



2nd Grade

“To learn to read is to light a fire; every syllable that is spelled out is a spark.” – Victor Hugo

Students should have mastered print concepts and phonological awareness. The foundational skills emphasized at this grade level are phonics and fluency. The concept of theme is introduced in 2nd grade, building on the finding of a moral from 1st grade. Author’s purpose is introduced for informational text. Students are now printing legibly and writing narratives that include transitional words.

Foundational Skills

ELA.2.F.1 Applying Foundational Reading Skills

Phonics and Word Analysis

ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

- a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
- b. Decode regularly spelled two-syllable words with long and short vowels.
- c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
- d. Decode words with common prefixes and suffixes.
- e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).

Benchmark Clarifications:

Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and [Dolch](#) and [Fry](#) word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Fluency

ELA.2.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

Benchmark Clarifications:

Clarification 1: See [Dolch](#) and [Fry](#) word lists.

Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Clarification 3: See [Fluency Norms](#) for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

Clarification 4: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See [Sample Oral Reading Fluency Rubrics](#) for prosody.

Clarification 5: Grade-level texts, for the purposes of fluency, are those [within the grade band on quantitative text complexity measures](#) and appropriate in content and qualitative measures.



Reading

ELA.2.R.1 Reading Prose and Poetry

Literary Elements

ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.

Benchmark Clarifications:

Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.

Clarification 2: For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text.

Clarification 3: For character, student's will describe characters' traits, feelings, and behaviors.

Theme

ELA.2.R.1.2: Identify and explain a theme of a literary text.

Perspective and Point of View

ELA.2.R.1.3: Identify different characters' perspectives in a literary text.

Benchmark Clarifications:

Clarification 1: The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

Poetry

ELA.2.R.1.4: Identify rhyme schemes in poems.

Benchmark Clarifications:

Clarification 1: Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.

Examples:

I never saw a Purple Cow, A	Little Miss Muffet	A
I never hope to see one; B	Sat on a tuffet,	A
But I can tell you, anyhow, A	Eating her curds and whey;	B
I'd rather see than be one! B	Along came a spider	C
–Gelett Burgess	Who sat down beside her	C
	And frightened Miss Muffet away.	B
	–Traditional Nursery Rhyme	

ELA.2.R.2 Reading Informational Text

Structure

ELA.2.R.2.1: Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.



Central Idea

ELA.2.R.2.2: Identify the central idea and relevant details in a text.

Purpose and Perspective

ELA.2.R.2.3: Explain an author's purpose in an informational text.

Argument

ELA.2.R.2.4: Explain an author's opinion(s) and supporting evidence.

■ ELA.2.R.3 Reading Across Genres*Interpreting Figurative Language*

ELA.2.R.3.1: Identify and explain similes, idioms, and alliteration in text(s).

Paraphrasing and Summarizing

ELA.2.R.3.2: Retell a text to enhance comprehension.

- a. Use main story elements in a logical sequence for a literary text.
- b. Use the central idea and relevant details for an informational text.

Benchmark Clarifications:

Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading

ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.

Benchmark Clarifications:

Clarification 1: For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events.

Clarification 2: The different versions may be of the same or different formats.

Communication**■ ELA.2.C.1 Communicating Through Writing***Handwriting*

ELA.2.C.1.1: Demonstrate legible printing skills.

Narrative Writing

ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#).



Argumentative Writing

ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#).

Expository Writing

ELA.2.C.1.4: Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.

Benchmark Clarifications:

Clarification 1: See [Writing Types](#).

Improving Writing

ELA.2.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

Benchmark Clarifications:

Clarification 1: “As needed” refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.

■ ELA.2.C.2 Communicating Orally

Oral Presentation

ELA.2.C.2.1: Present information orally using complete sentences, appropriate volume, and clear pronunciation.

Benchmark Clarifications:

Clarification 1: Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation.

Clarification 2: For further guidance, see the [Elementary Oral Communication Rubric](#).



ELA.2.C.3 Following Conventions

Conventions

ELA.2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Form plurals -y to -ies.
- Use apostrophes to form contractions.
- Appropriately use pronouns.
- Use commas in a series.
- Use plural possessives.
- Use interjections.

Skills to be implemented but not yet mastered are as follows:

- Conjugate regular and irregular verb tenses.
- Form and use regular and frequently occurring irregular plural nouns.
- Form and use the past tense of frequently occurring irregular verbs.
- Maintain consistent verb tense across paragraphs.
- Form and use irregular plural nouns.
- Form and use the progressive and perfect verb tenses.
- Use simple modifiers.
- Use prepositions and prepositional phrases.
- Form and use compound sentences.
- Use quotation marks with dialogue and direct quotations.
- Use commas to indicate direct address.
- Use subject-verb agreement with intervening clauses and phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Clarification 2: See [Convention Progression by Grade Level](#) for more information.

