



NOSD Second Grade ELA Standards

READING:

- Reading literature (stories and poetry) and informational text (history, social studies, science, and technical texts)
- Reading literature (realistic fiction, poems), ways to ask/answer meaningful questions using the text, recognize words and phrases that supply rhythm, give meaning, and affect the reader (e.g., beat, alliteration, rhyme, repetition, rhythm)
- Reading informational text using questions to understand key details, use words, phrases, and images (diagrams and graphs) to understand a topic
- Reading literature (fables, folktales, other stories from diverse cultures, identify central lesson/message/moral, describe how characters respond to events, and story structure); compare and contrast two or more versions of the same story
- Reading informational text (historical, scientific, and technical texts from sources such as magazines, newspapers, digital texts; identify main idea of text, main ideas of each paragraph within the text and explain the relationship between ideas; use text features)
- Reading literature (e.g., adventure, mystery, traditional, and realistic fiction) character response to events; point of view and dialogue; story structure
- Reading informational text (history, science topics; connections between events and ideas/concepts; text features to locate information; author's purpose; author's use of reasons to support points)
- Reading literature (stories in a series and texts with dialogue; character behavior and point of view; reading dialogue; compare/contrast story elements; analyze author craft)
- Reading informational text (historical texts, science topics, and text sets on given topic; connection between events and ideas; author's purpose and graphic organizers; support points with reasons; compare/contrast information)

Writing:

- Writing process including revising and editing, and use of digital tools
- Writing in response to reading short poems and narratives (e.g., recount sequenced events, use details to describe actions, thoughts, and feelings, include sense of closure)
- Writing informative/explanatory texts (introduce topic, use facts and definitions, concluding statement, and use visual images)
- Writing a narrative (recall experiences, recount well-elaborated events, include details, use temporal words, and provide closure)
- Writing informative/explanatory text (write for a variety of purposes, introduce topic, use facts and definitions, concluding statement; gather information to answer a question from provided sources)
- Writing opinion pieces (fact and opinion, predictable structure, and support opinion with reasons)
- Writing opinion pieces (predictable structure includes: introduction, opinion, reasons, linking words, and concluding statement; revising, editing, and publishing)

- Creating shared research and narratives (synthesize information, drawings, audio or visual displays, writing process, publish, and digital tools)
- Creating shared research, informative/explanatory text (reports, science observations; digital tools, writing process, and publish)

Speaking and Listening:

- Engaging in collaborative conversations
- Ask and answer questions to understand, use details to add descriptions
- Ask and answer questions, provide additional key details, and use descriptions
- Asking/answering questions and clarifying
- Asking/answering questions, clarifying, and using drawings/visual displays

Language:

- Using words and phrases to talk about texts (show simple relationships)
- Printing upper/lower-case letters, using singular and plural nouns, and common possessives; capitalizing dates and names; using end punctuation; spelling words phonetically; and categorizing words
- Using personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything); using past, present, and future tense verbs, and frequently occurring adjectives; capitalizing names and dates; using punctuation at the end of sentences; spelling phonetically; categorizing words
- Using conventions of capitalization, punctuation, and spelling; determining and clarifying meaning of unknown and multi-meaning words and phrases; using verbs, adjectives, and connections between words

Foundational Skills:

- Learning phonics and word recognition (long and short vowels and second grade irregularly spelled words) and fluency (reading with meaning and purpose, accuracy, rate, expression, and context cues)
- Learning phonics and word recognition (long and short vowels), irregularly spelled words; and fluency (rereading, using context cues, accuracy, rate, and expression)
- Learning phonics and word recognition (decode two syllable words with long vowels and irregularly spelled words) and fluency (read with purpose and understanding, accuracy, rate, expression, reread, and self-correct)
- Learning phonics and word recognition (words that look the same and sound different, or sound the same and look different and irregularly spelled words) and fluency (accuracy, rate, expression, and context cues)

Note: Ozaukee Elementary uses Curriculum Companion ELA (CESA 7) to guide instruction.