

## English Language Arts Standards and Elements

Date Taught				Standards/Elements –Second Grade
				<i>Phonics/Word Identification</i>
				<b>ELA2R1 The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words.</b>
				a. Reads words containing blends, digraphs, and diphthongs.
				b. Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives.
				c. Reads compound words and contractions in grade appropriate texts.
				d. Reads and spells words containing <i>r</i> -controlled vowels and silent letters.
				e. Reads and spells words containing irregular vowel patterns.
				f. Reads multi-syllabic words.
				g. Applies learned phonics skills when reading and writing words, sentences, and stories.
				a. Reads words containing blends, digraphs, and diphthongs.
				b. Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives.
				c. Reads compound words and contractions in grade appropriate texts.
				<i>Fluency</i>
				<b>ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression.</b>
				a. Applies letter-sound knowledge to decode quickly and accurately.
				b. Automatically recognizes additional high frequency and familiar words within texts.
				c. Reads familiar text with expression.
				d. Reads second-grade texts at a target rate of 90 words correct per minute.
				e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.
				<i>Vocabulary</i>
				<b>ELA2R3 The student acquires and uses grade-level words to communicate effectively.</b>
				a. Reads a variety of texts and uses new words in oral and written language.

				b. Recognizes grade appropriate words with multiple meanings.
				c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.
				d. Determines the meaning of unknown words on the basis of context.
				<b><i>Comprehension</i></b>
				<b>ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text.</b>
				a. Reads a variety of texts for information and pleasure.
				b. Makes predictions from text content.
				c. Generates questions before, during, and after reading.
				d. Recalls explicit facts and infers implicit facts.
				e. Summarizes text content.
				f. Distinguishes fact from fiction in a text.
				g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
				h. Makes connections between texts and/or personal experiences.
				i. Identifies and infers main idea and supporting details.
				j. Self-monitors comprehension and attempts to clarify meaning.
				k. Identifies and infers cause-and-effect relationships.
				l. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.
				m. Recognizes the basic elements of a variety of genres (e.g., poetry, fables, folktales).
				n. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.
				o. Recognizes the author's purpose.
				p. Uses word parts to determine meanings.
				q. Uses dictionary, thesaurus, and glossary skills to determine word meanings.
				<b><i>Writing</i></b>
				<b>ELA2W1 The student demonstrates competency in the writing process.</b>
				a. Writes text of a length appropriate to address a topic and tell the story.

			b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).
			c. Uses transition words and phrases.
			d. Begins to create graphic features (charts, tables, graphs).
			e. Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing).
			f. Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.
			g. Begins to write a persuasive piece that states and supports an opinion.
			h. Prewrites to generate ideas orally.
			i. Uses planning ideas to produce a rough draft.
			j. Rereads writing to self and others, revises to add details, and edits to make corrections.
			k. Creates documents with legible handwriting.
			l. Consistently writes in complete sentences with correct subject/verb agreement.
			m. Uses nouns (singular, plural, and possessive) correctly.
			n. Uses singular possessive pronouns.
			o. Uses singular and plural personal pronouns.
			p. Uses increasingly complex sentence structure.
			q. Uses common rules of spelling.
			r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple
			s. Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade- appropriate abbreviations.
			t. Uses a variety of resources (encyclopedia, Internet, books) to research and share
			information on a topic.
			u. Recognizes appropriate uses of quotation marks.
			v. Uses the dictionary and thesaurus to support word choices.

				<b><i>Listening/Speaking/Viewing</i></b>
				<b>ELA2LSV1 The student uses oral and visual strategies to communicate.</b>
				a. Interprets information presented and seeks clarification when needed.
				b. Begins to use oral language for different purposes: to inform, to persuade, and to entertain.
				c. Uses increasingly complex language patterns and sentence structure when communicating.
				d. Listens to and views a variety of media to acquire information.
				e. Increases vocabulary to reflect a growing range of interests and knowledge.

