Oklahoma English Language Arts

Grade 2

Adopted 2021

Listening and Speaking

1. **Students will listen and speak effectively in a variety of situations.** LS.1

   Listening

   1. Actively listen using agreed-upon discussion rules. 2.1.L.1
   2. Follow multi-step oral directions. 2.1.L.2

   Speaking

   1. Work respectfully in groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member. 2.1.S.1
   2. Engage in collaborative discussions about various topics and texts, including their own writing, with peers in small and large groups. 2.1.S.2
   3. Ask and answer relevant questions to seek help, get information, or clarify information to confirm understanding. 2.1.S.3
   4. Report on a topic or text, tell a story, or recount an experience with relevant facts descriptive details, speaking audibly in coherent sentences. 2.1.S.4

Reading and Writing Foundations

a. **Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.** RW.2.A

   Phonological Awareness

   PA. Add, delete, and substitute phonemes in spoken words with 5-6 phonemes (e.g., add /th/ to the beginning of rowing to say throwing; delete the /r/ in trips to say tips; substitute the /l/ in clank with /r/ to say crank). 2.2.PA

   Print Concepts

   PC. Correctly form letters in print and use appropriate spacing for letters, words, and sentences. 2.2.PC

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Phonics and Word Study

1. Decode one- and two-syllable words by using their knowledge of the following phonics skills:- single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem, goat])- consonant blends (e.g., bl, br, cr, spr, spl)- consonant digraphs and trigraphs (e.g., sh, tch)- vowel-consonant-silent e (e.g., lake)- r-controlled vowels (i.e., ar, er, ir or, ur)- vowel digraphs (e.g., ea, oa, ee)- vowel diphthongs (i.e., vowel combinations having two vowel sounds [e.g., oi as in boil, oy as in boy])- schwa (e.g., banana)- silent letter combinations (knew, could, ghost) 2.2.PWS.1
2. Decode words by applying knowledge of all major syllable types:- closed- open- vowel digraphs- vowel-consonant-silent e- r-controlled- consonant +le 2.2.PWS.2
3. Decode words by applying knowledge of structural analysis:- compound words- inflectional endings (e.g., -s, -ed, -ing)- contractions- abbreviations- common roots and related prefixes and suffixes 2.2.PWS.3

Fluency

1. Expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity. 2.2.F.1
2. Orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension. 2.2.F.2

Spelling/Encoding

1. Use correct spelling when writing the following sounds in words:- digraphs- trigraphs- vowel digraphs- r-controlled 2.2.SE.1
2. Use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:- closed- open- vowel-consonant-silent e- r-controlled 2.2.SE.2
3. Use structural analysis to correctly spell the following parts of words:- common prefixes- common suffixes- common spelling rules related to adding prefixes and suffixes (e.g., dropping the final -e, doubling a consonant) 2.2.SE.3

Reading and Writing Process

b. Students will use a variety of recursive reading and writing processes. RW.2.B

Reading

1. Identify the main idea and supporting details of a text. 2.2.R.1
2. Identify elements of various genres in fiction and nonfiction texts. 2.2.R.2
3. Begin to summarize the plot of a story to include the beginning, middle, and end. 2.2.R.3
4. Begin to summarize facts and details from an informational text. 2.2.R.4

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Writing

1. Prewrite and develop drafts by sequencing the action in a story or details about a topic through writing sentences. 2.2.W.1
2. Edit drafts using appropriate spacing between letters, words, and sentences. 2.2.W.2
3. Revise drafts by adding, deleting, and/or moving text. 2.2.W.3
4. Correctly spell grade-level words while editing using resources as needed. 2.2.W.4
5. Routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair). 2.2.W.5

Critical Reading and Writing

3. **Students will apply critical thinking skills to reading and writing.** CRW.3

Reading

1. Determine the author's purpose (i.e., tell a story, provide information). 2.3.R.1
2. Determine whether a grade-level literary text is narrated in first- or third-person point of view with prompting. 2.3.R.2
3. Find examples of literary elements:- setting (i.e., time and place)- plot (i.e., beginning, middle, end)- characters and their traits 2.3.R.3
4. Find examples of literary devices:- simile- alliteration- onomatopoeia 2.3.R.4
5. Use details from the literary or informational text to draw conclusions and make predictions. 2.3.R.5
6. Locate facts that are clearly stated in an informational text. 2.3.R.6
7. Describe the structure of an informational text with prompting:- description- sequential 2.3.R.7

Writing

1. Write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place). 2.3.W.1
2. Write facts about a topic and include a main idea with supporting details in a paragraph. 2.3.W.2
3. Write an opinion about a topic and provide reasons as support in a paragraph. 2.3.W.3

Vocabulary

4. **Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.** V.4

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Reading

1. Determine relationships among words, including synonyms, antonyms, and simple multiple-meaning words. 2.4.R.1
2. Use context clues to determine the meaning of words. 2.4.R.2
3. Use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words. 2.4.R.3
4. Use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words. 2.4.R.4
5. Acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations. 2.4.R.5

Writing

1. Use grade-level vocabulary to communicate ideas through speaking and writing. 2.4.W.1
2. Use language in speaking and writing according to purpose and audience. 2.4.W.2

Language

5. **Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.** L.5

Reading

1. Recognize simple and compound sentences. 2.5.R.1
2. Recognize parts of speech in sentences:- common, proper, and irregular plural nouns- tenses of verbs (i.e., past, present, future)- the simple subject and simple predicate of a sentence- descriptive adjectives and articles (i.e., a, an, the) as adjectives- prepositions- singular and plural personal pronouns and the nouns they replace- the conjunctions and, or, and but- -ly adverbs 2.5.R.2

Writing

1. Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences that begin with a capital letter and conclude with an end mark. 2.5.W.1
2. Use nouns, verbs, and adjectives to add clarity and variety to their writing. 2.5.W.2
3. Punctuate initials and capitalize holidays, product names, initials, and months and days of the week. 2.5.W.3
4. Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences. 2.5.W.4
5. Use apostrophes to form simple contractions (e.g., isn't, aren't, can't). 2.5.W.5
6. Use commas in dates (e.g., September 6, 2020). 2.5.W.6
7. Use a colon to indicate time (e.g., The bell rings at 3:15.). 2.5.W.7

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Research

6. **Students will engage in inquiry to acquire, refine, and communicate accurate information.** R.6

    Reading

    1. Create their own questions to find information on their topic. 2.6.R.1
    2. Identify and use graphic and text features to understand texts:- photos- illustrations- titles- labels- headings- charts- graphs- captions- subheadings 2.6.R.2
    3. Consult various text reference sources to gather information (i.e., title page, table of contents, glossary, index). 2.6.R.3

    Writing

    1. Generate a list of topics and questions about an area of interest for research. 2.6.W.1
    2. Organize information found during group or individual research, using graphic organizers or other aids. 2.6.W.2
    3. Organize and share relevant information for various purposes. 2.6.W.3

Multimodal Literacies

7. **Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.** ML.7

    Reading

    R. Explore and compare ideas and topics in multimodal content. 2.7.R

    Writing

    W. Use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings. 2.7.W

Independent Reading and Writing

8. **Students will read and write independently for a variety of purposes and periods of time.** IRW.8

    Reading

    R. Select texts for academic and personal purposes and read independently for extended periods of time. 2.8.R

    Writing

    W. Write independently using print and/or typing over various lengths of time for a variety of purposes. 2.8.W