Wisconsin English Language Arts

Grade 2

Adopted 2020

Reading Foundational Skills

Print Concepts

1. Not applicable in grade 2. RF.2.1

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.2.2
   a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds. RF.2.2.A

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3
   a. Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.A
   b. Know spelling-sound correspondences for additional common vowel teams. RF.2.3.B
   c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.). RF.2.3.C
   d. Decode words with common prefixes and suffixes. RF.2.3.D
   e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.
Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).
Know when to double the final consonant when adding a suffix. -ing, -ed. RF.2.3.E
   f. Recognize and read grade-appropriate irregularly spelled words. RF.2.3.F

Skip to main content

Fluency

4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4
    a. Read grade-level text with purpose and understanding. RF.2.4.A
    b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.B
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.2.4.C

Reading

Key Ideas and Details

1. Develop and answer questions to demonstrate an understanding of key ideas and details in a text. R.2.1
2. Summarize portions of a text in order to identify a main topic or central idea and key details in a text. R.2.2
3. Describe how characters respond to major events and challenges. Describe the connections between ideas, concepts, or a series of events. R.2.3

Craft and Structure

4. Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. R.2.4
5. Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. R.2.5
6. Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. R.2.6

Integration of Knowledge and Ideas

7. Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. R.2.7
8. Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. R.2.8
9. Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. R.2.9

Writing

Text Types and Purposes

1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. W.2.1

Skip to main content

2. Write text in a variety of modes: W.2.2
    a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section. W.2.2.A
    b. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.2.B
    c. Convey events, real or imagined, through narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. W.2.2.C
3. Create writing that utilizes: W.2.3
    a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text. W.2.3.A
    b. Transitions: use transitions to link and build connections between ideas, text, and events. W.2.3.B
    c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images. W.2.3.C

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. W.2.4
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.5
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing. W.2.6

Inquiry to Build and Present Knowledge

7. Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). W.2.7
8. Recall information from experiences or gather information from provided sources to answer a question. W.2.8
9. With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text. W.2.9

Sp Skip to main content **ɔmprehension and Collaboration**

1. Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. SL.2.1
    a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic. SL.2.1.A
    b. Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.B
    c. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.1.C
    d. Consider individual differences when communicating with others. SL.2.1.D
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.2
3. Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic. SL.2.3

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with descriptive details, expressing ideas clearly. SL.2.4
5. Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings. SL.2.5

Language

Knowledge of Language

1. Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. L.2.1
    a. Recognize and appreciate linguistic diversity (e.g., at home, in the community and in peer and professional writing and speaking). L.2.1.A
    b. Recognize formal and informal uses of English. L.2.1.B

Vocabulary Acquisition and Use

2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. L.2.2
    a. Determine the meaning of a new word when a prefix or suffix is added. L.2.2.A
    b. Use a common root word as a clue to the meaning of an unknown word. L.2.2.B
    c. Use individual words to predict meaning of compound words (e.g., birdhouse). L.2.2.C
    d. Use resources to clarify meanings of words. L.2.2.D

Skip to main content

3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.2.3
    a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines). L.2.3.A
    b. Identify real-life connections between words and their use (e.g., describe foods that are juicy). L.2.3.B
    c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased). L.2.3.C
4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.). L.2.4

Conventions of Standardized English

5. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: L.2.5
    a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs. L.2.5.A
    b. Production, expansion, and rearrangement of complete simple and compound sentences. L.2.5.B
6. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: L.2.6
    a. Capitalization of holidays, products, geographic places. L.2.6.A
    b. Commas in greetings and closings. L.2.6.B
    c. Apostrophes in contractions and frequently occurring possessives. L.2.6.C
    d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. L.2.6.D