

## Grade 2 ELA Promise Standards and Essential Learning Targets

Domain	Promise Standard	Essential Learning Targets
Language	<p>L.2.2 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.</p> <p>a. Determine the meaning of a new word when a prefix or suffix is added.                      b. Use a common root word as a clue to the meaning of an unknown word.                      c. Use individual words to predict meaning of compound words (e.g., birdhouse).                      d. Use resources to clarify meanings of words.</p>	<ul style="list-style-type: none"> <li>➤ I can use context clues to understand the meaning of words.</li> <li>➤ I can determine the meaning of a word by using a prefix, suffix and root word.</li> <li>➤ I can find out the meaning of compound words by using the known meaning of the two smaller words.</li> <li>➤ I can use resources to figure out what words mean.</li> </ul>
Language	<p>L.2.5 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 <b>language</b> choice with:</p> <p>a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.                      b. Production, expansion, and rearrangement of complete simple and compound sentences.</p>	<ul style="list-style-type: none"> <li>➤ I can use nouns that describe a group when writing or speaking. (team, family, etc)</li> <li>➤ I can use adjectives when writing or speaking.</li> <li>➤ I can use adverbs when writing or speaking.</li> <li>➤ I can use plural nouns when writing or speaking.</li> <li>➤ I can use irregular past tense verbs. when writing or speaking. (run/ran, sleep, slept)</li> <li>➤ I can write simple sentences.</li> <li>➤ I can write compound sentences.</li> </ul>
Language	<p>L.2.6 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 <b>conventions</b> with:</p> <p>a. Capitalization of holidays, products, geographic places.                      b. Commas in greetings and closings.                      c. Apostrophes in contractions and frequently occurring possessives.                      d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.                      Related to Reading Foundational standards (RF.2.3).</p>	<ul style="list-style-type: none"> <li>➤ I can capitalize proper nouns. (holidays, product names, and geographic places)</li> <li>➤ I can use commas in greetings and closings of a letter.</li> <li>➤ I can use an apostrophe to form contractions.</li> <li>➤ I can use an apostrophe to form words that show ownership. (possessives)</li> </ul>
Reading Foundations	<p>RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>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.</p>	<ul style="list-style-type: none"> <li>➤ I can understand that words are made of syllables.</li> <li>➤ I can add sounds to words to make new words.</li> <li>➤ I can delete sounds in words to make new words.</li> <li>➤ I can substitute sounds in words to make new words.</li> </ul>

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Reading Foundations	<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>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.).</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words. o Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). o Know when to double the final consonant when adding a suffix. - ing, -ed.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Related to language standards: See L.2.6 for additional spelling/encoding/word analysis guidance.</p>	<ul style="list-style-type: none"> <li>➤ I can read one-syllable words with long and short vowel sounds.</li> <li>➤ I can read words with vowel teams.</li> <li>➤ I can read and spell one syllable words.</li> <li>➤ I can read and spell two syllable words.</li> <li>➤ I can read and spell three syllable words.</li> <li>➤ I can read words with prefixes and suffixes.</li> <li>➤ I can read and spell two syllable words with long vowels.</li> <li>➤ I can drop the final e when adding word endings. (ed, ing)</li> <li>➤ I can double final consonant when adding word endings. (ed, ing)</li> <li>➤ I can read heart words.</li> </ul>
Reading Foundations	<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<ul style="list-style-type: none"> <li>➤ I can read with purpose and understand.</li> <li>➤ I can read aloud at an appropriate rate.</li> <li>➤ I can read aloud with expression.</li> <li>➤ I can read aloud with accuracy.</li> <li>➤ I can use multiple strategies self-correct my reading.</li> </ul>
Reading	<p>R.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&amp;RL)</p>	<ul style="list-style-type: none"> <li>➤ I can ask and answer questions to show understanding of a text. (who, what, when, where, why, how)</li> </ul>
Reading	<p>R.2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&amp;RL)</p>	<ul style="list-style-type: none"> <li>➤ I can identify the central idea of a text.</li> <li>➤ I can identify key details in a text.</li> <li>➤ I can summarize portions of a text.</li> </ul>
Reading	<p>R.2.3 Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)</p>	<ul style="list-style-type: none"> <li>➤ I can describe a character's traits, feelings, thoughts, and actions in a story.</li> <li>➤ I can describe how ideas are related in an informational text.</li> </ul>
Reading	<p>R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&amp;RL)</p>	<ul style="list-style-type: none"> <li>➤ I can explain what happens in the beginning and ending of a story.</li> </ul>
Reading	<p>R.2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&amp;RL)</p>	<ul style="list-style-type: none"> <li>➤ I can use illustrations to understand the setting and plot of a story.</li> <li>➤ I can use text features to understand the topic of the text.</li> </ul>

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Speaking and Listening	SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Consider individual differences when communicating with others.	<ul style="list-style-type: none"> <li>➤ I can follow rules for group discussions. (actively listening, taking turns, staying on topic)</li> <li>➤ I can add on to what others say.</li> <li>➤ I can ask for more information about the discussion topic.</li> <li>➤ I can respect the differences of others.</li> </ul>
Speaking and Listening	SL.2.4 Tell a story or recount an experience with descriptive details, expressing ideas clearly.	<ul style="list-style-type: none"> <li>➤ I can retell an experience or a story so that it makes sense.</li> </ul>
Writing	W.2.2 Write text in a variety of modes: 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. b. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 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.	<ul style="list-style-type: none"> <li>➤ I can write an opinion piece in which:               <ul style="list-style-type: none"> <li>○ a. I introduce the topic</li> <li>○ b. I state an opinion.</li> <li>○ c. I list reasons that support the opinion.</li> <li>○ d. I use words to connect opinion and reasons.</li> <li>○ e. I can write a concluding statement.</li> </ul> </li> <li>➤ I can write an informative text in which:               <ul style="list-style-type: none"> <li>○ a. I introduce the topic.</li> <li>○ b. I use facts and definitions to explain the topic more.</li> <li>○ c. I can write a concluding statement.</li> </ul> </li> <li>➤ I can write a narrative or short story in which:               <ul style="list-style-type: none"> <li>○ a. I write about real or imagined events.</li> <li>○ b. I describe events including actions, thoughts, and feelings.</li> <li>○ c. I use words to show the order of events. (first, next, then, last)</li> <li>○ d. I can include an ending to my story.</li> </ul> </li> </ul>
Writing	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> <li>➤ I can revise my writing.</li> <li>➤ I can edit my writing.</li> </ul>
Writing	W.2.7 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).	<ul style="list-style-type: none"> <li>➤ I can use different sources to learn about a topic and report on it.</li> </ul>