



# ***Standards By Design:***

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## ***Second Grade for English Language Arts***



### **Acknowledgment**

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# English Language Arts

## Second Grade

Second grade students gain skill and confidence in reading, writing, speaking, and listening. They demonstrate an awareness of sounds that are made by different letters, and they practice decoding words. Learning new concepts, such as prefixes and suffixes, helps them understand the meaning of new vocabulary. They read at the target rate of 90-100 words correct per minute (wcpm). Second grade students ask and respond to questions, make predictions, and compare information in order to comprehend what they read. They read a variety of grade-appropriate classic and contemporary literature, poetry, informational text in different subject areas, children's magazines, and dictionaries. They learn to use the conventions of Standard English and a writing process to write sentences and paragraphs that develop a central idea. They also deliver brief oral presentations, tell stories, and perform plays.

### Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

**EL.02.RE.01** Read regular multi-syllabic words.

**EL.02.RE.02** Use letter-sound correspondence knowledge to sound out unknown words.

**EL.02.RE.03** Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding, and the vowel sound "oy" in boy) when reading.

**EL.02.RE.04** Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per, vowel-consonant/consonant-vowel = sup/per).

**EL.02.RE.05** Recognize and correctly read and use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).

**EL.02.RE.06** Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).

**EL.02.RE.07** Read aloud grade-level text fluently and accurately with appropriate intonation and expression using cues of punctuation to assist.

**EL.02.RE.08** By the end of the second grade, read aloud unpracticed grade-level text at a target rate of 90-100 wcpm (words correct per minute).

**EL.02.RE.09** Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

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Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

**EL.02.RE.10 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.**

**EL.02.RE.11 Demonstrate listening comprehension of more complex text through discussions.**

**EL.02.RE.12 Draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.**

**EL.02.RE.13 Reread sentences when meaning is not clear.**

**EL.02.RE.14 Read voluntarily for interest and own purposes.**

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

**EL.02.RE.15 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.**

**EL.02.RE.16 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.**

**EL.02.RE.17 Know and explain common antonyms and synonyms.**

**EL.02.RE.18 Use knowledge of individual words in unknown compound words to predict their meaning (daydream).**

**EL.02.RE.19 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).**

**EL.02.RE.20 Use context to identify simple multiple-meaning words (change, duck).**

**EL.02.RE.21 Determine meanings of words by using a dictionary or glossary.**

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

**EL.02.RE.22 Read written directions, signs, captions, warning labels, and informational books.**

**EL.02.RE.23 Use titles, tables of contents, and chapter headings to locate information in text.**

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**EL.02.RE.24 Interpret information from diagrams, charts, and graphs.**

**EL.02.RE.25 Alphabetize a list of words to the second letter.**

**EL.02.RE.26 Follow two-step written instructions.**

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

**EL.02.RE.27 Read informational texts for answers to specific questions or for specific purposes.**

**EL.02.RE.28 Recall facts and details in the text to clarify and organize ideas.**

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

**EL.02.RE.29 Pose possible answers to how, why, and what-if questions.**

**EL.02.RE.30 Connect the information in text to life experiences, text, and world.**

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

**EL.02.RE.31 Connect and compare information across selections.**

## Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

**EL.02.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature--including poetry, fiction, non-fiction, and drama--from a variety of cultures and time periods.**

**EL.02.LI.02 Demonstrate listening comprehension of more complex literary text through discussions.**

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

**EL.02.LI.03 Retell the sequence of the story.**

**EL.02.LI.04 Identify and describe the plot, setting, and character(s) in the story.**

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Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

**EL.02.LI.05** Make and confirm predictions about what will happen next.

**EL.02.LI.06** Describe cause-and-effect of specific events.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

**EL.02.LI.07** Connect and compare similarities in characters and events across stories.

**EL.02.LI.08** Recognize the use of rhyme, rhythm, and alliteration (using words with repeating consonant sounds) by a poet, and discuss its use.

**EL.02.LI.09** Take part in creative responses to texts such as dramatizations and oral presentations.

## Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

**EL.02.WR.01** Create a list of ideas for writing.

**EL.02.WR.02** In addition to drafting and revising, begin to use (with guidance) additional parts of the writing process such as conferencing.

**EL.02.WR.03** With assistance, revise original drafts to improve sequence and provide more descriptive detail.

**EL.02.WR.04** With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

**EL.02.WR.05** With guidance, make reasonable judgments about what to include in written compositions.

**EL.02.WR.06** Group related ideas to maintain a consistent focus.

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**EL.02.WR.07** Develop an idea with an introductory sentence, supporting sentence(s), and a concluding sentence.

**EL.02.WR.08** Sequence three or more events.

**EL.02.WR.09** Select and use descriptive words when writing.

**EL.02.WR.10** Distinguish between complete (When Tom hit the ball, he was proud.) and incomplete sentences (When Tom hit the ball).

**EL.02.WR.11** Use correct word order in written sentences.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

**EL.02.WR.12** Spell correctly words which are used frequently but do not fit common spelling patterns such as was, were, says, said, who, what, and why.

