

# Grade 2

Adopted 2023

## English Language Arts Overarching Expectations

- 1. Read and write for a variety of purposes, including academic and personal, for extended periods of time.** [ELA.OE.1](#)

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- 2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.** [ELA.OE.2](#)

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- 3. Make inferences to support comprehension.** [ELA.OE.3](#)

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- 4. Collaborate with others and use active listening skills.** [ELA.OE.4](#)

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- 5. Cite evidence to explain and justify reasoning.** [ELA.OE.5](#)

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- 6. Create quality work by adhering to an accepted format.** [ELA.OE.6](#)

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## Second Grade

### Foundations of Literacy

1. Demonstrate early phonological awareness to basic phonemic awareness in spoken words. [ELA.2.F.1](#)
  1. There is not an indicator for second grade. [ELA.2.F.1.1](#)
  2. There is not an indicator for second grade. [ELA.2.F.1.2](#)
  3. There is not an indicator for second grade. [ELA.2.F.1.3](#)
  4. There is not an indicator for second grade. [ELA.2.F.1.4](#)
  5. There is not an indicator for second grade. [ELA.2.F.1.5](#)
  6. There is not an indicator for second grade. [ELA.2.F.1.6](#)
  7. Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word. [ELA.2.F.1.7](#)
2. Demonstrate knowledge of the organization and basic concepts of print. [ELA.2.F.2](#)
  1. There is not an indicator for second grade. [ELA.2.F.2.1](#)
  2. There is not an indicator for second grade. [ELA.2.F.2.2](#)
  3. There is not an indicator for second grade. [ELA.2.F.2.3](#)
  4. There is not an indicator for second grade. [ELA.2.F.2.4](#)
  5. There is not an indicator for second grade. [ELA.2.F.2.5](#)
3. Know and apply phonics and word analysis skills in decoding and encoding words. [ELA.2.F.3](#)
  1. There is not an indicator for second grade. [ELA.2.F.3.1](#)
  2. There is not an indicator for second grade. [ELA.2.F.3.2](#)
  3. There is not an indicator for second grade. [ELA.2.F.3.3](#)
  4. Identify the vowel in a printed syllable or word to: [ELA.2.F.3.4](#)
    - a. decode multisyllabic words with common syllable patterns (closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables); and [ELA.2.F.3.4.A](#)
    - b. apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: rab-bit (CVC/CVC); o-pen (V/CVC); cab-in (CVC/VC); li-on (CV/VC). [ELA.2.F.3.4.B](#)
  5. There is not an indicator for second grade. [ELA.2.F.3.5](#)
  6. Delete, add, and substitute the initial, middle, and end letter combinations in words to build or make new multisyllabic words. [ELA.2.F.3.6](#)
  7. Read multisyllabic words by breaking the word into syllables. [ELA.2.F.3.7](#)
  8. Decode and encode multisyllabic words using: [ELA.2.F.3.8](#)
    - a. consonant digraphs (sh, th, ch, wh, ph, ck); [ELA.2.F.3.8.A](#)
    - b. combination (e.g., qu); [ELA.2.F.3.8.B](#)
    - c. three-consonant blends (e.g., str-, scr-); [ELA.2.F.3.8.C](#)

- d. blends containing digraphs (e.g., thr-, -nch); [ELA.2.F.3.8.D](#)
  - e. trigraphs (e.g., -tch, -dge); [ELA.2.F.3.8.E](#)
  - f. variable vowel teams and vowel diphthongs (oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay); [ELA.2.F.3.8.F](#)
  - g. vowel-r combinations (ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur); [ELA.2.F.3.8.G](#)
  - h. common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es); [ELA.2.F.3.8.H](#)
  - i. words with a after w read /ä/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall); [ELA.2.F.3.8.I](#)
  - j. words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y); [ELA.2.F.3.8.J](#)
  - k. words with vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words; [ELA.2.F.3.8.K](#)
  - l. words with vowel y in medial position, producing the short /ĭ/ sound for these words (e.g., fly-my; baby-happy; myth-gym); [ELA.2.F.3.8.L](#)
  - m. words with silent letter combinations. (e.g., kn, wr, gn, mb, gh); and [ELA.2.F.3.8.M](#)
  - n. contractions with am, is, has, not, have, would, and will. [ELA.2.F.3.8.N](#)
4. Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension. [ELA.2.F.4](#)
- 1. Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity. [ELA.2.F.4.1](#)
  - 2. Read texts orally and silently with accuracy, appropriate rate, expression, and intonation. [ELA.2.F.4.2](#)
  - 3. Read texts by: [ELA.2.F.4.3](#)
    - a. using letter-sound knowledge to segment and blend sounds together; [ELA.2.F.4.3.A](#)
    - b. decoding the words by analogy; [ELA.2.F.4.3.B](#)
    - c. recognizing chunks; [ELA.2.F.4.3.C](#)
    - d. generalizing phonic skills to unknown words; and [ELA.2.F.4.3.D](#)
    - e. using context and visuals from the text to support monitoring and self-correcting. [ELA.2.F.4.3.E](#)

