Strand: Foundations			
Standard: Learning and Applying Foundational Reading Skills ELA.2.F.1			
Benchmark: Print Concepts **This benchmark is not present in Grade 2.**	**Benchmark: Phonological Awareness** **This benchmark is not present in Grade 2.**	**Benchmark: Phonics and Word Analysis** ELA.2.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). b. Decode regularly spelled two-syllable words with long and short vowels. c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). d. Decode words with common prefixes and suffixes. e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost). *Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). *Clarification 2:* Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.	**Benchmark: Fluency** ELA.2.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. *Clarification 1:* See Dolch and Fry word lists. (from page 207 of the ELA B.E.S.T. Standards Guide) *Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. *Clarification 3:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 4:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 5:* Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures (See page 148 ELA B.E.S.T. Standards Guide).

Strand: Reading

Standard: Reading Prose and Poetry ELA.2.R.1

Benchmark: Literary Elements	Benchmark: Theme	Benchmark: Perspective & Point of View	Benchmark: Poetry
ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text. *Clarification 1:* Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. *Clarification 2:* For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text. *Clarification 3:* For character, students will describe characters' traits, feelings, and behaviors.	**ELA.2.R.1.2** Identify and explain a theme of a literary text.	**ELA.2.R.1.3** Identify different characters' perspectives in a literary text. *Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.	**ELA.2.R.1.4** Identify rhyme schemes in poems. *Clarification 1:* Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other (For examples see page 44 in ELA B.E.S.T. Standards Guide).

Standard: Reading Informational Text ELA.2.R.2

Benchmark: Structure	Benchmark: Central Idea	Benchmark: Purpose & Perspective	Benchmark: Argument
ELA.2.R.2.1 Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.	**ELA.2.R.2.2** Identify the central idea and relevant details in a text.	**ELA.2.R.2.3** Explain an author's purpose in an informational text.	**ELA.2.R.2.4** Explain an author's opinion(s) and supporting evidence.

Standard: Reading Across Genres ELA.2.R.3

Benchmark: Interpreting Figurative Language	Benchmark: Paraphrasing and Summarizing	Benchmark: Comparative Reading

ELA.2.R.3.1 Identify and explain similes, idioms, and alliteration in text(s).	**ELA.2.R.3.2** Retell a text to enhance comprehension.
	  a. Use main story elements in a logical sequence for a literary text.
	  b. Use the central idea and relevant details for an informational text.
	Clarification 1: Most grade-level texts are appropriate for this benchmark.
		ELA.2.R.3.3 Compare and contrast important details presented by two texts on the same topic or theme.
		
		Clarification 1: For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events.
		Clarification 2: The different versions may be of the same or different formats.

Strand: Communication				
Standard: Communicating Through Writing ELA.2.C.1				
Benchmark: Handwriting ELA.2.C.1.1 Demonstrate legible printing skills.	**Benchmark: Narrative Writing ELA.2.C.1.2** Write personal or fictional narratives using a logical sequence of events, transitions, and an ending. *Clarification 1:* See Writing Types (from page 183 of the ELA B.E.S.T. Standards: Narrative writing is a type of composition that tells a story, the elements of which may be fiction or nonfiction. Narration of a story may take various forms (first, second, third person, etc.). The story events may be presented sequentially or in an order that stimulates reader interest. Narrative writing includes the writer's use of genre-specific elements, including but not limited to: characterization through dialogue, vivid description, sensory details, foreshadowing, and flashback.)	**Benchmark: Argumentative Writing ELA.2.C.1.3** Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion. *Clarification 1:* See Writing Types (from page 183 of the ELA B.E.S.T. Standards: Argumentative writing is a type of composition in which the author presents a reasoned, logical argument supported by evidence, often with the intention of changing the reader's point of view, or appealing to the reader to accept the writer's belief about an issue, problem, or concept. In literary argumentation, the writer may support claims that evaluate the value or meaning of a literary work. In any form of argumentation, the writer defends a position with evidence from sources relative to the text(s) or subject(s) that he or she is writing about. Note: In grades K-5, the term "opinion" refers to the evolving form of argument.)	**Benchmark: Expository Writing ELA.2.C.1.4** Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion *Clarification 1:* See Writing Types (from page 183 of the ELA B.E.S.T. Standards: Expository writing is a type of composition in which the writer seeks to present or report on information accurately for the purpose of improving the reader's understanding of an issue, problem, or concept. In expository writing, the writer uses a variety of techniques to convey information, including the use of an organizational structure appropriate to the subject. The writer may compare and/or contrast concepts, list, name, describe, or define different parts for the reader, or incorporate relevant anecdotes, examples, facts, and details to develop a central idea.)	**Benchmark: Improving Writing ELA.2.C.1.5** Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. *Clarification 1:* "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.
Standard: Communicating Orally ELA.2.C.2				

