

English Language Arts (ELA)
Grade-Level Expectations: Second Grade

Reading and Responding

Standard 1:

1. Identify unique letter-sound patterns, including long and short vowels (e.g., *ea* for short *e*, as in *bread*, and *ough* for long *o*, as in *though*) and consonants (*tch* for /ch/, as in *watch*, and *gh* for /f/, as in *cough*) (ELA-1-E1)
2. Demonstrate understanding of phonics by doing the following:
 - isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word
 - fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words
 - differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., *ou*, *ow*, *ough*, *igh*)
 - reading regularly spelled words with as many as four syllables
 - using phonetic decoding strategies accurately and rapidly in unfamiliar words and text
 - using common affixes (prefixes and suffixes) to understand word meanings (ELA-1-E1)
3. Identify and explain common synonyms, antonyms, and homonyms (ELA-1-E1)
4. Use knowledge of base words to interpret meaning of unfamiliar words (e.g., *heat/preheat*) (ELA-1-E1)
5. Determine word meaning and appropriate word choices using reference aids, including dictionaries and thesauruses (ELA-1-E1)
6. Identify the glossary and index in a book (ELA-1-E2)
7. Determine appropriate circumstances to use skimming and scanning to preview text and to find information (ELA-1-E3)
8. Identify story elements, including effects of setting on events and characters (ELA-1-E4)
9. Identify literary and sound devices, including similes and rhythm in texts (ELA-1-E4)
10. Retell a story in sequence including main idea and important supporting details (ELA-1-E5)
11. Make statements about how previous reading and life experiences relate to information read in texts (ELA-1-E6)
12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation (ELA-1-E7)
13. Read texts and simple chapter books silently at independent reading level (ELA-1-E7)

Standard 6:

14. Compare and contrast different versions of the same story from different cultures through oral, written, and visual responses (ELA-6-E1)
15. Identify a variety of types of literature, including biography, autobiography, and the folktale, in oral and written responses (ELA-6-E2)
16. Distinguish between a variety of types of literature, including biography, autobiography, and plays (ELA-6-E3)

Standard 7:

17. Demonstrate understanding of information in texts using a variety of strategies, including:
 - comparing and contrasting story elements (e.g., character, setting, events)
 - predicting what will happen next in a story or a text
 - making simple inferences about information in texts
 - self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1)

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18. Discuss and choose the most appropriate solution to a problem in texts (ELA-7-E2)
19. Identify the author's viewpoint (i.e., perspective) in a text (ELA-7-E3)
20. Apply basic reasoning skills, including:
 - discussing the relationship between cause-effect
 - asking questions about texts read independently including why and how (ELA-7-E4)

Writing

Standard 2:

21. Write compositions of one or more paragraphs, organized with a central idea and a coherent beginning, middle, and end (ELA-2-E1)
22. Use a greater variety of action and descriptive words when writing for a specific purpose and/or audience (ELA-2-E2)
23. Develop compositions of one or more paragraphs using writing processes such as the following:
 - independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing)
 - creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing
 - writing a first draft with a developed beginning, a middle, and an end
 - conferencing with a teacher or peers
 - revising for clarity, grammatical and mechanical correctness, and/or to include additional information
 - creating a final draft for possible publication (ELA-2-E3)
24. Develop grade-appropriate compositions, for example:
 - friendly letters
 - poems
 - stories
 - informational descriptions with some detail (ELA-2-E4)
25. Use literary devices, including patterns of rhythm and simile in writing (ELA-2-E5)
26. Write for various purposes, including:
 - letters or invitations that include relevant information and follow a letter/envelope format
 - informal writing, including messages, journals, notes, and poems (ELA-2-E6)

Writing/Proofreading

Standard 3:

27. Write legible short paragraphs using proper indentation (ELA-3-E1)
28. Use standard English punctuation, including:
 - commas in the greeting and closure of a letter, between a city and a state, and in dates
 - apostrophes in contractions
 - periods in abbreviations (ELA-3-E2)
29. Capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation and closing of a friendly letter (ELA-3-E2)
30. Write using standard English structure and usage, including:
 - subject-verb agreement in simple and compound sentences
 - past and present verb tenses
 - noun and pronoun antecedent agreement
 - transitional words and conjunctions in sentences
 - prepositions and prepositional phrases

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- possessive nouns
 - adverbs, especially those related to time (ELA-3-E3)
31. Distinguish between a sentence and a sentence fragment (ELA-3-E3)
32. Use knowledge of parts of speech, including:
- identifying and using nouns, including proper, common, concrete, abstract, and collective
 - using correct antecedents of pronouns
 - identifying and using the standard forms of possessives (e.g., *mom's coat*, *dad's hat*, *girls' shoes*)
 - selecting and using verbs in past and present tenses in writing
 - selecting and using standard forms of personal pronouns
 - using a variety of conjunctions (e.g., *or*, *nor*, *yet*, *so*)
 - selecting and using adverbs that modify according to time
 - identifying and using prepositions appropriately (ELA-3-E4)
33. Spell grade-appropriate words, including:
- words with short vowels, long vowels, r-controlled vowels, and consonant-blends
 - words with short- and long-vowel sounds when those sounds are made with a broad variety of letter combinations (e.g., *ou*, *ow*, *ough*, *igh*)
 - frequently used irregularly spelled words (ELA-3-E5)
34. Use spelling patterns and rules correctly (e.g., dropping silent *-e* before adding *-ing*) (ELA-3-E5)
35. Use multiple spelling strategies (e.g., word wall, word lists, thinking about the base word, affixes) (ELA-3-E5)
36. Alphabetize to the second letter and some third letters (ELA-3-E5)
37. Use a dictionary and a glossary to locate correct spellings (ELA-3-E5)

Speaking and Listening

Standard 4:

38. Adjust speaking tone and volume to suit purpose, audience, and setting (ELA-4-E1)
39. Give/relate multi-step directions to classmates (ELA-4-E2)
40. Tell and retell stories with the following included:
- sequential order, including setting, character, and simple plot
 - supportive facts and details from the story
 - explicit and implicit main ideas (ELA-4-E3)
41. Adjust language during a presentation in order to inform or explain to a specific audience (ELA-4-E4)
42. Deliver informal presentations that demonstrate an understanding of a topic (ELA-4-E4)
43. Give rehearsed oral presentations about general topics using eye contact, appropriate volume, clear pronunciation, and appropriate visual aids (ELA-4-E4)
44. Use active listening strategies, including asking for clarification and explanations (ELA-4-E5)
45. Give oral responses, including:
- telling stories and personal experiences
 - giving explanations and reports (ELA-4-E5)
46. Compare ideas from a wide variety of media (ELA-4-E6)
47. Discuss classroom procedures and rules and generate ideas for new procedures and rules (ELA-4-E7)
48. Identify the role of discussion leader, contributor, and active listener (ELA-4-E7)

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Information Resources

Standard 5:

49. Locate information using the organizational features of texts, including:
 - URL addresses from the Web
 - title pages
 - glossaries
 - indices
 - tables of contents
 - chapter headings (ELA-5-E1)
50. Locate information about a topic from a variety of sources, including children's magazines, children's encyclopedias, and electronic references (ELA-5-E2)
51. Gather and arrange information in a variety of organizational forms, including graphic organizers, simple outlines, notes, and summaries (ELA-5-E3)
52. Use technology to publish a variety of works, including simple research reports and book summaries (ELA-5-E4)
53. Tell and write about the sources of learned information (ELA-5-E5)
54. Locate and read information on a chart, graph, diagram, map, and simple timeline (ELA-5-E6)