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## Applications of Reading

1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. [ELA.2.AOR.1](#)
  1. Describe the main story elements and sequence the important events. [ELA.2.AOR.1.1](#)
  2. Identify and explain the purpose of forms of figurative language to include similes, personification, and idioms. [ELA.2.AOR.1.2](#)
2. Evaluate and critique the development of themes and central ideas within and across texts. [ELA.2.AOR.2](#)
  1. Identify and explain an explicit theme in a literary text. [ELA.2.AOR.2.1](#)
  2. Identify and explain a central idea and supporting details in an informational text. [ELA.2.AOR.2.2](#)
3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. [ELA.2.AOR.3](#)
  1. Identify different characters' perspectives in a literary text. [ELA.2.AOR.3.1](#)
4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. [ELA.2.AOR.4](#)
  1. Identify and explain an author's purpose in a text, including what the author wants to answer, explain, or describe. [ELA.2.AOR.4.1](#)
5. Evaluate and critique how an author uses words, phrases, and text structures to craft text. [ELA.2.AOR.5](#)
  1. Describe the basic structure of a literary text (e.g., narrative, drama, and poem). [ELA.2.AOR.5.1](#)
  2. Explain how text features contribute to meaning in an informational text; identify the text structure of sequence. [ELA.2.AOR.5.2](#)
  3. Identify when an author expresses an opinion and uses reasons to support that opinion in an informational text. [ELA.2.AOR.5.3](#)
6. Summarize and paraphrase text to support comprehension and understanding. [ELA.2.AOR.6](#)
  1. Retell a text to enhance comprehension: [ELA.2.AOR.6.1](#)
    - a. include main story elements in a logical sequence for a literary text; and [ELA.2.AOR.6.1.A](#)
    - b. include a central idea and supporting details for an informational text. [ELA.2.AOR.6.1.B](#)
7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. [ELA.2.AOR.7](#)
  1. Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: [ELA.2.AOR.7.1](#)
    - a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; [ELA.2.AOR.7.1.A](#)

- b. use reference materials to build and integrate background knowledge; [ELA.2.AOR.7.1.B](#)
        - c. use glossaries and dictionaries to determine the meaning of words and phrases; and [ELA.2.AOR.7.1.C](#)
        - d. use words and phrases acquired through conversations, reading, and responding to texts. [ELA.2.AOR.7.1.D](#)
  - 8. Analyze word relationships and nuances in word meanings within literary and informational texts. [ELA.2.AOR.8](#)
    - 1. Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts: [ELA.2.AOR.8.1](#)
      - a. ask and answer questions about words and phrases to determine their meaning; and [ELA.2.AOR.8.1.A](#)
      - b. distinguish nuances of meaning between closely related verbs (e.g., throw, toss) and adjectives (e.g., small, tiny). [ELA.2.AOR.8.1.B](#)
  - 9. Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. [ELA.2.AOR.9](#)
    - 1. Identify and use phonic patterns and inflectional morphemes that change the spelling of a base word, and identify grade-appropriate prefixes to determine the meaning of words in grade-level content. [ELA.2.AOR.9.1](#)
  - 10. Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. [ELA.2.AOR.10](#)
    - 1. Identify and explain how information gained from visuals (e.g., illustrations, photographs, maps) contributes to an understanding of a print or non-print text. [ELA.2.AOR.10.1](#)
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## Research

- 1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. [ELA.2.R.1](#)
  - 1. Ask and answer questions about print and non-print sources to narrow or broaden thinking. [ELA.2.R.1.1](#)
  - 2. Sequence information from a provided print or non-print source. [ELA.2.R.1.2](#)
  - 3. Instruction of this indicator begins in fourth grade. [ELA.2.R.1.3](#)
  - 4. Instruction of this indicator begins in fourth grade. [ELA.2.R.1.4](#)
  - 5. Instruction of this indicator begins in fourth grade. [ELA.2.R.1.5](#)

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## Written and Oral Communications

1. Write arguments to support claims with clear reasons and relevant evidence. [ELA.2.C.1](#)
  1. Write opinion pieces about a topic. When writing: [ELA.2.C.1.1](#)
    - a. introduce an opinion and include reasons with details to support the opinion; [ELA.2.C.1.1.A](#)
    - b. use grade-appropriate transitions; and [ELA.2.C.1.1.B](#)
    - c. provide a concluding statement. [ELA.2.C.1.1.C](#)
  2. Write informative/expository texts to analyze and explain complex ideas and information. [ELA.2.C.2](#)
    1. Write informative/explanatory pieces to establish a topic and provide information about the topic. When writing: [ELA.2.C.2.1](#)
      - a. introduce a topic; [ELA.2.C.2.1.A](#)
      - b. use facts and details to develop the topic; and [ELA.2.C.2.1.B](#)
      - c. provide a concluding statement. [ELA.2.C.2.1.C](#)
  3. Write narratives to develop real or imagined experiences using effective techniques. [ELA.2.C.3](#)
    1. Write narratives to develop real or imagined experiences. When writing: [ELA.2.C.3.1](#)
      - a. establish and describe character(s) and setting; [ELA.2.C.3.1.A](#)
      - b. sequence events and use temporal words to signal event order (e.g., before, after); and [ELA.2.C.3.1.B](#)
      - c. provide a sense of ending. [ELA.2.C.3.1.C](#)
  4. Demonstrate command of standard English grammar and conventions when writing. [ELA.2.C.4](#)
    1. Write and expand grammatically correct sentences (e.g., simple, compound, declarative, imperative, interrogative, and exclamatory). When writing: [ELA.2.C.4.1](#)
      - a. capitalize proper nouns (holidays, product names, and geographic names); [ELA.2.C.4.1.A](#)
      - b. use periods to punctuate initials and titles of people; [ELA.2.C.4.1.B](#)
      - c. use commas in addresses, after greetings and closings (letters and emails), and inside quotation marks; [ELA.2.C.4.1.C](#)
      - d. use quotation marks to set off direct quotations and dialogue; [ELA.2.C.4.1.D](#)
      - e. use apostrophes to form possessives; [ELA.2.C.4.1.E](#)
      - f. identify and use nouns (abstract), verbs (linking), adjectives (articles, comparative, and superlative), adverbs, and conjunctions (coordinating and subordinating); [ELA.2.C.4.1.F](#)

