### Grade 2 Reading English Language Arts

**End of Year Competencies**

#### READING LITERATURE

**Key Ideas & Details**
- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Recount stories and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.

**Craft & Structure**
- Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters.

**Integration of Knowledge**
- Use information from illustrations and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.
- Compare and contrast two or more versions of the same story by different authors or from different cultures.

#### READING INFORMATIONAL TEXT

**Key Ideas & Details**
- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of events, ideas or concepts, or steps in a procedure within a text.

**Craft & Structure**
- Determine the meaning of words and phrases, including multi-meaning words in a text relevant to a grade 2 topics or subject area.
- Know and use various text features to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Integration of Knowledge**
- Explain how specific images/graphic representations contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

#### SPEAKING AND LISTENING

**Comprehension & Collaboration**
- Participate in collaborative conversations about grade level topics with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions.
- Build on others’ talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Presentation of Knowledge & Ideas**
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Add drawings or other visual displays drawings or other visual presentations when appropriate to clarify ideas, thoughts and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### FOUNDATIONAL SKILLS

**Phonics and Word Recognition**
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.
**WRITING**

Write opinion pieces on familiar topics or text.
- **Focus:** Identify the topic and state an opinion.
- **Content:** Support the opinion with reasons that include details connected to the opinion.
- **Organization:** Create an organizational structure that includes reasons and a concluding statement.
- **Style:** Use linking words.
- **Style:** Use a variety of words and phrases to appeal to the audience.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **Focus:** Identify and introduce the topic.
- **Content:** Develop the topic with facts and/or definitions.
- **Organization:** Group information and provide a concluding statement or section.
- **Style:** Choose words and phrases for effect.

Write narratives to develop real or imagined experiences or events.
- **Focus:** Establish a situation and introduce a narrator and/or characters.
- **Content:** Include details to describe actions, thoughts, and feelings.
- **Organization:** Organize a short sequence of events, use temporal words to signal event order, provide a sense of closure.
- **Style:** Choose words and phrases for effect.

**Production and Distribution of Writing**

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build & Present Knowledge**

- Participate in individual or shared research and writing project.
- Recall information from experiences or gather information from provided sources to answer a question.

**LANGUAGE**

### Conventions of Standard English

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Capitalize proper nouns.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.

### Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/tell/tell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrappy).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.