Tennessee English Language Arts

Grade 2

Adopted 2016

Foundational Literacy

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. FL.PWR.3
    3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. 2.FL.PWR.3
        a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.FL.PWR.3.A
        b. Know spelling-sound correspondences for additional common vowel teams. 2.FL.PWR.3.B
        c. Decode regularly spelled two-syllable words with long vowels. 2.FL.PWR.3.C
        d. Decode words with common prefixes and suffixes. 2.FL.PWR.3.D
        e. Identify words with inconsistent but common spelling-sound correspondences. 2.FL.PWR.3.E
        f. Recognize and read grade-appropriate irregularly spelled words. 2.FL.PWR.3.F
        g. Decode grade-level texts with purpose and understanding. 2.FL.PWR.3.G

Word Composition

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4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. FL.WC.4

    4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. 2.FL.WC.4

        a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives. 2.FL.WC.4.A

        b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. 2.FL.WC.4.B

        c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. 2.FL.WC.4.C

        d. Write most common, frequently used words and most irregular words. 2.FL.WC.4.D

        e. Consult reference materials, including beginning dictionaries, to check and correct spelling. 2.FL.WC.4.E

        f. Print legibly in manuscript; write many upper and lowercase letters in cursive. 2.FL.WC.4.F

Fluency

5. Read with sufficient accuracy and fluency to support comprehension. FL.F.5

    5. Read with sufficient accuracy and fluency to support comprehension. 2.FL.F.5

        a. Read grade-level text with purpose and understanding. 2.FL.F.5.A

        b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.FL.F.5.B

        c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. 2.FL.F.5.C

Sentence Composition

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6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. FL.SC.6

    6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. 2.FL.SC.6

        a. Use collective nouns. 2.FL.SC.6.A
        b. Form and use frequently occurring irregular plural nouns. 2.FL.SC.6.B
        c. Use reflexive pronouns such as myself and ourselves. 2.FL.SC.6.C
        d. Form and use the past tense of frequently occurring irregular verbs. 2.FL.SC.6.D
        e. Use adjectives and adverbs correctly. 2.FL.SC.6.E
        f. Produce, expand, and rearrange simple and compound sentences. 2.FL.SC.6.F
        g. Use common coordinating conjunctions. 2.FL.SC.6.G
        h. Capitalize holidays, product names, and geographic names. 2.FL.SC.6.H
        i. Use commas in the greeting and closing of a letter. 2.FL.SC.6.I
        j. Use an apostrophe to form contractions and frequently occurring possessives. 2.FL.SC.6.J
        k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic. 2.FL.SC.6.K

Vocabulary Acquisition

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7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. FL.VA.7

   a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. 2.FL.VA.7.A

      i. Use sentence-level context as a clue to the meaning of a word or phrase. 2.FL.VA.7.A.I

      ii. Determine the meaning of the new word formed when a known prefix is added to a known word. 2.FL.VA.7.A.II

      iii. Use a known root word as a clue to the meaning of an unknown word with the same root. 2.FL.VA.7.A.III

      iv. Use knowledge of the meaning of individual words to predict the meaning of compound words. 2.FL.VA.7.A.IV

      v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 2.FL.VA.7.A.V

   b. Demonstrate understanding of word relationships and nuances in word meanings. 2.FL.VA.7.B

      i. Identify real-life connections between words and their use. 2.FL.VA.7.B.I

      ii. Distinguish shades of meaning among closely related words. 2.FL.VA.7.B.II

   c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. 2.FL.VA.7.C

Reading Literature

Key Ideas and Details

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.KID.1

   1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RL.KID.1

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KID.2

   2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2.RL.KID.2

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KID.3

   3. Describe how characters in a story respond to major events and challenges. 2.RL.KID.3

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raft and Structure

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4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4

    4. Describe how words and phrases supply meaning in a story, poem, or song. 2.RL.CS.4

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5

    5. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. 2.RL.CS.5

6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6

    6. Determine when characters have different points of view. 2.RL.CS.6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. R.IKI.7

    7. Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2.RL.IKI.7

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. R.IKI.9

    9. Compare and contrast two or more versions of the same story by different authors or different cultures. 2.RL.IKI.9

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. R.RRTC.10

    10. Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed. 2.RL.RRTC.10

Reading Informational Text

Key Ideas and Details

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.KID.1

    1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.KID.1

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KID.2

    2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. 2.RI.KID.2

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3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KID.3

    3. Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text. 2.RI.KID.3

Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4

    4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.CS.4

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5

    5. Know and use various text features to locate key facts or information in a text efficiently. 2.RI.CS.5

6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6

    6. Identify the main purpose of a text, including what an author wants to answer, explain, or describe. 2.RI.CS.6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. R.IKI.7

    7. Identify and explain how illustrations and words contribute to and clarify a text. 2.RI.IKI.7

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. R.IKI.8

    8. Describe how reasons support specific points an author makes in a text. 2.RI.IKI.8

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. R.IKI.9

    9. Compare and contrast the most important points presented by two texts on the same topic. 2.RI.IKI.9

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. R.RRTC.10

    10. Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed. 2.RI.RRTC.10

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Speaking and Listening **Comprehension and Collaboration**

2. Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. SL.CC.2

    2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.CC.2

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.CC.3

    3. Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. 2.SL.CC.3

1. Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively. SL.CC.1

    1. Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. 2.SL.CC.1

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience. SL.PKI.4

    4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2.SL.PKI.4

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.PKI.5

    5. Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings. 2.SL.PKI.5

6. Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. SL.PKI.6

    6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 2.SL.PKI.6

Writing

Text Types and Protocol

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.TTP.1

    1. Write opinion pieces on topics or texts. 2.W.TTP.1

        a. Introduce topic or text. 2.W.TTP.1.A

        b. State an opinion. 2.W.TTP.1.B

        c. Supply reasons to support the opinion. 2.W.TTP.1.C

        d. Use linking words to connect the reasons to the opinion. 2.W.TTP.1.D

        e. Provide a concluding statement or section. 2.W.TTP.1.E

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2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.TTP.2

    2. Write informative/explanatory texts. 2.W.TTP.2

        a. Introduce a topic. 2.W.TTP.2.A

        b. Use facts and definitions to provide information. 2.W.TTP.2.B

        c. Provide a concluding statement or section. 2.W.TTP.2.C

3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. W.TTP.3

    3. Write narratives recounting an event or short sequence of events. 2.W.TTP.3

        a. Include details to describe actions, thoughts, and feelings. 2.W.TTP.3.A

        b. Use time order words to signal event order. 2.W.TTP.3.B

        c. Provide a sense of closure. 2.W.TTP.3.C

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.PDW.4

    4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 2.W.PDW.4

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.PDW.5

    5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. 2.W.PDW.5

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. W.PDW.6

    6. With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing. 2.W.PDW.6

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. W.RBPK.7

    7. Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report. 2.W.RBPK.7

8. Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. W.RBPK.8

    8. Recall information from experiences or gather information from provided sources to answer a question. 2.W.RBPK.8

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Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.RW.10

    10. With guidance and support from adults, engage routinely in writing activities to promote writing fluency. 2.W.RW.10