Texas English Language Arts and Reading

# Grade 2

Adopted 2017

**The student develops oral language through listening, speaking, and discussion.** 2.1

- **A. listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;** 2.1.A
- **B. follow, restate, and give oral instructions that involve a short, related sequence of actions;** 2.1.B
- **C. share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;** 2.1.C
- **D. work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and** 2.1.D
- **E. develop social communication such as distinguishing between asking and telling.** 2.1.E

**The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.** 2.2

- **A. demonstrate phonological awareness by:** 2.2.A
  - i. producing a series of rhyming words; 2.2.A.I
  - ii. distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; 2.2.A.II
  - iii. recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and 2.2.A.III
  - iv. manipulating phonemes within base words; 2.2.A.IV
- **B. demonstrate and apply phonetic knowledge by:** 2.2.B
  - i. decoding words with short, long, or variant vowels, trigraphs, and blends; 2.2.B.I
  - ii. decoding words with silent letters such as knife and gnat; 2.2.B.II
  - iii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 2.2.B.III
  - iv. decoding compound words, contractions, and common abbreviations; 2.2.B.IV
  - v. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; 2.2.B.V
  - vi. decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and 2.2.B.VI

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vii. identifying and reading high-frequency words from a research-based list; 2.2.B.VII

**C. demonstrate and apply spelling knowledge by:** 2.2.C

i. spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 2.2.C.I

ii. spelling words with silent letters such as knife and gnat; 2.2.C.II

iii. spelling compound words, contractions, and common abbreviations; 2.2.C.III

iv. spelling multisyllabic words with multiple sound-spelling patterns; 2.2.C.IV

v. spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and 2.2.C.V

vi. spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; 2.2.C.VI

**D. alphabetize a series of words and use a dictionary or glossary to find words; and** 2.2.D

**E. develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.** 2.2.E

**The student uses newly acquired vocabulary expressively.** 2.3

**A. use print or digital resources to determine meaning and pronunciation of unknown words;** 2.3.A

**B. use context within and beyond a sentence to determine the meaning of unfamiliar words;** 2.3.B

**C. identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est comparative and superlative, and -ion/tion/sion; and** 2.3.C

**D. identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.** 2.3.D

**The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency rate, accuracy, and prosody when reading grade-level text.** 2.4

**4. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency rate, accuracy, and prosody when reading grade-level text.** 2.4

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**5. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.** 2.5

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| **self-select text and read independently for a sustained period of time.** 2.5 | |
| **The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.** 2.6 | **A.** establish purpose for reading assigned and self-selected texts; 2.6.A |
| | **B.** generate questions about text before, during, and after reading to deepen understanding and gain information; 2.6.B |
| | **C.** make, correct, or confirm predictions using text features, characteristics of genre, and structures; 2.6.C |
| | **D.** create mental images to deepen understanding; 2.6.D |
| | **E.** make connections to personal experiences, ideas in other texts, and society; 2.6.E |
| | **F.** make inferences and use evidence to support understanding; 2.6.F |
| | **G.** evaluate details read to determine key ideas; 2.6.G |
| | **H.** synthesize information to create new understanding; and 2.6.H |
| | **I.** monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. 2.6.I |
| **The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.** 2.7 | **A.** describe personal connections to a variety of sources; 2.7.A |
| | **B.** write brief comments on literary or informational texts that demonstrate an understanding of the text; 2.7.B |
| | **C.** use text evidence to support an appropriate response; 2.7.C |
| | **D.** retell and paraphrase texts in ways that maintain meaning and logical order; 2.7.D |
| | **E.** interact with sources in meaningful ways such as illustrating or writing; and 2.7.E |
| | **F.** respond using newly acquired vocabulary as appropriate. 2.7.F |
| **The student recognizes and analyzes literary elements within and across increasingly co co** | **A.** discuss topics and determine theme using text evidence with adult assistance; 2.8.A |
| | **B.** describe the main character's characters' internal and external traits; 2.8.B |

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| **and diverse literary texts.** 2.8 | **C. describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and** 2.8.C |
| | **D. describe the importance of the setting.** 2.8.D |
| **The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.** 2.9 | **A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;** 2.9.A |
| | **B. explain visual patterns and structures in a variety of poems;** 2.9.B |
| | **C. discuss elements of drama such as characters, dialogue, and setting;** 2.9.C |
| | **D. recognize characteristics and structures of informational text, including:** 2.9.D<br>i. the central idea and supporting evidence with adult assistance; 2.9.D.I<br>ii. features and graphics to locate and gain information; and 2.9.D.II<br>iii. organizational patterns such as chronological order and cause and effect stated explicitly; 2.9.D.III |
| | **E. recognize characteristics of persuasive text, including:** 2.9.E<br>i. stating what the author is trying to persuade the reader to think or do; and 2.9.E.I<br>ii. distinguishing facts from opinion; and 2.9.E.II |
| | **F. recognize characteristics of multimodal and digital texts.** 2.9.F |
| **The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.** 2.10 | **A. discuss the author's purpose for writing text;** 2.10.A |
| | **B. discuss how the use of text structure contributes to the author's purpose;** 2.10.B |
| | **C. discuss the author's use of print and graphic features to achieve specific purposes;** 2.10.C |
| | **D. discuss the use of descriptive, literal, and figurative language;** 2.10.D |
| | **E. identify the use of first or third person in a text; and** 2.10.E |
| | **F. identify and explain the use of repetition.** 2.10.F |
| **The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.** 2.11 | **A. plan a first draft by generating ideas for writing such as drawing and brainstorming;** 2.11.A |
| | **B. develop drafts into a focused piece of writing by:** 2.11.B<br>i. organizing with structure; and 2.11.B.I<br>ii. developing an idea with specific and relevant details; 2.11.B.II |

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| | **C.** **revise drafts by adding, deleting, or rearranging words, phrases, or sentences;** 2.2.11.C |
| | **D.** **edit drafts using standard English conventions, including:** 2.2.11.D<br>i. complete sentences with subject-verb agreement; 2.11.D.I<br>ii. past, present, and future verb tense; 2.11.D.II<br>iii. singular, plural, common, and proper nouns; 2.11.D.III<br>iv. adjectives, including articles; 2.11.D.IV<br>v. adverbs that convey time and adverbs that convey place; 2.11.D.V<br>vi. prepositions and prepositional phrases; 2.11.D.VI<br>vii. pronouns, including subjective, objective, and possessive cases; 2.11.D.VII<br>viii. coordinating conjunctions to form compound subjects and predicates; 2.11.D.VIII<br>ix. capitalization of months, days of the week, and the salutation and conclusion of a letter; 2.11.D.IX<br>x. end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and 2.11.D.X<br>xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and 2.11.D.XI |
| | **E.** **publish and share writing.** 2.11.E |
| **The student uses genre characteristics and craft to compose multiple texts that are meaningful.** 2.12 | **A.** **compose literary texts, including personal narratives and poetry;** 2.12.A |
| | **B.** **compose informational texts, including procedural texts and reports; and** 2.12.B |
| | **C.** **compose correspondence such as thank you notes or letters.** 2.12.C |
| **The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.** 2.13 | **A.** **generate questions for formal and informal inquiry with adult assistance;** 2.13.A |
| | **B.** **develop and follow a research plan with adult assistance;** 2.13.B |
| | **C.** **identify and gather relevant sources and information to answer the questions;** 2.13.C |
| | **D.** **identify primary and secondary sources;** 2.13.D |
| | **E.** **demonstrate understanding of information gathered;** 2.13.E |
| | **F.** **cite sources appropriately; and** 2.13.F |
| | **G.** **use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.** 2.13.G |