



SECOND GRADE ENGLISH LANGUAGE ARTS

COMPREHENSION

<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<u>Reads Grade Level Text</u>	<ul style="list-style-type: none">● By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.2.10- DOK 2)● By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10- DOK 2)● Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4- DOK 2)● Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. (RI.2.4- DOK 2)● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.(L.2.4- DOK 2)<ul style="list-style-type: none">○ Use sentence-level context as a clue to the meaning of a word or phrase.(L.2.4a)○ Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).(L.2.4b)○ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).(L.2.4c)○ Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).(L.2.4d)○ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4e)● Demonstrate understanding of word relationships and nuances in word	Students will read grade level text with accuracy and comprehension.



	<p>meanings. (L.2.5- DOK 2)</p> <ul style="list-style-type: none"> ○ Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). (L.2.5a) ○ Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>). (L.2.5b) 	
<p><u>Asks and Answers Questions To Demonstrate Understanding</u></p>	<ul style="list-style-type: none"> ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1- DOK 1, 2) ● Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. (RI.2.1- DOK 1, 2) 	<p>Students will ask and answer questions about the text.</p>
<p><u>Understands the relationship between purpose, topic and details</u></p>	<ul style="list-style-type: none"> ● Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (RI.2.2- DOK 2) ● Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6- DOK 2) ● Describe how reasons support specific points the author makes in a text. (RI.2.8- DOK 2) 	<p>Students will state the main purpose of the text with supporting reasons.</p>
<p><u>Compare and Contrast key details from two texts</u></p>	<ul style="list-style-type: none"> ● Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (RL.2.9- DOK 3) ● Compare and contrast the most important points presented by two texts on the same topic. (RI.2.9- DOK 3) 	<p>Students will demonstrate skills of comparing and contrasting key details over two texts in both literature and informational text.</p>
<p><u>Recount Stories</u></p>	<ul style="list-style-type: none"> ● Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2- DOK 2) ● Describe how characters in a story respond to major events and challenges. (RL.2.3- DOK 2) ● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (RL.2.6-DOK 2) 	<p>Students will demonstrate skill of recounting important details and central ideas in literature, including the character's perspective/response.</p>



<p><u>Use Text Structures to Make Meaning</u></p>	<ul style="list-style-type: none"> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5- DOK 2) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3- DOK 2) 	<p>Students will demonstrate skills in describing text structure to show comprehension of both informational text and literature.</p>
<p><u>Uses Text Features to Comprehend</u></p>	<ul style="list-style-type: none"> Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot. (RL.2.7- DOK 2) 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. (RI.2.5- DOK 2) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (RI.2.7- DOK 2) 	<p>Students will use information gained from text features to demonstrate an understanding of fiction and informational text efficiently</p>
<p><u>FOUNDATIONAL SKILLS</u></p>		
<p><u>Reporting Topic</u></p>	<p><u>Grade Level Standards</u></p>	<p><u>Competency Statement</u></p>
<p><u>Demonstrates active word solving while reading</u></p>	<ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words. (RF.2.3- DOK 1) <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3a) Know spelling-sound correspondences for additional common vowel teams. (RF.2.3b) Decode regularly spelled two-syllable words with long vowels. (RF.2.3c) Decode words with common prefixes and suffixes. (RF.2.3d) Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3e) Recognize and read grade-appropriate irregularly spelled words. (RF.2.3f) 	<p>Students will know and apply grade-level phonics and word analysis skills to accurately read words</p>
<p><u>Reads Fluently & Accurately</u></p>	<ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension (RF.2.4- DOK 1) 	<p>Students will demonstrate skills in reading fluently</p>



	<ul style="list-style-type: none"> ○ Read on-level text with purpose and understanding. (RF.2.4a) ○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.2.4b) ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4c) 	and accurately.
<u>WRITING</u>		
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<u>Opinion Writing</u>	<ul style="list-style-type: none"> ● Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section. (W.2.1- DOK 2, 3) ● Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (W.2.7- DOK 2, 3) ● Recall information from experiences or gather information from provided sources to answer a question. (W.2.8- DOK 1, 2) 	Students will write opinion and support with reasons.
<u>Write Inform/Explain</u>	<ul style="list-style-type: none"> ● Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2- DOK 2, 3) ● Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (W.2.7- DOK 2, 3) ● Recall information from experiences or gather information from provided sources to answer a question. (W.2.8- DOK 1, 2) 	Students will complete an informative or explanatory text using facts and research to support their writing.
<u>Narrative Writing</u>	<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, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3- 2, 3) 	Students will produce a piece of writing with a beginning, middle, and end.



	<ul style="list-style-type: none"> Recall information from experiences or gather information from provided sources to answer a question. (W.2.8- DOK 1, 2) 	
<u>Writing Process</u>	<ul style="list-style-type: none"> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5-DOK 2,3) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.2.6-DOK 2) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings (L.2.2e-(DOK 1) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(L.2.2- DOK 1) <ul style="list-style-type: none"> Capitalize holidays, product names, and geographic names. (L.2.2a) Use commas in greetings and closings of letters.(L.2.2b) Use an apostrophe to form contractions and frequently occurring possessives.(L.2.2c) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).(L.2.2d) 	Students will demonstrate the ability to apply grade level conventions while writing to improve and publish written work.
<u>SPEAKING AND LISTENING</u>		
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<u>Collaborative Conversations</u>	<ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.(SL.2.1- DOK 2, 3) <ul style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).(SL.2.1a) Build on others’ talk in conversations by linking their comments to the remarks of others.(SL.2.1b) Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1c) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2- DOK1, 2) 	Students will participate and build on diverse conversations respectfully, using learned vocabulary, conventions, grammar, and asking questions when clarity is needed.



	<ul style="list-style-type: none">● 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. (SL.2.3- DOK 2)● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 specific expectations) (SL.2.6- DOK 1, 2)● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). (L.2.6- DOK 2)● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(L.2.1-DOK 1,2)<ul style="list-style-type: none">○ Use collective nouns (e.g., <i>group</i>).(L.2.1a)○ Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).(L.2.1b)○ Use reflexive pronouns (e.g., <i>myself, ourselves</i>).(L.2.1c)○ Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).(L.2.1d)○ Use adjectives and adverbs, and choose between them depending on what is to be modified.(L.2.1e)○ Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (L.2.1f)	
<p><u>Presentation of Knowledge and Ideas</u></p>	<ul style="list-style-type: none">● Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4- DOK 1, 2)● 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. (SL.2.5- DOK 1, 2)● Recite familiar stories, poems, nursery rhymes, and lines of a play. (SL.2.IA.3- DOK 1)● Use knowledge of language and its conventions when writing, speaking, reading, or listening.(L.2.3- DOL 1)<ul style="list-style-type: none">○ Compare formal and informal uses of English. (L.2.3a)	<p>Students will clearly present ideas in a variety of contexts.</p>



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