

Washington English Language Arts

2nd Grade

Reading

Reading2nd. Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world. [WA.ELA-LITERACY.READING2ND](#)

Print Environment and Foundational Skills

- 1** Students interact with and explore texts in a language-rich environment. [WA.ELA-LITERACY.R2ND.1](#)
 - a** Select texts that interest them and/or that are recommended by peers and adults. [WA.ELA-LITERACY.R2ND.1.A](#)
 - b** Spend time holding, looking at, reading and/or listening to texts. [WA.ELA-LITERACY.R2ND.1.B](#)
 - c** Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts. [WA.ELA-LITERACY.R2ND.1.C](#)
- 2** Students know and apply the basic features of print and how it is organized. [WA.ELA-LITERACY.R2ND.2](#)
 - a** Recognize, name, and print the lowercase and uppercase letters and the sounds they represent with automaticity. [WA.ELA-LITERACY.R2ND.2.A](#)
 - b** Recognize the distinguishing features of a paragraph. (e.g., indentation, capitalization, spacing, punctuation). [WA.ELA-LITERACY.R2ND.2.B](#)
 - c** Recognize the distinguishing features of dialogue. [WA.ELA-LITERACY.R2ND.2.C](#)
- 3** Students know and apply how concepts of sounds, syllables, words, and silence function in speech (phonological awareness). [WA.ELA-LITERACY.R2ND.3](#)
 - a** Recognize, pronounce, separate, blend, and count the syllables in spoken words. [WA.ELA-LITERACY.R2ND.3.A](#)
 - b** Recognize, pronounce, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken words. [WA.ELA-LITERACY.R2ND.3.B](#)
 - c** Orally produce words by blending sounds (phonemes), including consonant blends. [WA.ELA-LITERACY.R2ND.3.C](#)
 - d** Blend and segment onsets and rhymes of two-syllable spoken words. [WA.ELA-LITERACY.R2ND.3.D](#)
 - e** Recognize and produce words that begin with the same initial sound (alliteration). [WA.ELA-LITERACY.R2ND.3.E](#)
 - f** Parse individual words within spoken phrases and sentences. [WA.ELA-LITERACY.R2ND.3.F](#)

- 4 Students decode words with accuracy and fluency using grade-level word analysis skills. [WA.ELA-LITERACY.R2ND.4](#)
- a Know the letter-sound correspondences, including common consonant digraphs. [WA.ELA-LITERACY.R2ND.4.A](#)
 - b Know spelling-sound correspondences for additional common vowel teams. [WA.ELA-LITERACY.R2ND.4.B](#)
 - c Add, delete or substitute letters and/or syllables in simple words to form and write new words. [WA.ELA-LITERACY.R2ND.4.C](#)
 - d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. [WA.ELA-LITERACY.R2ND.4.D](#)
 - e Recognize, pronounce, separate, blend, and count the syllables in printed words. [WA.ELA-LITERACY.R2ND.4.E](#)
 - f Decode words using combined knowledge of letter-sound correspondence, regular and irregular spelling patterns. [WA.ELA-LITERACY.R2ND.4.F](#)
 - g Decode multi-syllable words that follow basic patterns by breaking words into syllables. [WA.ELA-LITERACY.R2ND.4.G](#)
 - h Distinguish long and short vowels when reading regularly spelled one-syllable words. [WA.ELA-LITERACY.R2ND.4.H](#)
 - i Decode words with common roots, prefixes, and suffixes. [WA.ELA-LITERACY.R2ND.4.I](#)
 - j Identify words with inconsistent but common spelling-sound correspondences. [WA.ELA-LITERACY.R2ND.4.J](#)
 - k Read high-frequency words by sight with increased automaticity. [WA.ELA-LITERACY.R2ND.4.K](#)
 - l Read paragraphs within a text with increasing accuracy and fluency. [WA.ELA-LITERACY.R2ND.4.L](#)

