

ELA Overview Grades 1-2- By the end of 2nd Grade students will be able to:

Answer a question about a story they have just read or listened to (who, what, when, why, where).

Reading simple stories, fables, and articles fluently and independently. Figuring out unfamiliar words using phonetic strategies. Identifying the main topic in a text

		1 st Grade	2 nd Grade
Foundational Skills			
	Phonological Awareness and Phonics	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> Count, blend and segment single syllable words that include consonant blends. Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words. Manipulate individual sounds (phonemes) in single -syllable spoken words. 	
	Phonics and Word Recognition	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th). Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams). Decode regularly spelled one-syllable words. Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound. Decode two-syllable words following basic patterns by breaking the words into syllables. 	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams). Decode short and long vowel sounds in two-syllable words. Decode regularly spelled two-syllable words. Recognize and identify root words and common suffixes and prefixes. Read all common high-frequency words by sight.

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		<ul style="list-style-type: none"> Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked) Read most common high-frequency words by sight 	
	Print Concepts	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	
	Fluency	Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Read grade-level text with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Comprehension			
	Key Ideas and Details	<ul style="list-style-type: none"> Develop and answer questions about key ideas and details in a text. (RI&RL) Identify a main topic or central idea in a text and retell important details. (RI&RL) Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL) 	<ul style="list-style-type: none"> Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL) Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL) In literary texts, describe how characters respond to major events and challenges. (RL) In informational

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			texts, describe the connections between ideas, concepts, or a series of events. (RI)
	Craft and Structure	<ul style="list-style-type: none"> Identify specific words that express feelings and senses. (RI&RL) Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL) Describe how illustrations and details support the point of view or purpose of the text. (RI&RL) 	<ul style="list-style-type: none"> Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL) Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL) Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)
	Integration of Knowledge and Ideas	<ul style="list-style-type: none"> Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL) Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL) Make connections between self and text (texts and other people/ world). (RI&RL) 	<ul style="list-style-type: none"> Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL) Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&RL) Make connections between self and text (texts and other people/ world). (RI&RL)
Writing			
	Text Types and Purposes	<ul style="list-style-type: none"> Write an opinion on a topic or personal experience; give two or more reasons to support that opinion. Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure. 	<ul style="list-style-type: none"> Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. <p>PLEASE NOTE: Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. For example, a student’s opinion could be “I like cupcakes.” A student’s claim could be “Cupcakes are the best snack.” A student’s argument could be “Cupcakes are the best snack because...” with supporting reasons and evidence.</p>

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		<ul style="list-style-type: none"> • Write narratives which recount real or imagined experiences or events or a short sequence of events. • Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other). 	<ul style="list-style-type: none"> • Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section. • Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure. • Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
	Research to Present Knowledge	<ul style="list-style-type: none"> • Develop questions and participate in shared research and explorations to answer questions and to build knowledge. • Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways. 	<ul style="list-style-type: none"> • Develop questions and participate in shared research and explorations to answer questions and to build knowledge. • Recall and represent relevant information from experiences or gather information from provided sources to answer a question.
Speaking and Listening			
	Comprehension and collaboration	<p>Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 	<p>Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. • Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.

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		<ul style="list-style-type: none"> • Ask questions to clear up any confusion about topics and texts under discussion. • Consider individual differences when communicating with others. • Develop and answer questions about key details in diverse texts and formats • Develop and answer questions to clarify what the speaker says and identify a speaker’s point of view. 	<ul style="list-style-type: none"> • Ask for clarification and further explanation as needed about topics and texts under discussion. • Consider individual differences when communicating with others. • Recount or describe key ideas or details of diverse texts and formats. • Develop and answer questions about what a speaker says; agree or disagree with the speaker’s point of view, providing a reason(s).
	Presentation of Knowledge and ideas	<ul style="list-style-type: none"> • Describe familiar people, places, things, and events with relevant details expressing ideas clearly. • Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings. • Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience. 	<ul style="list-style-type: none"> • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings. • Express thoughts, feelings, and ideas clearly, adapting language according to context
Language Standards			
	Vocabulary Acquisition and Use	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. 1L4b: Use frequently occurring affixes as a clue to the meaning of a word. 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

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- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Demonstrate understanding of word relationships and nuances in word meanings.

- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).
- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings.

- Identify real-life connections between words and their use.
- Use words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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	Knowledge of Language		<ul style="list-style-type: none">• Use knowledge of language and its conventions when writing, speaking, reading, or listening.• Compare academic and conversational uses of English.
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