Wisconsin English Language Arts

# Essential Elements: Grade 2

## Reading Foundational Skills

### Print Concepts

1 Not applicable ingrade 2. EE.RF.2.1

### Phonological Awareness

2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). EE.RF.2.2

- a Extend rhyming patterns EE.RF.2.2.A
- b With guidance and support, add, delete and substitute individual sounds (phonemes) in simple, one syllable words to make new words. EE.RF.2.2.B

### Phonics & Word Recognition

3 Demonstrate emerging use of letter-sound knowledge to read words. EE.RF.2.3

- a Identify the lower case letters of the alphabet. EE.RF.2.3.A
- b Identify letter sound correspondence for single consonants. EE.RF.2.3.B
- c Not applicable EE.RF.2.3.C
- d Not applicable EE.RF.2.3.D
- e Not applicable EE.RF.2.3.E
- f Recognize10or more written words. EE.RF.2.3.F

### Fluency

4 Attend to words in print. EE.RF.2.4

- a Read familiar text comprised of known words. EE.RF.2.4.A
- b Not applicable EE.RF.2.4.B
- c With support, monitor for and identify errors that disrupt comprehension EE.RF.2.4.C

Skip to main content

## Reading

### Key Ideas & Details

1 Given guidance and support, answer “who”, “what” and “where” questions in familiar texts. (RI&RL) EE.R.2.1

2 Identify the topic of a text(RI) and use details to recount events from familiar stories (RL). EE.R.2.2

3 Identify the actions of characters (RL) or important details and events (RI) in familiar and unfamiliar texts. EE.R.2.3

### Craft & Structure

4 Use a text’s structure (e.g., repetition, rhyming, etc.) to identify specific content, sensory, or feeling words that meaningfully relate to the text. (RI&RL) EE.R.2.4

5 Identify the beginning and end of a familiar sequential text (RL) or identify relevant graphics in an informational text (RI). EE.R.2.5

6 With guidance and support, identify words and graphic representations that connect to the point of view, topic, or important details of the text. (RI&RL) EE.R.2.6

### Integration of Knowledge & Ideas

7 Identify illustrations or objects/tactile information in text that depict characters. (RI&RL) EE.R.2.7

8 Identify points the author makes in text. (RI) EE.R.2.8

9 Compare details in two texts; recognize that texts reflect one’s own and other’s culture. (RI&RL) EE.R.2.9

## Writing

### Text Types & Purposes

1 With guidance and support, use drawing, dictating, or writing to compose writing for a variety of high-stakes and low stakes purposes. EE.W.2.1

2 With guidance and support, use writing, dictation and/or drawing to compose: EE.W.2.2

- a Opinion pieces in which they state an opinion about a topic or text. EE.W.2.2.A
- b Informative/Explanatory text in which they provide at least 1 fact about a predetermined or self chosen topic. EE.W.2.2.B
- c Convey events, real or imagined and narrate a single event or several loosely linked events. Include some details regarding what happened. EE.W.2.2.C

3 With guidance and support, use a combination of drawing, dictating and writing to create a text that uses words familiar to the student and temporal words to signal event order. EE.W.2.3

### Production & Distribution of Writing

4 (Begins in grade 3) EE.W.2.4

With guidance and support from adults, focus their own drawing, dictation, or writing on a topic and add more details to strengthen their drawing, dictation, or writing as needed. EE.W.2.5

Skip to main content

6 With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing. Learn to produce writing through printing (including forming upper and lower case letters). EE.W.2.6

**Inquiry to Build & Present Knowledge**

7 With guidance and support, participate in shared and independent inquiry and writing projects. EE.W.2.7

8 Identify information related to personal experiences and answer simple questions about those experiences. EE.W.2.8

9 With guidance and support from adults, recall key details from literary or informational texts. EE.W.2.9

## Speaking and Listening

**Comprehension & Collaboration**

1 With guidance and support, participate in conversations with adults and peers. EE.SL.2.1

- a Engage in multiple-turn exchanges with peers with support from an adult. EE.SL.2.1.A
- b Build on others' talkin conversations EE.SL.2.1.B
- c Ask for clarification and further explanation as needed about the topics and texts under discussion. EE.SL.2.1.C
- d Consider individual differences when communicating with others. EE.SL.2.1.D

2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions. EE.SL.2.2

3 Ask and answer questions about the details provided by the speaker, or expand on the topic. EE.SL.2.3

**Presentation of Knowledge & Ideas**

4 Identify a photograph or object that reflects a personal experience and tell one detail about it. EE.SL.2.4

5 Select visual, audio, or other digital media, and/or tactile representations to depict a personal experience. EE.SL.2.5

## Language

**Knowledge of Language**

1 Use language to achieve desired outcomes when communicating. EE.L.2.1

- a Notice linguistic diversity. EE.L.2.1.A
- b Notice formal and informal uses of language. EE.L.2.1.B

**Vocabulary Acquisition & Use**

Skip to main content

2 Demonstrate knowledge of word meanings. EE.L.2.2

- a Demonstrate knowledge of new vocabulary drawn from reading and content areas. EE.L.2.2.A
- b Not applicable EE.L.2.2.B
- c Not applicable EE.L.2.2.C
- d Identify the words comprising compound words. EE.L.2.2.D

3 Demonstrate understanding of word relationships and use. EE.L.2.3

- a With guidance and support, identify rhyme and repetition (letters, words, or phrases) EE.L.2.3.A
- b Identify real-life connections between words and their use (e.g., happy: “I am happy.”). EE.L.2.3.B
- c Demonstrate understanding of the meaning of common verbs. EE.L.2.3.C

**Conventions of Standardized English**

4 Use words acquired through conversations, being read to, and during shared reading activities. EE.L.2.4

5 Demonstrate understanding of letter and word use. EE.L.2.5

- a Produce all upper case letters. EE.L.2.5.A
- b Use common nouns (e.g., mom, dad, boy, girl) in communication. EE.L.2.5.B
- c Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them). EE.L.2.5.C
- d Use frequently occurring verbs. EE.L.2.5.D
- e Use frequently occurring adjectives. EE.L.2.5.E
- f Combine two or more words together in communication. EE.L.2.5.F

6 Demonstrate emerging understanding of conventions of standardized English. EE.L.2.6

- a With guidance and support, capitalize the first letter of familiar names. EE.L.2.6.A
- b Not applicable EE.L.2.6.B
- c Not applicable EE.L.2.6.C
- d Identify printed rhyming words with the same spelling pattern. EE.L.2.6.D
- e Consult print in the environment to support reading and spelling. EE.L.2.6.E