

Grade 2 ELA Competencies

Competency #1: READING COMPREHENSION: Students will demonstrate the ability to comprehend, analyze, and evaluate increasingly complex texts. * Literary Texts +Informational Texts	
Meeting Expectations: I can statements	
Key Ideas & Details	
*+ I can ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	
* I can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
+ I can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
* I can describe how characters in a story respond to major events and challenges.	
+ I can describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Craft & Structure	
* I can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
+ I can determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	
* I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
+ I know and can use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
* I can acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
+ I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
Integration of Knowledge & Ideas	
* I can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
+ I can explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
*N/A	
+ I can describe how reasons support specific points the author makes in a text.	
* I can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
+ I can compare and contrast the most important points presented by two texts on the same topic.	
Range of Reading & Level of Text Complexity	
* By the end of the year, I can read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
+ By the end of year, I can read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Vocabulary Acquisition & Use
a. I can use sentence-level context as a clue to the meaning of a word or phrase.
b. I can determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).
c. I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).
d. I can use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).
e. I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
a. I can identify real-life connections between words and their use (e.g. <i>describe foods that are spicy or juicy</i>).
b. I can distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
I can 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., <i>When other kids are happy that makes me happy</i>).

Competency #2: FOUNDATIONAL SKILLS: Students will demonstrate an understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system.
Meeting Expectations: I can statements
Print Concepts and Phonological Awareness
Print Concepts: demonstrate understanding of the organization and basic features of print. Should be secure by the end of grade 1. For students not yet meeting expectations in this area, refer to the K or grade 1 competency documents.
Phonological Awareness: words, syllables, and sounds (phonemes). Should be secure by the end of grade 1. For students not yet meeting expectations in this area, refer to the K or grade 1 competency documents.
Phonics and Word Recognition
a. I can distinguish long and short vowels when reading regularly spelled one-syllable words (e.g. mask, clock, sheep, stripe).
b. I know spelling-sound correspondences for additional common vowel teams and I can identify, decode, and write single syllable words with: ☐ Common vowel teams with two consecutive vowels that make one sound (e.g. pay, tie, tow, glue). ☐ Variant vowel digraphs (sounds that are not Phonics: Sub skills commonly classified as long or short vowels, e.g. aw in claw, au in caught, oo in boot). ☐ Diphthongs, or two consecutive vowels, each which contributes to the sound heard (e.g. oi in soil, oy in toy, ow in now, ou in loud).
c. I can decode regularly spelled two-syllable words with long vowels.
d. I can decode words with common prefixes and suffixes. ☐ I can demonstrate my understanding that many words are made up of prefixes, base words, and suffixes (e.g. in the word return what is the prefix and what is the base word?). ☐ I can read common prefixes (e.g. 'un, 're, 'in, 'dis) and suffixes (e.g. 's, 'ed, 'ing, 'er).
e. I can identify words with inconsistent but common spelling-sound correspondences (e.g. gem /j/ sound before e; or when a one-syllable root word has a short vowel sound followed by /f/, /l/, or /s/, it is usually spelled ff, ll, or ss as in sniff, hill, or mess).
f. I can recognize and read grade-appropriate irregularly spelled words (e.g. ough in rough, tough, enough).

Fluency
a. I can read on-level text with purpose and understanding.
b. I can read on-level text orally with accuracy, appropriate rate, and expression on successive readings paying attention to punctuation and paraphrasing.
c. I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Competency #3: WRITING: Students will demonstrate the ability to write effectively for a variety of purposes and audiences.
Meetings Expectations: I can statements
Text Types & Purposes
I can write an opinion piece in which I: ☐ introduce the topic or book I am writing about ☐ state an opinion ☐ supply reasons that support the opinion ☐ use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons ☐ provide a concluding statement or section
I can write informative/explanatory texts in which I: ☐ introduce a topic ☐ use facts and definitions to develop points ☐ provide a concluding statement or section
I can write narratives in which I: ☐ recount a well-elaborated event or short sequence of events ☐ include details to describe actions, thoughts, and feelings ☐ use temporal words to signal event order ☐ provide a sense of closure
Production & Distribution of Writing
With guidance and support from adults and peers, I can: ☐ Focus on a topic ☐ Strengthen my writing as needed by revising and editing
With guidance and support from adults, I can: ☐ Use a variety of digital tools to produce and publish writing ☐ Collaborate with peers ☐ I am learning keyboarding skills ☐ I can “log on” to programs, computer stations, and hand-held devices and engage in digital media

Research to Build & Present Knowledge
I can participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
I can recall information from experiences or gather information from provided sources to answer a question.
Language: Conventions of Standard English
a. I can use collective nouns (e.g., <i>group</i>).
b. I can form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).
c. I can use reflexive pronouns (e.g., <i>myself, ourselves</i>).
d. I can form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).
e. I can use adjectives and adverbs, and choose between them depending on what is to be modified.
f. I can produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
a. I can capitalize holidays, product names, and geographic names.
b. I can use commas in greetings and closings of letters.
c. I can use an apostrophe to form contractions and frequently occurring possessives.
d. I can generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).
e. I can consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language
I can use knowledge of language and its conventions to compare formal and informal uses of English when writing, speaking, reading, or listening.
Vocabulary Acquisition & Use
The breakdown of skills for Vocabulary Acquisition & Use can be found in C1, Reading Comprehension, as students will demonstrate their understanding of these skills primarily through their interaction with text. We acknowledge that summative assessment aligned to Writing presents another, different opportunity for students to demonstrate their understanding of these same skills, yet at a higher level of depth of knowledge as they are asked to apply them in their writing. Teachers are encouraged to embed this form of assessment into their summative assessment structures. Successful application of grade-level Vocabulary Acquisition & Use is evidence of Exceeding Expectations for these performance indicators.

Competency #4: SPEAKING, LISTENING & VIEWING: Students will demonstrate the ability to listen and view critically and to speak purposefully and effectively.
Meeting Expectations: I can statements
Comprehension & Collaboration
a. I can follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
b. I can build on others' talk in conversations by linking my comments to the remarks of others.
c. I can ask for clarification and further explanation as needed about the topics and texts under discussion.

I can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
I can ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge & Ideas
I can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
I can create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
I can produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Vocabulary Acquisition & Use
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