Minnesota English Language Arts

Grade 2

Adopted 2020

Grade 2

Reading

1. Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. R1.2.1
    1. Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, blend, segment and manipulate syllables in multi-syllabic words and sounds in five-phoneme words, including consonant blends. R1.2.1.1.1
    2. Know and apply grade-level phonics and word analysis skills in decoding words: R1.2.1.1.2
        a. Know the spelling-sound correspondences for the common vowel graphemes. R1.2.1.1.2.A
        b. Decode multi-syllabic words that include prefixes, suffixes and vowel digraphs. R1.2.1.1.2.B
        c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity. R1.2.1.1.2.C
    3. Read grade-level texts fluently, with sufficient accuracy, rate and expression to support comprehension. R1.2.1.1.3

1. Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. R2.2.1
    1. Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, making text-to-text connections, and building on strategies learned in previous grade levels, with guidance and support. R2.2.1.2.1
    2. At grade 2 text complexity, select and proficiently read and comprehend texts that address academic tasks. R2.2.1.2.2
    3. Locate, select and read texts on a topic of personal interest. R2.2.1.2.3

1. Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. R3.2.1
    1. Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. R3.2.1.3.1

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1. Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. R4.2.1
    1. Ask and answer questions including who, what, where, when, why and how to demonstrate understanding of key details in a text; recount the text. R4.2.1.4.1
    2. Identify the central idea, message, or moral of a text and one or two supporting details. R4.2.1.4.2
    3. Identify characters, setting, conflict, resolution and events in literary text. R4.2.1.4.3
    4. Describe the connection between a series of events, concepts or steps in a procedure in informational text. R4.2.1.4.4
1. Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. R5.2.1
    1. Identify the purpose of chapters of a book, scenes of a play, and stanzas of a poem and the author's choice of narrative point of view (e.g., first person, second person, third person). R5.2.1.5.1
    2. Identify informational text features (e.g., captions, bold print, subheadings, glossaries, indexes and hyperlinks). R5.2.1.5.2
    3. Identify and explain how images are used to illustrate ideas and narratives in a text. R5.2.1.5.3
1. Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. R6.2.1
    1. Identify the author or story teller, including Dakota and Anishinaabe authors, of a text, and tell what is possible to know from the text about the story teller's perspective and identity. R6.2.1.6.1
    2. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to the time period of publication and/or posting of the text. R6.2.1.6.2
    3. Identify if the text is informational or literary and support with evidence. R6.2.1.6.3
1. Evaluate arguments and specific claims from complex informational texts. R7.2.1
    1. Benchmarks begin in grade 3. R7.2.1.7.1
1. Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. R8.2.1
    1. Recognize how multiple meaning words and phrases impact the meaning or tone of text in stories or poems. R8.2.1.8.1
    2. Determine the meaning of unfamiliar vocabulary or phrases in informational text, using metacognitive strategies and reference tools. R8.2.1.8.2

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1. Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. R9.2.1
    1. Collect information from two or more sources on a topic of personal interest or academic focus. R9.2.1.9.1
    2. Articulate relevance of sources to task and topic (e.g., factual and opinion pieces). R9.2.1.9.2

Writing

2. Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. W1.2.2
    1. Use correct punctuation (end punctuation), spelling (high frequency words), and capitalization (first word in sentence and proper nouns) authentically in writing. W1.2.2.1.1
    2. Apply spelling patterns and rules to spell words with consonant and vowel digraphs and diphthongs, six syllable types, and inflectional suffixes authentically in writing. W1.2.2.1.2
    3. Use nouns (common, proper, possessive and plural), verbs (regular and irregular), and frequently occurring adjectives, conjunctions and prepositions in simple sentences authentically in writing. W1.2.2.1.3
2. Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. W2.2.2
    1. Write routinely, including illustration, for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks). W2.2.2.2.1
    2. Write to express ideas representing personal perspective, identity and voice, as a part of a group. W2.2.2.2.2
2. Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. W3.2.2
    1. Plan, draft, revise, edit and publish writing, using self-reflection and teacher guidance. W3.2.2.3.1
2. Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. W4.2.2
    1. Write to state a personal opinion, provide several reasons for the opinion, and include introductory and concluding statements. W4.2.2.4.1
2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. W5.2.2
    1. Write to inform or explain, using details to show understanding of the topic and including an introductory and concluding statement. W5.2.2.5.1
    2. Write to respond to characters, setting and conflict in a story. W5.2.2.5.2

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2. Write narratives, poetry and other creative texts with details and effective technique to express ideas. W6.2.2
    1. Write to tell a story, introducing conflict to a character and setting. W6.2.2.6.1
    2. Use words that signal changes in situation in written narratives, poetry or other creative text (e.g., next, surprisingly). W6.2.2.6.2
2. Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. W7.2.2
    1. Ask and answer on-topic questions to research background information using resources vetted by teacher. W7.2.2.7.1
    2. Plan and conduct research from a variety of sources, vetted by teacher, and share findings in writing (e.g., search terms, choosing relevant sources). W7.2.2.7.2
2. Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. W8.2.2
    1. Demonstrate a basic understanding of and respect for the rights and obligations of using and sharing intellectual property and avoiding plagiarism (e.g., What work is yours? What work is someone else's?). W8.2.2.8.1

Listening, Speaking, Viewing and Exchanging Ideas

23. Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. LSVEI1.23
    1. Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. LSVEI1.2.3.1.1
        a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. LSVEI1.2.3.1.1.A
        b. Participate as a speaker and listener, building on and linking to the comments of others. LSVEI1.2.3.1.1.B
        c. Express one's own ideas, stories and experiences. LSVEI1.2.3.1.1.C
        d. Help to establish group member roles and timeline for work. LSVEI1.2.3.1.1.D
        e. Identify and work toward a shared goal. LSVEI1.2.3.1.1.E
        f. Follow sequence of a story or discussion or steps in a process. LSVEI1.2.3.1.1.F
    2. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues. LSVEI1.2.3.1.2
    3. Demonstrate ability to receive and act on feedback from others and self-reflection. LSVEI1.2.3.1.3

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23. Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context. LSVEI2.23

    1. Demonstrate basic understanding and use of descriptive language and features of spoken language (including volume, intonation, phrasing, speed, pausing, stress, rhythm and gestures). LSVEI2.2.3.2.1

23. Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline. LSVEI3.23

    1. Create written, oral and digital content that communicates knowledge and ideas, including relevant facts and descriptive details, in a variety of presentation styles. LSVEI3.2.3.3.1

    2. Create and share work, choosing a digital tool from teacher-provided lists, and critique effectiveness of chosen tool regarding the task, purpose and audience (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression), demonstrating understanding of digital footprint. LSVEI3.2.3.3.2