Benchmark: Oral Presentation
ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.

Clarification 1: Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.
Clarification 2: For further guidance, see the Elementary Oral Communication Rubric. (from page 188 of the ELA B.E.S.T. Standards Guide)

Standard: Following Conventions ELA.2.C.3

Benchmark: Conventions
ELA.2.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Clarification 1: Skills to be mastered at this grade level are as follows:
- Form plurals -y to -ies.
- Use apostrophes to form contractions.
- Appropriately use pronouns.
- Use commas in a series.
- Use plural possessives.
- Use interjections.

Skills to be implemented but not yet mastered are as follows:
- Conjugate regular and irregular verb tenses.
- Form and use regular and frequently occurring irregular plural nouns.
- Form and use the past tense of frequently occurring irregular verbs.
- Maintain consistent verb tense across paragraphs.
- Form and use irregular plural nouns.
- Form and use the progressive and perfect verb tenses.
- Use simple modifiers.
- Use prepositions and prepositional phrases.
- Form and use compound sentences.
- Use quotation marks with dialogue and direct quotations.
- Use commas to indicate direct address.
- Use subject-verb agreement with intervening clauses and phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Clarification 2: See Conventions Progression by Grade Level (from page 198 of the ELA B.E.S.T. Standards Guide)

Standard: Researching ELA.2.C.4

Benchmark: Researching and Using Information
ELA.2.C.4.1 Participate in research to gather information to answer a question about a single topic using multiple sources.

Standard: Creating and Collaborating ELA.C.2.5

Benchmark: Multimedia	**Benchmark: Technology in Communication**
ELA.2.C.5.1 Use one or more multimedia element(s) to enhance oral or written tasks. *Clarification 1:* Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.	**ELA.2.C.5.2** Use digital tools to produce and publish writing individually or with peers and with support from adults.

Strand: Vocabulary

Standard: Finding Meaning ELA.2.V.1

Benchmark: Academic Vocabulary **ELA.2.V.1.1** Recognize and use grade-level academic vocabulary in speaking and writing. *Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.	**Benchmark: Morphology** **ELA.2.V.1.2** Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content. *Clarification 1:* See Base Words (from page 199 of the ELA B.E.S.T. Standards Guide)	**Benchmark: Context and Connotation** **ELA.2.V.1.3** Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. *Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2:* See Context Clues and Word Relationships. (from page 205 of the ELA B.E.S.T. Standards Guide)

ELA Expectations The ELA Expectations are those overarching skills that run through every component of language arts. These are skills that students should be using throughout the strands. (from Appendix A page 147 of the ELA B.E.S.T. Standards Guide.)
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. *Clarification 1:* 2nd-3rd Grade Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. *Clarification 1:* See text complexity for grade-level complexity bands and a text complexity rubric. (from page 148 of the ELA B.E.S.T. Standards Guide)
ELA.K12.EE.3.1 Make inferences to support comprehension. *Clarification 1:* Students will make inferences before the words infer or inference are introduced. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. *Clarification 1:* In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.
ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work. *Clarification 1:* Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.
ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing. *Clarification 1:* In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.