Comprehending and Interpreting Texts

- 5 Students comprehend and interpret texts using a variety of strategies. [WA.ELA-LITERACY.R2ND.5](#)
- a Reflect on their purpose for reading. [WA.ELA-LITERACY.R2ND.5.A](#)
 - b Preview the text by topic, genre, and images. [WA.ELA-LITERACY.R2ND.5.B](#)
 - c Visualize to make sense of what is in the text. [WA.ELA-LITERACY.R2ND.5.C](#)
 - d Use prior knowledge to make predictions and check them against what is in the text. [WA.ELA-LITERACY.R2ND.5.D](#)
 - e Use a variety of strategies that encourage and maintain motivation to engage with a text. [WA.ELA-LITERACY.R2ND.5.E](#)

- f** Re-connect when the flow of reading is interrupted using a variety of strategies. [WA.ELA-LITERACY.R2ND.5.F](#)
- g** Explain how the visual elements in a text represent and/or add to its meaning. [WA.ELA-LITERACY.R2ND.5.G](#)
- h** Ask and answer questions about a text, including key details. [WA.ELA-LITERACY.R2ND.5.H](#)
- i** Describe a story's setting, major events, narrators, and characters, including how they respond to major events and challenges. [WA.ELA-LITERACY.R2ND.5.I](#)
- j** Retell stories and/or say what they learned from a text. [WA.ELA-LITERACY.R2ND.5.J](#)

Analyzing, Evaluating and Using Texts

- 6** Students describe how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text. [WA.ELA-LITERACY.R2ND.6](#)
 - a** Reflect on what the text makes them feel, think, and/or want to do. [WA.ELA-LITERACY.R2ND.6.A](#)
 - b** Describe the impact of images and specific words on the reader's understanding. [WA.ELA-LITERACY.R2ND.6.B](#)
 - c** Identify different text features used in a genre and what they help the reader do or know. [WA.ELA-LITERACY.R2ND.6.C](#)
 - d** Compare and contrast choices made by different authors, illustrators, and creators when telling a similar story or writing on a similar topic. [WA.ELA-LITERACY.R2ND.6.D](#)
 - 7** Students evaluate texts. [WA.ELA-LITERACY.R2ND.7](#)
 - a** Say what they may or may not like about a text and tell the reason. [WA.ELA-LITERACY.R2ND.7.A](#)
 - 8** Students use texts they have read for purposes relevant to them. [WA.ELA-LITERACY.R2ND.8](#)
 - a** To better understand themselves and others, explore characters' thoughts, feelings, and motivations. [WA.ELA-LITERACY.R2ND.8.A](#)
 - b** To develop imagination and understanding of others, say what they would think, feel, or do in situations similar to those in the texts. [WA.ELA-LITERACY.R2ND.8.B](#)
 - c** Use information or examples from texts for discussions and projects. [See W2nd.3 and SLDF2nd.3.] [WA.ELA-LITERACY.R2ND.8.C](#)
 - d** Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W2nd.4b.] [WA.ELA-LITERACY.R2ND.8.D](#)
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Writing

Writing2nd. Students compose multimodal texts in a variety of genres in the context of grade-level content. WA.ELA-LITERACY.WRITING2ND

Writing Purposes and Products

- 1** Students compose to make personal sense of information, ideas, opinions, emotions, and/or experiences. [Not all products from W2nd.1 must be taken through W2nd.2 – W2nd.10.] WA.ELA-LITERACY.W2ND.1
- 2** Students compose multimodal texts in a variety of genres to communicate with others. WA.ELA-LITERACY.W2ND.2
 - a** Describe experiences, ideas, and imaginings. WA.ELA-LITERACY.W2ND.2.A
 - b** Inform others about their observations and explanations of the world. WA.ELA-LITERACY.W2ND.2.B
 - c** Express their opinions and/or preferences. WA.ELA-LITERACY.W2ND.2.C
 - d** Persuade others to consider new options, resolve conflicts, and create and strengthen communities. WA.ELA-LITERACY.W2ND.2.D
 - e** Tell stories and narratives. WA.ELA-LITERACY.W2ND.2.E

