ESL Grade 2

Listening:
1. Can respond appropriately to disciplinary language
2. Can respond to class-related questions generally without teacher's assistance
3. Can respond to a context with comparative and superlative adjectives or spatial prepositions (over, above, in front of/in the front of, in back of/in the back of, beside)
4. Can respond to simple statements or questions (SVO, SV, past, present, or future tenses) (e.g., who rode a bike yesterday or who will ride a bike tomorrow)
5. Demonstrates an understanding of the most fundamental, specialized grade-level vocabulary in content areas (e.g., "experiment" in science, add/plus/subtract/minus /total/sum in math)
Speaking Accuracy:
1. Uses parts of speech, spatial and time prepositions, and word order at appropriate grade level with an efficiency that a listener can understand without guessing (with very little Chinglish influence)
2. Uses grade-level vocabulary appropriately (Magic ABC vocabulary list)
3. Uses correct intonation and word order when asking questions and in conversation
4. Identifies and uses grade-level contractions.
5. Pronunciation has limited Chinglish influence
Speaking Efficiency:
1. Uses oral language to communicate needs and ask permission that involve some descriptions
2. Gives grade-appropriate personal information – hobbies, habits, interests, etc.
3. Is able to tell a story using pictures with some descriptions
4. Communicates personal preferences and opinions and gives reasons to support them
5. Explains basic steps involved in completing a short grade-appropriate activity
Reading Fluency:
1. Identifies and pronounces the most common phoneme for varying letter combinations, including common vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
2. Orally blends words that have three or more phonemes from grade-appropriate vocabulary words
3. Orally segments single-syllable words
4. Identifies grade-level high-frequency sight words
5. Uses knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary material (e.g., sound out: for, far, fir, fur, her)
6. Sounds out and blends words that have three or more phonemes (including unfamiliar words)
7. Sounds out and blends words that have three or more phonemes (including nonsense words, words analogous to real words from grade-appropriate vocabulary, and new vocabulary from grade-level textbooks)(e.g., given the written non-word "stom" students say the sounds in order and blend them to speak /stŏm/) with no teacher's assistance
8. Reads aloud short sentences or passages made up of words from the High Frequency Word List, grade-appropriate vocabulary words, and regular words from grade-appropriate vocabulary material at a rate of 104 words per minutes (e.g., reads aloud, "The girl is sitting on a short chair.")
9. Reads aloud grade-appropriate grade appropriate passages that have statements, questions, exclamations with natural intonation
Reading Comprehension:
1. Identifies antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small)
2. Understands common prefixes such as "un-", "dis-" and "non-"and adds them to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
3. Determines the correct use of grade level homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?")
4. Can determine the meaning of above-grade level vocabulary (topical) that is unfamiliar and/or demanding by using context or pictorial clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas) with some teacher's assistance
5. Can predict what's going to happen by looking at the cover of a picture book or what's going to happen next from what has been read in a picture book at independent reading time
6. Can decide the sequence of a story using passage clues from a picture book
7. Can correctly provide detailed information about characters, setting, and events in a story after reading it
8. Can make inferences with prompts given by teachers
9. Can identify some causes and effects in a story without teacher's guidance
10. Can begin to determine the main idea and recognizes a good summary of a story with teacher's guidance
11. Vocabulary base has grown to include grade-level words
Writing:
1. Can write dictated grade-level words and simple sentences with correct punctuation
2. Can write the correct form of grade-level regular verbs with accurate spelling
3. Can write the correct form of grade-level irregular verbs using mostly correct spelling
4. Can write the correct form of grade-level regular and irregular verbs in statements, interrogatives, and negatives

5.	Can write common verbs/preposition phrases, i.e., care about, going on, talk about, wait for, come from, look at
6.	Can write correct form of irregular count plural nouns with generally accurate spelling
7.	Uses the indefinite articles ‘a’ and ‘an’ with count nouns
8.	Can write subject and object personal pronouns (verb agreement is sometimes incorrect)
9.	Can write demonstrative pronouns without struggle (e.g., this/that/these/those)
10.	Can write interrogative pronouns in simple questions (what, where, when, who, why, and how)
11.	Writes regular comparative and superlative forms of adjectives
12.	Can write possessive pronouns appropriately (e.g., my, your, our)
13.	Can write words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n
14.	Spells high-frequency words that are largely irregular
15.	Can spell common contractions (e.g., I’ll, can’t, don’t, won’t)
16.	Spells words that involve these rules for conjoining morphemes: dropping a final ‘e’ and adding –s or -es
17.	Uses end mark punctuation – period, question mark, and limited exclamation
18.	Uses commas after introductory ‘yes’ or ‘no’
19.	Capitalizes the first word in a sentence, first and last names, people’s titles, and days of the week and months of the year
20.	Capitalizes titles of familiar books
21.	Capitalizes salutations and closings in letters
22.	Capitalizes country and city names
23.	Edits writing errors based on grade appropriate mechanics and some basic grammar
24.	Writes complete grammatical simple sentences (SVO, S + linking verb + noun/adjective)
25.	Begins to use spatial and sequential prepositions and transitions
26.	Begins to use compound subjects and compound predicates with teacher guidance.
27.	Is introduced to compound sentences using coordinating conjunctions – and / but
28.	Begins to write a brief descriptive paragraph with a topic sentence and one or two supporting details
29.	Uses well-formed letters and properly spaced writing to present their assignments neatly.
30.	Begins to orally segment multi-syllabic words
Written Communication:	
1.	Beginning to make effective word choices. Words are not all ordinary but add color or variety. Words support the meaning of the sentence and help the reader to make sense of the ideas. Adjectives and/or interesting verbs are part of the writing and, when needed, help to paint a picture.
2.	Beginning to express their own voice to connect with the reader. At this level it is shown through an overall impression of interest in the topic. The writing is not stiff or lifeless, but shows energy and/or effort.
3.	Beginning to write fluent sentences. Sentences are understandable on the first reading. At least one sentence adds details beyond the 3 word SVO pattern. Mother-tongue expressions may still be evident.
4.	Beginning to have engaging ideas. Author addresses the assignment given. The topic is understandable and potentially expresses an opinion. The information is relevant and has 1 or more supporting details. The author has something to say.