Idaho English Language Arts/Literacy

Grade 2

Adopted 2022

Foundational Reading

Phonemic Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds. 2.FR.2
   a. Reverse phonemes in spoken one-syllable words (e.g., reverse initial and final consonants in the word "pat" and say the resulting word). 2.FR.2.A
   b. Demonstrate automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting words. 2.FR.2.B

Phonics and Decoding

3. Use knowledge of grade-level phonics and word analysis skills in decoding words. 2.FR.3
   a. Know spelling-sound correspondences for common short and long vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud). 2.FR.3.A
   b. Decode regularly spelled two-syllable words with long and short vowels. 2.FR.3.B
   c. Decode words with common prefixes and suffixes (e.g., un-, dis-, -ful, -less). 2.FR.3.C
   d. Identify words with inconsistent but common spelling-sound correspondences. 2.FR.3.D
   e. Recognize and read grade-appropriate irregularly spelled words (e.g., was, again, been), including silent letter combinations. 2.FR.3.E

Reading Comprehension

Text Complexity

1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the grades 2–3 band. 2.RC.1

Volume of Reading to Build Knowledge

2. Regularly engage in reading and listening to a series of texts, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. 2.RC.2

Textual Evidence

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Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in grade-level texts heard or read. 2.RC.3

Reading Fluency

4. Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings. 2.RC.4

Literature

5. Use evidence from literature to demonstrate understanding grade-level texts. 2.RC.5
   a. Identify the central message, lesson, or moral of stories (including fables and folktales) from diverse cultures heard or read. 2.RC.5.A
   b. Describe how characters in stories heard or read respond to major events and challenges. 2.RC.5.B
   c. Describe the overall structure of stories heard or read, including identifying how the beginning introduces the story and the ending concludes the action. 2.RC.5.C
   d. Identify different perspectives of characters in stories heard or read. 2.RC.5.D
   e. Compare and contrast two or more versions of the same story (heard or read) by different authors or from different cultures. 2.RC.5.E

Nonfiction Text

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 2.RC.6
   a. Identify the central idea of texts heard or read. 2.RC.6.A
   b. Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures in texts. 2.RC.6.B
   c. Describe the overall structure of nonfiction texts heard or read, including identifying how the beginning introduces information and the ending sums up the information. 2.RC.6.C
   d. Describe how authors use facts and reasons to support specific points in texts. 2.RC.6.D
   e. Compare and contrast the most important points presented in two texts on the same topic. 2.RC.6.E

Vocabulary Development

Word Building

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1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies. 2.VD.1

    a. Use sentence-level context as clues to the meaning of words or phrases. 2.VD.1.A

    b. Determine the meaning of new words formed when known prefixes (e.g., safe/unsafe, like/dislike) and suffixes (e.g., beauty/beautiful, light/lightness) are added to a known word. 2.VD.1.B

    c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., pain/painful, help/helpless). 2.VD.1.C

    d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., backpack, backyard; flashlight, lighthouse). 2.VD.1.D

    e. Use glossaries and beginning dictionaries, print or digital, to clarify the meaning of words and phrases. 2.VD.1.E

2. Determine how words and phrases provide meaning and nuance to texts. 2.VD.2

    a. Identify real-life connections between words and their use (e.g., describe weather that is freezing or windy). 2.VD.2.A

    b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., hot, sizzling, blazing). 2.VD.2.B

    c. Describe how words and phrases (e.g., rhymes, alliteration) supply rhythm and meaning in a story, poem, or song. 2.VD.2.C

Academic Vocabulary

3. Acquire and use general academic and content-specific words gained through conversations, and reading and listening to texts, including using adjectives and adverbs to describe situations with specificity (e.g., When other kids are acting silly, that makes me feel giddy). Use these words in discussions and writing. 2.VD.3

Research Strand

Inquiry Process to Build, Present, and Use Knowledge

1. With support as needed, conduct short research tasks to take some action or make informal presentations by gathering information from experiences and provided sources (including read alouds), and organizing information using graphic organizers or other aids. 2.RS.1

Deep Reading on Topics to Build Knowledge

2. Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) 2.RS.2

Writing Strand

Range of Writing

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1. Develop flexibility in writing by routinely engaging in the production of writing shorter and longer pieces for a range of tasks, purposes, and audiences. This could include reflections, descriptions, letters, and poetry, etc. 2.W.1
2. Write arguments that express an opinion supported by details and reasons and provide a concluding sentence. 2.W.2
3. Write informational texts that state a focus and support the focus with facts and details and provide a concluding sentence. 2.W.3
4. Write personal or fictional stories that recount a short sequence of events, include details to develop the characters or experiences, and provide sense of closure. 2.W.4
5. Employing clear and coherent organizational structures begins in grade 3. 2.W.5
6. With support from adults and peers, strengthen writing as needed by revising and editing. 2.W.6

Handwriting and Keyboarding

7. Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person. 2.W.7
8. With support, use keyboarding skills to produce and publish writing. 2.W.8

Oral and Digital Communications Strand

Oral Communications

1. Engage in collaborative discussions about grade-level topics and texts with peers by gaining the floor in respectful ways, listening to others closely and building on others' ideas, and asking for clarification and further explanation to ensure understanding. 2.ODC.1
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.ODC.2
3. Ask and answer questions about what a speaker says to clarify by gathering additional information or deepen understanding of a topic or issue. 2.ODC.3
4. Tell a story or retell an experience with relevant facts and descriptive details, speaking audibly in coherent sentences. 2.ODC.4

Digital Communications

5. Digital Communications begins in grade 3. 2.ODC.5

Grammar and Conventions

Grammar and Usage

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1. Demonstrate command of the conventions of English grammar and usage when writing or speaking. 2.GC.1
    a. Form and use the past tense of frequently occurring irregular verbs (e.g., felt, told, went). 2.GC.1.A
    b. Use adjectives and adverbs and choose between them depending on what is to be modified. 2.GC.1.B
    c. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth, fish). 2.GC.1.C
    d. Recognize that the names of things can also be the names of actions (fish, dream, run). 2.GC.1.D
    e. Use reflexive pronouns (e.g., yourself, herself). 2.GC.1.E
    f. Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences. 2.GC.1.F
    g. Produce and expand complete simple and compound sentences. 2.GC.1.G

Mechanics

2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. 2.GC.2
    a. Commas in greetings and closing of letters. 2.GC.2.A
    b. Apostrophes to form contractions and frequently occurring possessives. 2.GC.2.B
    c. Capitalize holidays, names, and places. 2.GC.2.C
3. Use knowledge of spelling in writing. 2.GC.3
    a. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 2.GC.3.A
    b. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 2.GC.3.B