



Second Grade End of Year Expectations

LITERACY

By the end of the year students meeting grade level expectation will be able to:

Reading Literature and Informational Text

Ask and answer questions to demonstrate key understanding of text

Orally, and in written form, ask and answer questions including who, what, where, when, and why citing evidence from text to support their answers.

Apply comprehension strategies to construct meaning before, during, and after reading

- Recount stories with main idea and key details.
- Determine a story's central message, lesson, or moral.
- Identify the main topic and specific details within the text.
- Identify and describe characters, setting, and events.
- Describe how characters in a story respond to major events and challenges (traits and actions).
- Describe the overall structure of a story or nonfiction text.
- Identify differences in the points of view of characters.
- Compare and contrast two or more versions of the same story.
- Know and use various text features to locate key facts or information in a text efficiently.

Reading Foundational Skills

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.



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Reading Foundational Skills (continued)	
<p>Read with sufficient accuracy and fluency to support comprehension</p>	<p>Read with at least 95% accuracy on level M text with at least satisfactory comprehension.</p> <p>Read grade-level text orally with appropriate rate and expression. Appropriate Rate considers: Words Per Minute (75-105)</p> <p>Read in primarily three or four word phrases with mostly appropriate phrasing and preserves the syntax of the author.</p> <p>Read most of the text with expressive interpretation.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Writing	
<p>Compose written text to express information, an opinion, or an event with details and elaboration</p>	<p>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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>Actively participate in shared research and writing projects.</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Plan, revise, edit, and rewrite to strengthen writing</p>	<p>With guidance and support from adults, through conferencing, focus on a topic and revise and edit to strengthen writing.</p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (appropriate tools will be determined in the future).</p>



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Language Conventions

Use conventional spelling for words with common spelling patterns and for frequent irregular words

- Consistently use learned spelling patterns when writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.
- Use collective nouns.
- Form and use frequently occurring irregular plural nouns.
- Use reflexive pronouns.
- Form and use the past tense of frequently occurring irregular verbs.
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare formal and informal uses of English.

Use appropriate writing conventions (capitalization, punctuation, and grammar)

- Consistently uses capitals at the beginning of sentences and for holidays, product names, and geographic names; commas in greetings and closings of letters; an apostrophe to form contractions and frequently occurring possessives; appropriate end punctuation (period, question, exclamation).
- 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 or phrases.



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Language Conventions (continued)

Use appropriate writing conventions (capitalization, punctuation, and grammar) - (continued)

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 (e.g., When other kids are happy that makes me happy).

Speaking and Listening

Participate effectively in classroom discussions and conversations

Have conversations with classmates and adults in large and small groups.

Follow class norms for discussions.

Build on one another's talk by linking comments to the remarks of others.

Ask for clarification and explanations when needed.

Recount experiences or stories with appropriate facts and details, speaking audibly in coherent sentences

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.