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

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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

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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

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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

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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

Writing

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

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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

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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.W2ND.5.A
- b Support an opinion with reasons, using linking words to connect them. WA.ELA-LITERACY.W2ND.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.W2ND.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.W2ND.5.D
- e Identify who deserves credit when using information from a source. WA.ELA-LITERACY.W2ND.5.E

6 Students compose introductions and conclusions within the genre. WA.ELA-LITERACY.W2ND.6

- a Introduce topics. WA.ELA-LITERACY.W2ND.6.A
- b Provide a sense of closure for stories. WA.ELA-LITERACY.W2ND.6.B
- c Provide a concluding statement or section for informational texts and opinions. WA.ELA-LITERACY.W2ND.6.C

7 Students organize content by using or adapting the genre's structure. WA.ELA-LITERACY.W2ND.7

Revise and Edit

8 Students discuss their compositions with others. WA.ELA-LITERACY.W2ND.8

- a Re-read to determine whether the draft says what they want it to say. WA.ELA-LITERACY.W2ND.8.A
- b Describe what their composition means and/or represents to an adult or peer. WA.ELA-LITERACY.W2ND.8.B
- c Ask an adult or peer to describe their perceived meaning of the composition. WA.ELA-LITERACY.W2ND.8.C

9 Students revise and edit their compositions. WA.ELA-LITERACY.W2ND.9

- a Use what they learned from re-reading and feedback to add details, change words, and/or provide focus. WA.ELA-LITERACY.W2ND.9.A
- b Edit for conventions and consistency of text features. [Demonstrate command of Language standards K–2.] WA.ELA-LITERACY.W2ND.9.B

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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-LITERACY.W2ND.10

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

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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

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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

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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

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

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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

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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

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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