Florida English Language Arts

Grade 2

Foundational Skills

1 Applying Foundational Reading Skills ELA.2.F.1

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

a Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). ELA.2.F.1.3.A

b Decode regularly spelled two-syllable words with long and short vowels. ELA.2.F.1.3.B

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). ELA.2.F.1.3.C

d Decode words with common prefixes and suffixes. ELA.2.F.1.3.D

e Decode words with silent letter combinations (e.g., knight, comb, island, ghost). ELA.2.F.1.3.E

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.

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

See Dolch and Fry word lists.

Clarification 1 See Dolch and Fry word lists.

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 Th decodable should be

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.

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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.		
See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.	**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.**
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 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.**
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.	**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

1 **Reading Prose and Poetry** ELA.2.R.1

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

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

3 Perspective and Point of View: Identify different characters' perspectives in a literary text. ELA.2.R.1.3

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

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Reading Informational Text ELA.2.R.2

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

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

3 Purpose and Perspective: Explain an author's purpose in an informational text. ELA.2.R.2.3

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

3 Reading Across Genres ELA.2.R.3

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

2 Paraphrasing and Summarizing: Retell a text to enhance comprehension. Use main story elements in a logical sequence for a literary text. Use the central idea and relevant details for an informational text. ELA.2.R.3.2

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

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

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

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 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.**

For character, students will describe characters' traits, feelings, and behaviors.

Clarification 3 **For character, students will describe characters' traits, feelings, and behaviors.**

The term perspective means "a particular attitude toward or way of regarding something."

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.**

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person of the narrator. This is to prevent confusion and conflation.	
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.	**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.**
Most grade-level texts are appropriate for this benchmark.	**Clarification 1:** **Most grade-level texts are appropriate for this benchmark.**
For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events.	**Clarification 1** **For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events.**
The different versions may be of the same or different formats.	**Clarification 2** **The different versions may be of the same or different formats.**
Communication	**1 Communicating Through Writing** ELA.2.C.1 1 Handwriting: Demonstrate legible printing skills. ELA.2.C.1.1 2 Narrative Writing: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending. ELA.2.C.1.2 3 Argumentative Writing: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion. ELA.2.C.1.3 Expository Writing: Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion. ELA.2.C.1.4

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

2 Communicating Orally ELA.2.C.2

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

3 Following Conventions ELA.2.C.3

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

4 Researching ELA.2.C.4

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

5 Creating and Collaborating ELA.2.C.5

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

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

See Writing Types.	**Clarification 1**	**See Writing Types.**
See Writing Types.	**Clarification 1**	**See Writing Types.**
See Writing Types.	**Clarification 1**	**See Writing Types.**
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.	**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.**
Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech im be	**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.**

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impeding clear pronunciation.		
For further guidance, see the Elementary Oral Communication Rubric.	Clarification 2	For further guidance, see the Elementary Oral Communication Rubric.
Skills to be mastered at this grade level are as follows:	Clarification 1a	Skills to be mastered at this grade level are as follows:
Form plurals -y to -ies.	1	Form plurals -y to -ies.
Use apostrophes to form contractions.	2	Use apostrophes to form contractions.
Appropriately use pronouns.	3	Appropriately use pronouns.
Use commas in a series.	4	Use commas in a series.
Use plural possessives.	5	Use plural possessives.
Use interjections.	6	Use interjections.
Skills to be implemented but not yet mastered are as follows:	Clarification 1b	Skills to be implemented but not yet mastered are as follows:
Conjugate regular and irregular verb tenses.	1	Conjugate regular and irregular verb tenses.
Form and use regular and frequently occurring irregular plural nouns.	2	Form and use regular and frequently occurring irregular plural nouns.
Form and use the past tense of frequently occurring irregular verbs.	3	Form and use the past tense of frequently occurring irregular verbs.
Ma ter pa		laintain consistent verb tense across paragraphs.

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Form and use irregular plural nouns.	5 Form and use irregular plural nouns.
Form and use the progressive and perfect verb tenses.	6 Form and use the progressive and perfect verb tenses.
Use simple modifiers.	7 Use simple modifiers.
Use prepositions and prepositional phrases.	8 Use prepositions and prepositional phrases.
Form and use compound sentences.	9 Form and use compound sentences.
Use quotation marks with dialogue and direct quotations.	10 Use quotation marks with dialogue and direct quotations.
Use commas to indicate direct address.	11 Use commas to indicate direct address.
Use subject-verb agreement with intervening clauses and phrases.	12 Use subject-verb agreement with intervening clauses and phrases.
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	13 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
See Conventions Progression by Grade Level for more information.	Clarification 2 See Conventions Progression by Grade Level for more information.
Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital rep gra element(s) should relate	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.

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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.

Vocabulary

1 Finding Meaning ELA.2.V.1

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

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

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

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.

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.**

See Base Words.

Clarification 1 **See Base Words.**

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 tha lev

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.**

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See Context Clues and Word Relationships.

Clarification 2 **See Context Clues and Word Relationships.**