

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.

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.

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.

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.
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.

Knowledge of Language

- ❖ Use knowledge of language and its convention when writing, speaking, reading or listening

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/retell*).
- ❖ 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, scrawny*).
- ❖ Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.