Plan and Generate Ideas

- 3** Students plan and complete writing projects. WA.ELA-LITERACY.W2ND.3
 - a** Connect the prompt to their interests, perspectives, and/or experiences. WA.ELA-LITERACY.W2ND.3.A
 - b** Determine the process or steps needed to complete the project. WA.ELA-LITERACY.W2ND.3.B
- 4** Students generate and gather ideas, including appropriate use of tools. WA.ELA-LITERACY.W2ND.4
 - a** Identify topics and ideas from experience, imagination, reading, research (see RML2nd.4), media, conversations, products from W2nd.1, and/or desire to communicate. WA.ELA-LITERACY.W2ND.4.A
 - b** Determine which features and/or genre conventions to follow or adapt from mentor texts. WA.ELA-LITERACY.W2ND.4.B
 - c** Answer questions about what the writer knows that the audience does not. WA.ELA-LITERACY.W2ND.4.C
 - d** Choose facts from research (see RML2nd.4), images, and/or other media that illustrate and support their ideas. WA.ELA-LITERACY.W2ND.4.D

Draft and Establish Voice

- 5** Students draft content within the genre to develop ideas and express voice. WA.ELA-LITERACY.W2ND.5

- a Use facts and definitions to develop points. [WA.ELA-LITERACY.W.2ND.5.A](#)
 - b Support an opinion with reasons, using linking words to connect them. [WA.ELA-LITERACY.W.2ND.5.B](#)
 - c Tell events in stories in order, using temporal words to signal order and details to elaborate a single event string of events and describe actions, thoughts, and feelings. [WA.ELA-LITERACY.W.2ND.5.C](#)
 - d Approximate some text features and/or formatting by the placement of drawings, titles, labels, blank space, and/or other features noticed in mentor texts. [WA.ELA-LITERACY.W.2ND.5.D](#)
 - e Identify who deserves credit when using information from a source. [WA.ELA-LITERACY.W.2ND.5.E](#)
- 6 Students compose introductions and conclusions within the genre. [WA.ELA-LITERACY.W.2ND.6](#)
- a Introduce topics. [WA.ELA-LITERACY.W.2ND.6.A](#)
 - b Provide a sense of closure for stories. [WA.ELA-LITERACY.W.2ND.6.B](#)
 - c Provide a concluding statement or section for informational texts and opinions. [WA.ELA-LITERACY.W.2ND.6.C](#)
- 7 Students organize content by using or adapting the genre's structure. [WA.ELA-LITERACY.W.2ND.7](#)

Revise and Edit

- 8 Students discuss their compositions with others. [WA.ELA-LITERACY.W.2ND.8](#)
- a Re-read to determine whether the draft says what they want it to say. [WA.ELA-LITERACY.W.2ND.8.A](#)
 - b Describe what their composition means and/or represents to an adult or peer. [WA.ELA-LITERACY.W.2ND.8.B](#)
 - c Ask an adult or peer to describe their perceived meaning of the composition. [WA.ELA-LITERACY.W.2ND.8.C](#)
- 9 Students revise and edit their compositions. [WA.ELA-LITERACY.W.2ND.9](#)
- a Use what they learned from re-reading and feedback to add details, change words, and/or provide focus. [WA.ELA-LITERACY.W.2ND.9.A](#)
 - b Edit for conventions and consistency of text features. [Demonstrate command of Language standards K–2.] [WA.ELA-LITERACY.W.2ND.9.B](#)

Share and Publish

- 10 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences. [WA.ELA-](#)

Speaking, Listening, and Digital Forums

SpeakingListeningDigitalForums2nd. Students comprehend, engage in, and learn from collaborative discussions and presentations in the context of grade-level content, in person and/or through teacher-moderated digital forums. **WA.ELA-**

LITERACY.SPEAKINGLISTENINGDIGITALFORUMS2ND

Discussion

- 1** Students listen, respond respectfully, and contribute during discussions. **WA.ELA-**
LITERACY.SLDF2ND.1
 - a** Discuss expectations and roles within the community, changing them when needed. **WA.ELA-**
LITERACY.SLDF2ND.1.A
 - b** Review previous conversations when continuing a discussion. **WA.ELA-**
LITERACY.SLDF2ND.1.B
 - c** Ask questions about the topic and others' observations and opinions. **WA.ELA-**
LITERACY.SLDF2ND.1.C
 - d** Draw on experience, observation, and prior learning to contribute. **WA.ELA-**
LITERACY.SLDF2ND.1.D
 - e** Explain what they understood from other's contributions and ask for clarification or more information to build common understanding. **WA.ELA-**
LITERACY.SLDF2ND.1.E
 - f** Connect statements to others' contributions to build community and propel conversation. **WA.ELA-**
LITERACY.SLDF2ND.1.F
 - g** Identify points of agreement or disagreement. **WA.ELA-**
LITERACY.SLDF2ND.1.G
 - h** Ask questions to explore why someone else may relate or think differently. **WA.ELA-**
LITERACY.SLDF2ND.1.H
 - i** Identify opinions or understandings that have changed. **WA.ELA-**
LITERACY.SLDF2ND.1.I

