Iowa Essential Elements for English Language Arts

Grade 2

Reading Standards for Literature

Key Ideas and Details

1 Answer who and where questions to demonstrate understanding of details in a familiar text. EE.RL.2.1

2 Using details from the text, recount events from familiar stories from diverse cultures. EE.RL.2.2

3 Identify the actions of the characters in a story. EE.RL.2.3

Craft and Structure

4 Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song. EE.RL.2.4

5 Determine the beginning and ending of a familiar story with a logical order. EE.RL.2.5

6 Identify the speakers in a dialogue. EE.RL.2.6

Integration of Knowledge and Ideas

7 Identify illustrations or objects/tactual information in print or digital text that depict characters. EE.RL.2.7

9 Identify similarities between two episodes in a story. EE.RL.2.9

Range of Reading and Level of Text Complexity

10 Actively engage in shared reading of stories and poetry for clearly stated purposes. EE.RL.2.10

Reading Standards for Informational Text

Key Ideas and Details

1 Answer who and what questions to demonstrate understanding of details in a familiar text. EE.RI.2.1

2 Identify the topic of the text. EE.RI.2.2

3 Identify individuals, events, or details in an informational text. EE.RI.2.3

Craft and Structure

4 Identify words related to a topic of a text. EE.RI.2.4

5 Identify details in informational text or its graphic representations. EE.RI.2.5

Identify the role of the author and the illustrator. EE.RI.2.6

Skip to main content

Integration of Knowledge and Ideas

7 Identify illustrations or objects/tactual information that go with a text. EE.RI.2.7

8 Identify points the author makes in an informational text. EE.RI.2.8

9 Identify a common element between two texts on the same topic. EE.RI.2.9

Range of Reading and Level of Text Complexity

10 Actively engage in shared reading of informational text including history/SS, science, and technical texts. EE.RI.2.10

Reading and Writing Standards: Foundational Skills

Phonics and Word Recognition

3 Demonstrate emerging use of letter-sound knowledge to read words. EE.RF.2.3

- a Identify the lower-case letters of the alphabet. EE.RF.2.3.A
- b Identify letter sound correspondence for single consonants. EE.RF.2.3.B
- f Recognize 10 or more written words. EE.RF.2.3.F

Fluency

4 Attend to words in print. EE.RF.2.4

- a Read familiar text comprised of known words. EE.RF.2.4.A

Writing

Text Types and Purposes

1 Select a book and write, draw, or dictate to state an opinion about it. EE.W.2.1

2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic. EE.W.2.2

3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it. EE.W.2.3

Production and Distribution of Writing

4 (Begins in grade 3) EE.W.2.4

5 With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message. EE.W.2.5

6 With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing. EE.W.2.6

Research to Build and Present Knowledge

7 Participate in shared research and writing projects. EE.W.2.7

8 Identify information related to personal experiences and answer simple questions about those experiences. EE.W.2.8

9 (Begins in grade 4) EE.W.2.9

Skip to main content

ange of Writing

10 (Begins in grade 3) EE.W.2.10

Speaking and Listening

Comprehension and Collaboration

1 Participate in conversations with adults and peers. EE.SL.2.1

- a Engage in multiple-turn exchanges with peers with support from an adult. EE.SL.2.1.A
- b Build on others' talk in conversations by linking their comments to the remarks of others. EE.SL.2.1.B
- c Ask for clarification and further explanation as needed about the topics and texts under discussion. EE.SL.2.1.C

2 During shared reading activities, ask and answer questions about details presented orally or through other media. EE.SL.2.2

3 Answer questions about the details provided by the speaker. EE.SL.2.3

Presentation of Knowledge and Ideas

4 Identify a photograph or object that reflects a personal experience and tell one detail about it. EE.SL.2.4

5 Select visual, audio, or tactual representations to depict a personal experience. EE.SL.2.5

6 Combine words when communicating to provide clarification. EE.SL.2.6

Language

Conventions of Standard English

1 Demonstrate understanding of letter and word use. EE.L.2.1

- a Produce all upper-case letters. EE.L.2.1.A
- b Use common nouns (e.g., mom, dad, boy, girl) in communication. EE.L.2.1.B
- c Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them). EE.L.2.1.C
- d Use frequently occurring verbs. EE.L.2.1.D
- e Use frequently occurring adjectives. EE.L.2.1.E
- f Combine two or more words together in communication. EE.L.2.1.F

2 Demonstrate emerging understanding of conventions of standard English. EE.L.2.2

- a With guidance and support, capitalize the first letter of familiar names. EE.L.2.2.A
- d Identify printed rhyming words with the same spelling pattern. EE.L.2.2.D
- e Consult print in the environment to support reading and spelling. EE.L.2.2.E

Knowledge of Language

Use language to achieve desired outcomes when communicating. EE.L.2.3

- a Use symbolic language when communicating. EE.L.2.3.A

Skip to main content

Vocabulary Acquisition and Use

4 Demonstrate knowledge of word meanings. EE.L.2.4

- a Demonstrate knowledge of new vocabulary drawn from reading and content areas. EE.L.2.4.A

5 Demonstrate understanding of word relationships and use. EE.L.2.5

- a Identify real-life connections between words and their use (e.g., happy: “I am happy.”). EE.L.2.5.A
- b Demonstrate understanding of the meaning of common verbs. EE.L.2.5.B

6 Use words acquired through conversations, being read to, and during shared reading activities. EE.L.2.6