

**DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS**

**READING – LITERATURE
GRADE – SECOND GRADE**

KEY IDEAS AND DETAILS: Students will be able to:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

A second grade student will:

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.
4. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

CRAFT AND STRUCTURE: Students will be able to:

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

A second grade student will:

1. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*
3. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

INTEGRATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches authors take.

A second grade student will:

1. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2. Compare and contrast two or more versions of the same story by different authors or from different cultures.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY: Students will be able to:

1. Read and comprehend complex literary and informational texts independently and proficiently.

A second grade student will:

1. 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.

*Highlighted standards are Reportable/Power GLE

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**READING – INFORMATIONAL TEXT
GRADE – SECOND GRADE**

KEY IDEAS AND DETAILS: Students will be able to:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

A second grade student will:

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
4. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

CRAFT AND STRUCTURE: Students will be able to:

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

A second grade student will:

1. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
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.
3. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

INTEGRATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches authors take.

A second grade student will:

1. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2. Describe how reasons support specific points the author makes in a text.
3. Compare and contrast the most important points presented by two texts on the same topic.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY: Students will be able to:

1. Read and comprehend complex literary and informational texts independently and proficiently.

A second grade student will:

1. 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.

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**READING – FOUNDATIONAL SKILLS
GRADE – SECOND GRADE**

PHONICS AND WORD RECOGNITION

A second grade student will:

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondence for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

FLUENCY

A second grade student will:

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

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**ENGLISH - WRITING
GRADE – SECOND GRADE**

TEXT TYPES AND PURPOSES: Students will be able to:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A second grade student will:

1. 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.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. 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.

PRODUCTION AND DISTRIBUTION OF WRITING: Students will be able to:

1. Produce clear and coherent writing in which the development, organization, and style in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

A second grade student will:

1. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2. 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 AND PRESENT KNOWLEDGE: Students will be able to:

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

A second grade student will:

1. 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).
2. Recall information from experiences or gather information from provided sources to answer a question.

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**ENGLISH – SPEAKING AND LISTENING
GRADE – SECOND GRADE**

COMPREHENSION AND COLLABORATION: Students will be able to:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other's ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

A second grade student will:

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - a. 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).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. 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 AND IDEAS: Students will be able to:

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

A second grade student will:

1. Recite familiar stories, poems, nursery rhymes, and lines of a play.
2. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
3. 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.
4. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**ENGLISH - LANGUAGE
GRADE – SECOND GRADE**

CONVENTIONS OF STANDARD ENGLISH: Students will be able to:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A second grade student will:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use collective nouns (e.g., *group*).
 - b. Form and use frequently occurring irregular plural nouns (e.g., *children, mice*).
 - c. Use reflexive pronouns (e.g., *myself, ourselves*).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - e. Use adjectives and adverbs, and choose between them depending on what is being modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and in frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words.
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

KNOWLEDGE OF LANGUAGE: Students will be able to:

1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A second grade student will:

1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Compare formal and informal uses of English.

VOCABULARY ACQUISITION AND USE: Students will be able to:

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately a range of general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

A second grade student will:

1. 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.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to the word (e.g., *happy/unhappy, tell/retell*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - d. Use knowledge of the meaning of an individual word to predict the meaning of a compound word (e.g., *lighthouse, bookshelf*).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of a word.
2. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy*).
 - b. Distinguish shades of meaning among closely related verbs e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny*).
3. Use words or phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs (e.g., *When others are happy, I am happy too.*).