- j Retell memorable and/or important moments or ideas. WA.ELA-

LITERACY.SLDF2ND.1.J

2 Starts in 3rd. WA.ELA-LITERACY.SLDF2ND.2

Collaboration

- 3 Students collaborate on projects or tasks. WA.ELA-LITERACY.SLDF2ND.3

- a Discuss expectations, roles, and timelines, changing them when needed. WA.ELA-

LITERACY.SLDF2ND.3.A

- b Connect the project to their interests, experiences, and/or community needs. WA.ELA-LITERACY.SLDF2ND.3.B

- c Review progress and discuss what needs to happen next. WA.ELA-

LITERACY.SLDF2ND.3.C

Public Speaking and Presentations

- 4 Students present experience, positions, ideas, findings, and creative work. WA.ELA-LITERACY.SLDF2ND.4

- a Identify topics from the situation, experience, imagination, reading, research (see RML2nd.4) media, conversations, and/or products from W2nd.1. WA.ELA-LITERACY.SLDF2ND.4.A

- b Develop content by considering what they want to communicate within the situation and what the audience already knows. WA.ELA-

LITERACY.SLDF2ND.4.B

- c Use images, media, and artifacts in presentations to clarify content and support the audience's engagement. WA.ELA-

LITERACY.SLDF2ND.4.C

Voice

- 5 Students determine how to present themselves and their ideas. WA.ELA-

LITERACY.SLDF2ND.5

- a Express voice by building on strengths, experiences, and personality. WA.ELA-

LITERACY.SLDF2ND.5.A

- b** Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. [WA.ELA-LITERACY.SLDF2ND.5.B](#)
 - c** Determine which language and/or languages support their purpose. [WA.ELA-LITERACY.SLDF2ND.5.C](#)
 - d** Determine what they want or do not want to share and why. [WA.ELA-LITERACY.SLDF2ND.5.D](#)
 - 6** Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience. [WA.ELA-LITERACY.SLDF2ND.6](#)
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Language

Language2nd. Students develop command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing. [WA.ELA-LITERACY.LANGUAGE2ND](#)

Knowledge of Language

- 1** Students notice when and why language is used differently at school, at home, and with peers. [WA.ELA-LITERACY.L2ND.1](#)
 - a** Compare formal and informal uses of language. [WA.ELA-LITERACY.L2ND.1.A](#)
 - b** Identify real-life connections between words and what they represent. [WA.ELA-LITERACY.L2ND.1.B](#)
- 2** Students read grade-level text orally with purpose, understanding, and accuracy, improving speed and expression on successive readings. [WA.ELA-LITERACY.L2ND.2](#)

Structure and Function of English

- 3** Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and second grade content. [WA.ELA-LITERACY.L2ND.3](#)
 - a** Produce, expand, and rearrange complete simple and compound sentences. [WA.ELA-LITERACY.L2ND.3.A](#)
 - b** Give more detail or be more specific by using adjectives and adverbs. [WA.ELA-LITERACY.L2ND.3.B](#)
 - c** Use the matching verb form for singular and plural nouns in basic sentences. [WA.ELA-LITERACY.L2ND.3.C](#)
 - d** Form and use the past tense of frequently occurring irregular verbs. [WA.ELA-LITERACY.L2ND.3.D](#)
 - e** Capitalize holidays and the names of people, places, and products. [WA.ELA-LITERACY.L2ND.3.E](#)
 - f** Use commas in greetings and the closing of cards, letters, and emails. [WA.ELA-LITERACY.L2ND.3.F](#)
 - g** Use periods, exclamation points, and question marks to end statements, exclamations, and questions. [WA.ELA-LITERACY.L2ND.3.G](#)
- 4** Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. [WA.ELA-LITERACY.L2ND.4](#)
 - a** Determine or clarify the meaning of new and multiple-meaning words and phrases. [WA.ELA-LITERACY.L2ND.4.A](#)
 - b** Use collective nouns and irregular plural nouns. [WA.ELA-LITERACY.L2ND.4.B](#)
 - c** Use reflexive pronouns. [WA.ELA-LITERACY.L2ND.4.C](#)