**EL.02.WR.13** Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

**EL.02.WR.14** Spell correctly previously studied words and spelling patterns in own writing.

**EL.02.WR.15** Represent all sounds in a word when spelling independently.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

**EL.02.WR.16** Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).

**EL.02.WR.17** Identify and begin to correctly write a few contractions (isn't, can't).

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

**EL.02.WR.18** Use commas in the greeting (Dear Eric,) and closure of a letter (Love, or Your Friend,) and with dates (July 14, 2003) and items in a series (Ethan, Emma, and Jennifer).

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

**EL.02.WR.19** Capitalize all proper nouns (names of specific people or things, such as Emma, Oregon, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials of people.

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Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

**EL.02.WR.20** Form letters correctly and space words and sentences properly so that printing can be read easily by another person.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

**EL.02.WR.21** Write brief narratives based on personal experiences:

Move through a logical sequence of events.  
Describe the setting, characters, objects, and events.

Writing Applications: Expository Writing (K-3): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

**EL.02.WR.22** Write a brief description of a familiar object, person, place, or event:

Develop a main idea.  
Use details to support the main idea.

**EL.02.WR.23** Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.

**EL.02.WR.24** Write instructions that illustrate multiple steps.

**EL.02.WR.25** With organizational help, begin writing brief informative reports.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

**EL.02.WR.26** Understand the purposes of various reference materials.

**EL.02.WR.27** Find ideas for writing in pictures and/or books.

## Speaking and Listening

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Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

**EL.02.SL.01 Retell stories in own words including characters, setting, and plot.**

**EL.02.SL.02 Tell experiences in logical order.**

**EL.02.SL.03 With guidance, report on a topic with supportive facts and details.**

**EL.02.SL.04 With guidance, organize presentations to maintain a clear focus.**

**EL.02.SL.05 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).**

Listening: Listen critically and respond appropriately across the subject areas.

**EL.02.SL.06 Determine the purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).**

**EL.02.SL.07 Ask for clarification and explanation of stories and ideas.**

**EL.02.SL.08 Retell in own words information that has been shared orally by others.**

**EL.02.SL.09 Give and follow three- and four-step oral directions.**

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

*There are currently no Grade 2 grade-level foundations for Analysis.*

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# English Language Proficiency

## Language Functions and Forms

English language functions and forms acquired by native English speakers before entering school or naturally at home need to be explicitly taught to students learning English as an additional language. These functions and forms may be taught at any grade level as the need and appropriate context arise.

A language **function** refers to the purpose for which speech or writing is being used. In speech, these functions include giving instructions, introducing ourselves, and making requests. In academic writing, these functions might include describing processes, comparing or contrasting things or ideas, and classifying objects or ideas.

**Forms** of a language deal with the internal grammatical structure of words. Forms would include, for example, the relationship between the words boy and boys, or the relationship (irregular) between the words man and men.

The contrast between **form** and **function** in language can be illustrated through a simple medical analogy. If doctors studied only a limited portion of the human system, such as anatomical form, they would be unable to adequately address their patient's needs. To fully treat their patients, physicians must understand the purposes of the human body and the relationships between organs, cells, and genes (Pozzi, 2004). Similarly, ELLs need to understand both the **form** (structure) and the **function** (purpose) of the English language in order to reach higher levels of proficiency.

Pozzi, D.C. (2004). *Forms and functions in language: Morphology, syntax*. Retrieved March 10, 2005, from University of Houston, College of Education Web site: <http://www.viking.coe.uh.edu/grn11.intr/intr.0.1.2.htm>

### Example Function: Expressing Needs and Likes

**Target Form - Sentence Structure:** The basic sentence structures that we use to express needs and likes are foundations to the more complex sentence structure we use for academic purposes.

**Beginning** - One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., *two, apples, or tree*)

**Early Intermediate** - Simple sentences with subject/verb/object . "*I like/don't like-(object)-.*" "*I need a /some - (object)-.*"

**Intermediate** - Elaborated sentences with subject/verb/object

**Early Advanced** - Sentences with subject/verb/object and dependent clause

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**Advanced** - Complex sentences, perhaps with tags or embedded questions

<b>Language Function</b>	<b>Examples of Language Forms</b>
1. Expressing needs and likes	Sentence structure
2. Describing people, places, and things	Nouns, pronouns, and adjectives
3. Describing location	Prepositional phrases
4. Describing action	Present progressive tense, adverbs
5. Retelling/relating past events	Past tense verbs
6. Making predictions	Verbs: future tense, conditional mood
7. Asking informational questions	Verbs and verb phrases in questions
8. Asking clarifying questions	Questions with increasing specificity
9. Expressing and supporting opinions	Sentence structure
10. Comparing	Adjectives and conjunctions
11. Contrasting	Comparative adjectives
12. Summarizing	Increasingly complex sentences with increasingly specific vocabulary
13. Persuading	Verb forms
14. Literary analysis	Sentence structure and specific vocabulary
15. Cause and effect	Verb forms
16. Drawing conclusions	Comparative adjectives
17. Defining	Nouns, pronouns, and adjectives
18. Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner

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19. Generalizing	Abstract nouns, verb forms
20. Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
21. Interpreting	Language of propaganda, complex sentences
22. Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
23. Hypothesizing and speculating compound	Modals (would, could, might), tenses (would have been)
24. Summarizing compound	Modals (would, could, might), tenses (would have been)

To view the ELP functions & forms in their entirety visit <http://www.ode.state.or.us/teachlearn/standards/elp/files/langfunc.pdf>.

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