (name) will explain the meaning of simple prefixes from curriculum-relevant text and materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will explain the meaning of simple suffixes from curriculum-relevant text and materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.1.10 Identify simple multiple-meaning words.

By (annual IEP date), (name) will identify simple multiple meaning words from curriculum-relevant text and materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify multiple-meaning words that “do not make sense” in context as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will identify two or more meanings of multiple meaning words from curriculum-relevant text and materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2.4 Ask clarifying questions concerning essential textual elements of exposition (e.g., why, what-if, how).

By (annual IEP date), when given curriculum-relevant text, (name) will ask why/what if/how questions to clarify essential textual elements as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), when given curriculum-relevant text, (name) will respond to why/what if/how questions about facts from passage as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), when given curriculum-relevant text, (name) will ask why/what if/how questions about facts from passage as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.2.5 Restate facts and details in text to clarify and organize ideas.

By (annual IEP date), when given curriculum-relevant text, (name) will restate essential facts and details from passage as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), when given curriculum-relevant text, (name) will identify essential facts and details from passage as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), when given curriculum-relevant text, (name) will restate essential facts and details from passage with visual support (graphic organizer, pictures, icons, etc.) as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.2.6 Recognize cause and effect relationships in text.

By (annual IEP date), when given a curriculum-relevant text, (name) will identify cause and effect relationships as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify a cause-effect event in a curriculum-relevant text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will explain cause and effect relationships by completing a simple graphic organizer in a curriculum-relevant text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

2.1.0 Written and Oral English Language Conventions

Sentence Structure

2.1.1 Distinguish between complete and incomplete sentences.

By (annual IEP date), (name) will distinguish between complete and incomplete sentences in classroom speaking and writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify complete and incomplete sentences in speaking and writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will correct incomplete sentences in speaking or writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.1.2 Recognize and use the correct word order in written sentences.

By (annual IEP date), (name) will recognize and use correct word order in written sentences as required in the classroom as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will recognize correct word order in classroom writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will use correct word order in classroom writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

Grammar

2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

By (annual IEP date), (name) will identify and use nouns and verbs in classroom speaking and writing tasks in the classroom as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify and use nouns and verbs in speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will identify and use nouns and verbs in writing tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

LISTENING AND SPEAKING

2.1.0 Listening and Speaking Strategies

Comprehension

2.1.1 Determine the purpose(s) for listening (e.g., to obtain information, to solve problems, for enjoyment).

By (annual IEP date), (name) will identify three purposes for listening in the classroom (obtaining information, problem-solving or enjoyment) as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will describe three purposes for listening as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

- *By (date of marking period), (name) will choose the target purpose for listening as appropriate to the task as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.1.2 Ask for clarification and explanation of stories and ideas.

By (annual IEP date), (name) will use /wh/ questions to clarify ambiguities in stories and ideas in classroom tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify ambiguities in orally presented stories or ideas as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will ask appropriate /wh/ clarification questions, about orally presented stories or ideas as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.1.3 Paraphrase information that has been shared orally by others.

By (annual IEP date), (name) will paraphrase information shared by others (peers, adults) in the classroom as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will tell the main points of information presented orally by others as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will tell the main points and relevant details from information presented orally by others as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.1.4 Give and follow three- and four-step oral directions.

By (annual IEP date), (name) will follow three and four step grade-level adult presented classroom directions (e.g., open your book, turn to page___ and do numbers 1-10) as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will restate three and four step oral directions when requested as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will ask for clarification of three and four oral directions when needed as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

Organization and Delivery of Oral Communication

2.1.5 Organize presentations to maintain a clear focus.

By (annual IEP date), (name) will use clear, organized, communication to maintain a clear focus when presenting information in classroom speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will complete a graphic organizer to plan an organized, sequenced oral presentation as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period, (name) will present an organized sequenced oral presentation using a graphic organizer as visual support as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

By (annual IEP date), (name) will speak clearly and at an appropriate pace for the type of communication in classroom speaking tasks (e.g. discussion, report) as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will use "clear and slow" speech when involved in an oral discussion and using a visual support as a reminder as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period, (name) will use "clear and slow" speech when reporting on a topic and using a visual support as a reminder as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.1.7 Recount experiences in a logical sequence.

By (annual IEP date), (name) will recount experiences in a logical sequence in classroom speaking tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will complete a sequential graphic organizer about personal experiences as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will recount personal experiences using a sequential graphic organizer as visual support as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.1.8 Retell stories, including characters, setting, and plot.

By (annual IEP date), (name) will retell a curriculum-relevant story in the classroom including characters, setting and plot as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), when provided picture cues and /wh/ questions about the characters, setting and plot,(name) will retell a curriculum-relevant story as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), when provided a graphic organizer, (name) will retell a curriculum-relevant story, including the characters, setting and plot, as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.1.9 Report on a topic, including supportive facts and details.

By (annual IEP date), (name) will report on a curriculum-relevant topic using supportive facts and details in the classroom as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will complete a graphic organizer identifying the main idea and supportive facts and details about a curriculum-relevant topic as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will report on a curriculum-relevant topic including the main idea and supportive facts and details using graphic organizer as visual support as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

2.2.0 Speaking Application (Genres and their Characteristics)

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

2.2.1 Recount experiences or present stories:

- a. Move through a logical sequence of events. (See 1.7 above)**
- b. Describe story elements (e.g., characters, plot, and setting). (See 1.8 above)**

2.2.2 Report on a topic with facts and details, drawing from several sources of information.

By (annual IEP date), (name) will report on a curriculum- relevant topic in the classroom using facts and details from different sources of information as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify three sources of information to obtain facts and details about a curriculum-relevant topic as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will use three sources of information to obtain facts and details about a curriculum-relevant topic with as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*