



Language Arts Learning Expectations– Grade 2

Oral Language

Listening and Speaking - *Uses listening and speaking strategies for different purposes*

- Listen and respond in small or large groups for increasing periods of time
- Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form
- Obtain simple information from accessible spoken texts
- Determine the purpose of listening
- Describe personal experiences
- Recite and respond to familiar stories, poems, and rhymes with patterns (e.g., relates information to own life; describes character, setting, plot)
- Use language to address their needs, express feelings and opinions
- Use oral language to communicate during classroom activities, conversations and imaginative play
- Talk about the stories, writing, pictures and models they have created
- Choose and prepare poems or stories to perform identifying appropriate expression, tone, volume and use of voices and other sounds
- Ask questions to gain information and respond to inquiries directed to themselves or to the class
- Report on a topic with supportive facts and details
- Follow rules of conversation and group discussion (e.g., takes turns, raises hand to speak, stays on topic, focuses attention on speaker)
- Use level-appropriate vocabulary in speech (e.g., number words; words that describe people, places, things, events, location, actions; synonyms, antonyms; homonyms, word analogies, common figures of speech)
- Present events and characters through dialogue to engage the interest of an audience
- Use some drama strategies to explore stories or issues

Written Language - Reading

Reading Process - *Uses the general skills and strategies of the reading process*

- Read aloud familiar stories, poems, and passages with increasing fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone, intonation)
- Use self-correction strategies (e.g., searches for cues, identifies miscues, rereads, asks for help)
- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Use basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning and ending consonants, vowel sounds, blends, word patterns) to decode unknown words
- Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading

- Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per)
- Decode two-syllable nonsense words and regular multisyllable words
- Recognize common abbreviations (e.g., Jan., Sun., Mr.)
- Identify and correctly use regular plurals (e.g., -s, -es, -ies) and some irregular plurals (e.g., fly/ flies, wife/wives)
- Understand and explain common antonyms and synonyms
- Use knowledge of individual words in unknown compound words to predict their meaning
- Know the meaning of simple prefixes and suffixes (e.g. un-, re-, -ing, -ed)
- Identify simple multiple-meaning words
- Use a children's dictionary to learn the meaning of unknown words
- Participate in guided reading situations, observing and applying reading behaviors and interacting effectively with the group

Understanding a Text - *Use reading skills and strategies to understand, interpret and respond to a variety of texts and can provide evidence from the text to support their understanding*

- Listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes
- Identify the elements of plot, character, and setting in a story
- Use mental images based on pictures and print to aid in comprehension of text
- Use reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fiction, nonfiction, predictable, poems)
- Use meaning clues (e.g., picture captions, title, cover, headings, story structure, story topic) to aid comprehension and make predictions about content (e.g., action, events, character's behavior)
- State the purpose in reading (i.e., tell what information is sought)
- Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how)
- Recognize cause-and-effect relationships in a text
- Make connections between personal experience and storybook characters
- Participate in guided reading situations, observing and applying reading behaviors and interacting effectively with the group

Written Language - Writing

Writing Process - *Uses the general skills and strategies of the writing process (prewriting, writing, revising, editing, publishing)*

- Show some knowledge of and a willingness to use an appropriate writing process (planning, drafting, editing, producing)
- Proofread their own writing and make some corrections and improvements
- Publish written work in handwritten form or in digital format, with teacher guidance

Creating and shaping texts - *Write independently and creatively for purpose, pleasure and learning. Use and*

adapt a range of forms, suited to different purposes and readers.

- Create readable documents with legible handwriting
- Use strategies to organize written work (e.g., includes a beginning, middle, and ending; uses a sequence of events)
- Write in a variety of forms or genres (e.g., picture books, friendly letters, stories, poems, information pieces, invitations, personal experience narratives, messages, responses to literature)
- Write brief expository descriptions of a real object, person, place, or event, using sensory details
- Write an increasing number of frequently used words or ideas independently
- Develop and use specific vocabulary in different contexts

Grammar and mechanics - *Uses grammatical and mechanical conventions in written compositions*

- Use increasingly accurate grammatical constructs
- Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking
- Identify and correctly use common contractions (e.g., isn't, didn't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking
- Distinguish between complete and incomplete sentences
- Recognize and use the correct word order in written sentences
- Write an increasing number of frequently used words or ideas independently
- Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why)
- Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly
- Use a period, exclamation point, or question mark at the end of sentences
- Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people
- Write legibly, and in a consistent style