- d Understand and use high frequency adjectives, prepositions, conjunctions, and determiners. [WA.ELA-LITERACY.L2ND.4.D](#)
- e Use apostrophes to form contractions and possessives. [WA.ELA-LITERACY.L2ND.4.E](#)
- 5 Students explore word relationships and distinguish shades of meaning in the context of second grade conversations and reading. [WA.ELA-LITERACY.L2ND.5](#)
 - a Use known root words and prefixes as a clue to the meaning of an unknown word. [WA.ELA-LITERACY.L2ND.5.A](#)
 - b Use knowledge of individual words as a clue to the meaning of compound words. [WA.ELA-LITERACY.L2ND.5.B](#)
 - c Use sentence-level context as a clue to the meaning of a word or phrase. [WA.ELA-LITERACY.L2ND.5.C](#)
 - d Distinguish shades of meaning among closely related verbs, adjectives, and adverbs. [WA.ELA-LITERACY.L2ND.5.D](#)

Research and Media Literacy

Research2nd . Students ask questions, seek answers using a variety of sources and tools, and use their learning. [WA.ELA-LITERACY.RESEARCH2ND](#)

MediaLiteracy2nd. Students identify the effects, purposes, and parts of media messages, people who provide information, and options for engaging with media messages. WA.ELA-

LITERACY.MEDIALITERACY2ND

Research and Inquiry

- 1 Students ask questions about things that make them curious. WA.ELA-LITERACY.RML2ND.1
- 2 Students seek answers from information sources. WA.ELA-LITERACY.RML2ND.2
 - a Generate ideas for where they might find information based on what they and/or others know about the topic. WA.ELA-LITERACY.RML2ND.2.A
 - b Identify a variety of print and digital information sources and where to find them, including libraries. WA.ELA-LITERACY.RML2ND.2.B
 - c Contribute suggestions when adults use digital search tools. WA.ELA-LITERACY.RML2ND.2.C
 - d Talk with adults or peers about the topic. WA.ELA-LITERACY.RML2ND.2.D
- 3 Students gather relevant information using a variety of strategies. WA.ELA-LITERACY.RML2ND.3
- 4 Students use and/or share new learning. WA.ELA-LITERACY.RML2ND.4

Media Literacy and Critical Thinking

- 5 Students identify the effects of media messages. WA.ELA-LITERACY.RML2ND.5
 - a Identify how media messages make them feel and what these emotions may make them want to say or do. WA.ELA-LITERACY.RML2ND.5.A
- 6 Students identify the purposes of media messages. WA.ELA-LITERACY.RML2ND.6
 - a Identify media messages that are mainly helping people learn new things, trying to change people's minds, selling something, or just for fun. WA.ELA-LITERACY.RML2ND.6.A
- 7 Students compare different parts of media messages. WA.ELA-LITERACY.RML2ND.7
 - a Determine whether statements in media messages express an opinion or can be verified as true or false. WA.ELA-LITERACY.RML2ND.7.A
 - b Compare and contrast information on the same topic in two or more media messages from different

sources. [WA.ELA-LITERACY.RML2ND.7.B](#)

c Describe how changing an image can change the meaning of a media message. [WA.ELA-LITERACY.RML2ND.7.C](#)

8 Students identify people who provide information. [WA.ELA-LITERACY.RML2ND.8](#)

a Determine whether an individual, an organization, or both can be considered responsible for the content of an information source. [WA.ELA-LITERACY.RML2ND.8.A](#)

b Identify individuals or organizations made up of people who are experts on a particular topic and could provide information about it. [WA.ELA-LITERACY.RML2ND.8.B](#)

9 Not in 2nd. [WA.ELA-LITERACY.RML2ND.9](#)