

North Dakota English Language Arts

Grade 2

Adopted 2023

Second Grade

Foundations Of Literacy

Phonics and Word Study

8. Decode words with phoneme-grapheme correspondences: **2.F.8**
 - a. vowel teams **2.F.8.A**
 - b. diphthongs **2.F.8.B**
 - c. three consonant blends **2.F.8.C**
 - d. other r-controlled **2.F.8.D**
 - e. silent e in multisyllabic words **2.F.8.E**
 - f. r-controlled in multisyllabic words **2.F.8.F**
 - g. vowel team in multisyllabic words **2.F.8.G**
 - h. consonant le **2.F.8.H**
 - i. homophones **2.F.8.I**
 - j. irregularly spelled high-frequency words **2.F.8.J**
 - k. silent letter combinations **2.F.8.K**
 - l. schwa **2.F.8.L**
 - m. common derivational suffixes (e.g., -ly, -ful, -able) **2.F.8.M**
9. Encode words with phoneme-grapheme correspondences: **2.F.9**
 - a. closed and open syllables **2.F.9.A**
 - b. vowel teams **2.F.9.B**
 - c. soft and hard c and g; s as /z/ **2.F.9.C**
 - d. r-controlled **2.F.9.D**
 - e. prefixes and suffixes **2.F.9.E**
 - f. functions of y **2.F.9.F**
 - g. contractions **2.F.9.G**
 - h. irregularly spelled high-frequency words **2.F.9.H**
10. Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., synonyms, antonyms, homophones, and homographs). **2.F.10**
11. Use new academic, content-specific, grade-level vocabulary, connecting previously learned words and relating new words to background knowledge. **2.F.11**
 - a. Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning. **2.F.11.A**

Fluency

12. Read accurately and automatically a variety of second-grade texts with expression, phrasing, purpose, and understanding. **2.F.12**

Foundations of Writing

13. Write uppercase and lowercase letters accurately and automatically for all writing purposes. **2.F.13**
 14. Write a paragraph including multiple complete sentences on a topic. (Example structures for organization may include but are not limited to the summary, disciplinary literacy response, opinion, or informative.) **2.F.14**
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Communication

Presentational Communication

1. Report on a topic or text, tell a story or recount an experience to a targeted audience with relevant facts and descriptive details. **2.C.1**
2. Speak audibly in complete sentences when proper to the task and situation to provide requested details or clarifications. **2.C.2**
3. Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe. **2.C.3**
4. Use grade-appropriate conversational, general academic, and domain-specific words and phrases. **2.C.4**

Collaboration

5. Begins in sixth grade. **2.C.5**
6. Participate in conversations by linking comments to the remarks of others and asking questions. **2.C.6**
7. Work collaboratively by following agreed-upon rules and following/offering multi-step oral directions. **2.C.7**

Reading

Comprehension

1. Comprehend information during and after listening to a grade-level text. **2.R.1**
2. Ask and answer questions about key details before, during, and after reading a variety of literary and informational texts to compare, contrast, predict, or infer. **2.R.2**
 - A. Identify the main idea with supporting details during or after reading an informational text or passage. **2.R.3.A**
 - B. Retell the plot to include the beginning, middle, and end of a literary text after reading. **2.R.3.B**
4. Begins in fourth grade. **2.R.4**
5. Determine the meaning of unknown words and phrases through a variety of text experiences. **2.R.5**

Text Analysis

6. Identify text features (e.g., timeline, maps/legends, graphs/charts, subheadings) and use previously learned text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage. **2.R.6**
7. Begins in third grade. **2.R.7**
8. Use a variety of fiction and poetry texts. **2.R.8**
 - a. Describe characters' feelings or traits during or after listening to a story. **2.R.8.A**
 - b. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) or the same type of poem by different authors or from different cultures after listening to a story or poem. **2.R.8.B**

Writing

Text Types and Structure

1. Produce writing appropriate to the task, purpose, or audience. **2.W.1**
2. Write using an organizational structure that introduces a topic, includes supporting sentences, and provides a sense of closure. **2.W.2**
3. Write informative pieces that include factual details on the topic. **2.W.3**
4. Write opinion pieces on a topic using reasons to support the opinion. **2.W.4**
5. Write narrative pieces that describe a well-elaborated event in sequence. **2.W.5**

Writing Process and Craft

6. Develop and strengthen writing utilizing the five steps appropriate to the task. **2.W.6**
 - a. Planning: Generate ideas and plan (e.g., orally rehearse, graphic organizer, peer feedback). **2.W.6.A**
 - b. Drafting: Develop writing from the planning process. **2.W.6.B**
 - c. Revising: Improve writing by adding more details or deleting unnecessary wording or information. **2.W.6.C**
 - d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards. **2.W.6.D**
 - e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece. **2.W.6.E**
7. Write with intentional word choice that integrates emotion or descriptive language. **2.W.7**

Language Usage

1. Compose simple and compound sentences. **2.L.1**
 - a. Begin with a capital letter and capitalize proper names, holidays, months, and days of the week. **2.L.1.A**
 - b. Conclude with appropriate punctuation including the period, question mark, or exclamation mark. **2.L.1.B**
2. Recognize and use parts of speech in sentences: **2.L.2**
 - a. common, proper, and irregular plural nouns **2.L.2.A**
 - b. tenses of verbs (i.e., past, present, future) **2.L.2.B**
 - c. the simple subject and simple predicate of a sentence **2.L.2.C**
 - d. descriptive adjectives and articles (i.e., a, an, the) as adjectives **2.L.2.D**
 - e. singular and plural personal pronouns, and the nouns they replace **2.L.2.E**
 - f. the conjunctions and, or, but **2.L.2.F**

Inquiry And Research

1. Begins in third grade. **2.IR.1**
2. Locate important information on a topic in a provided source during a shared or interactive experience. **2.IR.2**
3. Use organizational tools to track information from a provided pair of sources relevant to a topic in a shared or interactive experience. **2.IR.3**