ELA.2.C.4 Researching

Researching and Using Information

ELA.2.C.4.1: Participate in research to gather information to answer a question about a single topic using multiple sources.

ELA.2.C.5 Creating and Collaborating

Multimedia

ELA.2.C.5.1: Use one or more multimedia element(s) to enhance oral or written tasks.

Benchmark Clarifications:

Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.



Technology in Communication

ELA.2.C.5.2: Use digital tools to produce and publish writing individually or with peers and with support from adults.

Vocabulary

ELA.2.V.1 Finding Meaning

Academic Vocabulary

ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.

Benchmark Clarifications:

Clarification 1: See [Base Words](#).

Context and Connotation

ELA.2.V.1.3: Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See [Context Clues](#) and [Word Relationships](#).



Sample texts by benchmark

	ELA.2. R.1.1	ELA.2. R.1.2	ELA.2. R.1.3	ELA.2. R.1.4	ELA.2. R.2.1	ELA.2. R.2.2	ELA.2. R.2.3	ELA.2. R.2.4	ELA.2. R.3.1	ELA.2. R.3.2	ELA.2. R.3.3
	Identify plot structure and describe main story elements in a literary text.	Identify and explain a theme of a literary text.	Identify different characters' perspectives in a literary text.	Identify rhyme schemes in poems.	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.	Identify the central idea and relevant details in a text.	Explain an author's purpose in an informational text.	Explain an author's opinion(s) and supporting evidence.	Identify and explain similes, idioms, and alliteration in texts.	Retell a text to enhance comprehension.	Compare and contrast important details presented by two texts on the same topic or theme.
"Gathering Leaves" by Robert Frost	•	•		•						•	
"The Crocodile" by Lewis Carroll	•	•		•						•	
"The Fieldmouse" by Cecil Frances Alexander	•	•		•						•	
"The Swing" by Robert Louis Stevenson	•	•		•						•	
<i>A More Perfect Union: The Story of Our Constitution</i> by Betsy Maestro					•	•	•	•		•	•
<i>Bears on Hemlock Mountain</i> by Alice Dalgliesh	•	•	•			•	•			•	
<i>Bee Dance</i> by Rick Chrustowski					•	•	•			•	
<i>Eleanor</i> by Barbara Cooney					•	•	•	•		•	
<i>Father of the Constitution: A Story about James Madison</i> by Barbara Mitchell					•	•	•	•		•	
<i>Four Famished Foxes and Fosdyke</i> by Pamela Duncan	•	•	•						•		
<i>Give Bees a Chance</i> by Bethany Barton					•	•	•	•		•	
<i>In a Pickle and other Funny Idioms</i> by Marvin Terban					•				•		
<i>Living or Nonliving?</i> by Kelli Hicks					•	•	•			•	•



	ELA.2. R.1.1	ELA.2. R.1.2	ELA.2. R.1.3	ELA.2. R.1.4	ELA.2. R.2.1	ELA.2. R.2.2	ELA.2. R.2.3	ELA.2. R.2.4	ELA.2. R.3.1	ELA.2. R.3.2	ELA.2. R.3.3
	Identify plot structure and describe main story elements in a literary text.	Identify and explain a theme of a literary text.	Identify different characters' perspectives in a literary text.	Identify rhyme schemes in poems.	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.	Identify the central idea and relevant details in a text.	Explain an author's purpose in an informational text.	Explain an author's opinion(s) and supporting evidence.	Identify and explain similes, idioms, and alliteration in text(s).	Retell a text to enhance comprehension.	Compare and contrast important details presented by two texts on the same topic or theme.
<i>Mango, Abuela, and Me</i> by Meg Medina	•	•	•							•	
<i>One Morning in Maine</i> by Robert McCloskey	•	•	•							•	
<i>Seven Blind Mice</i> by Ed Young	•	•	•							•	
<i>Susan B. Anthony: Fighter for Freedom and Equality</i> by Suzanne Slade					•	•	•	•		•	
<i>The Coastal Dune Drama: Bob, the Gopher Tortoise</i> by Katherine Seeds Nash	•				•	•	•	•		•	
<i>The Congress of the United States</i> by Christine Taylor-Butler					•	•	•	•		•	
<i>The Gingerbread Man</i> by Jim Aylesworth	•	•	•	•					•	•	•
<i>The Patchwork Quilt</i> by Valerie Flournoy	•	•	•							•	
<i>The Runaway Piggy</i> by James Luna	•	•	•	•					•	•	•
<i>Vote!</i> by Eileen Christelow					•	•	•	•		•	
<i>Wanted Dead or Alive: The True Story of Harriet Tubman</i> by Ann McGovern					•	•	•	•		•	•
<i>We the Kids: The Preamble of the Constitution of the United States</i> by David Catrow					•	•	•	•		•	•
<i>Winnie the Pooh</i> by A.A. Milne	•	•	•						•	•	