

Frankfort School District 157c
English Language Arts Curricular Expectations
Grade: 2

Skills students should know and be able to do by the end of 2nd grade

| Reading Foundation | Reading for Literature | Reading for Information | Writing | Speaking and Listening | Language |
|--|--|---|--|---|---|
| <ul style="list-style-type: none"> • 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. • Read on level with sufficient accuracy, fluency, phrasing, and expression to support purpose and comprehension. • Use context to confirm or self correct word recognition in understanding, rereading as necessary. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words containing long vowels. • Decode words with common prefixes and suffixes... • Identify words with inconsistent but common spelling-sound correspondences (heat vs. head, roll vs. doll, hint vs. hind, come vs. home, through vs. tough) and recognize and read grade appropriate irregularly spelled words. | <ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why, and how to understand key details in a text (character, setting, plot, events) • Describe the structure of a story (beginning, middle, and end), including describing how the beginning introduces the story, the middle encompasses the actions taken to solve the problem, and the ending concludes the actions. • Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • Use illustrations and text to demonstrate understanding of its characters, setting, or plot. • Retell stories, including fables and folktales, from diverse cultures and determine their message, lesson, or moral. • Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures • Describe how characters in a story respond to major events and challenges. • Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • By the end of the year, read and comprehend literature within grade level expectations, with scaffolding as needed by using a variety of texts, including prose and poetry | <ul style="list-style-type: none"> • Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area. • Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) 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. • Explain how specific images (e.g. diagrams) contribute to and clarify the text. • Identify the main topic of a multiparagraph text as well as the paragraphs within it. • 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. • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • By the end of the year, read and comprehend informational texts in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of range by using history/social studies, science, and technical texts. | <ul style="list-style-type: none"> • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order and provide a sense of closure. • Focus on a topic and strengthen the writing as needed by revising and editing with guidance and support from adults and peers. • With guidance and support from adults and collaboration with peers, use a variety of digital tools to produce and publish writing. • Participate in shared research and writing projects. • Recall information from experiences or gather information from provided sources to answer a question. • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide statement or section. • Write opinion pieces which include an introduction of the topic or book, statement of an opinion, reasons that support the opinion, linking verbs (e.g. because, and, also) to connect opinion and reasons, and a concluding statement or section. | <ul style="list-style-type: none"> • Follow agreed upon rules for discussions when participating in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and large groups. • Ask for clarification and further explanation as needed about the topics and texts under discussion. • Recount or describe key ideas or details from a text 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. • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • Build on others' talk and conversation by linking their comments to the remarks of others. • Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | <ul style="list-style-type: none"> • Demonstrate Standard English grammar and usage when writing or speaking. • Use correct capitalization, punctuation, and spelling when writing, including proper nouns. • Apply spelling patterns when writing words (e.g. cage-badger; boy-boil) • Use reference materials, including dictionaries, to check and correct spelling. • Use knowledge of language and conventions when writing, speaking, reading, or listening both formally and informally. • Using strategies (i.e. context clues) determine or clarify the meaning of unknown and multiple-meaning words and phrases. • Use knowledge of the meaning of individual words to predict the meaning of compound words. • Produce, expand, and rearrange complete, simple, and compound sentences. • Use commas in greetings and closings of letters. • Distinguish shades of meaning among closely related verbs and adjectives (synonyms)... • Use collective nouns, reflexive pronouns, adjectives, past-tense irregular verbs, and adverbs. • Use an apostrophe to form contractions and possessives. • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases • Use adjectives and adverbs acquired through conversation, reading/being read to, and responding to text correctly. |