State: GA

Subject: ELA (GSE)

Grade Level: 2

Standard	Study Island Topic
Reading Literary	
<u>Key Ideas and Details</u>	
ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	• **Asking and Answering Questions**
ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	• **Recounting Stories** • **Lessons and Morals**
ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.	• **Major Events and Challenges** • **Characters** • **Setting**
<u>Craft and Structure</u>	
ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	• **Rhythm and Meaning**
ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.	• **Major Events and Challenges** • **Setting**

ELAGSE2RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	• **Point of View**

Integration of Knowledge and Ideas

ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	• **Images and Illustrations**
ELAGSE2RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	• **Compare and Contrast**

Range of Reading and Level of Text Complexity

ELAGSE2RL10 By the end of the year, 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.	• **Embedded**

Reading Informational

Key Ideas and Details

ELAGSE2RI1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	• **Asking and Answering Questions**
ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	• **Main Topic and Focus**

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	• **Describing Connections**

Craft and Structure

ELAGSE2RI4 Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	• **Multiple-Meaning Words** • **Context Clues**
ELAGSE2RI5 Know and 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.	• **Text Features**
ELAGSE2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	• **Main Purpose**

Integration of Knowledge and Ideas

ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	• **Diagrams, Charts, and Graphs**
ELAGSE2RI8 Describe how reasons support specific points the author makes in a text.	• **Main Topic and Focus**
ELAGSE2RI9 Compare and contrast the most important points presented by two texts on the same topic.	• **Compare and Contrast**

Range of Reading and Level of Text Complexity

ELAGSE2RI10 By the end of the year, 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.	• **Embedded**

Reading Foundational

<u>**Phonics and Word Recognition**</u>

ELAGSE2RF3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.	• **Phonics** • **Syllables** • **Roots and Affixes** • **Spelling**

<u>**Fluency**</u>

ELAGSE2RF4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.	• **Spelling**

Writing

Text Types and Purpose

ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	• **Introducing and Closing Topics** • **Supporting and Developing Topics** • **Linking Words**
ELAGSE2W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	• **Introducing and Closing Topics** • **Supporting and Developing Topics**
ELAGSE2W3 Write narratives in which they 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, and provide a sense of closure.	• **Introducing and Closing Topics** • **Supporting and Developing Topics** • **Linking Words**

Production and Distribution of Writing

ELAGSE2W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include prewriting.	- **Editing** - **Focus on a Topic** - **Revising**
ELAGSE2W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.	- **Embedded**

Research to Build and Present Knowledge

ELAGSE2W7 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).	- **N.A**
ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question.	- **Recalling Information** - **Gathering Information**

Range of Writing

Speaking and Listening

Comprehension and Collaboration

ELAGSE2SL1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. 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. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	• **N.A**
ELAGSE2SL2 Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.	• **N.A**
ELAGSE2SL3 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.	• **N.A**
Presentation of Knowledge and Ideas	
ELAGSE2SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	• **N.A**
ELAGSE2SL5 With guidance and support, 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	• **N.A**

appropriate to clarify ideas, thoughts and
feelings.

ELAGSE2SL6 Produce complete sentences
when appropriate to task and situation in
order to provide requested detail or
clarification. (See grade 2 Language
standards 1 and 3 for specific expectations.)

- **N.A**

Language

Conventions of Standard English

ELAGSE2L1 Demonstrate command of the
conventions of standard English grammar and
usage when writing or speaking.
a. Use collective nouns (e.g., *group*).
b. Form and use frequently occurring irregular
plural nouns (e.g., *feet, children, teeth, mice,
fish*).
c. Use reflexive pronouns (e.g., *myself,
ourselves*).
d. Form and use the past tense of frequently
occurring irregular verbs (e.g., *sat, hid, told*).
e. Use adjectives and adverbs, and choose
between them depending on what is to be
modified.
f. Produce, expand, and rearrange complete
simple and compound sentences (e.g., *The
boy watched the movie; The little boy
watched the movie; The action movie was
watched by the little boy*).
g. Create documents with legible handwriting.

- **N.A**
- **N.A**
- **N.A**
- **N.A**
- **N.A**
- **N.A**

ELAGSE2L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., *cage →badge; boy →boil).* *e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.*	• **N.A** • **N.A** • **N.A** • **N.A** • **N.A**
Knowledge of Language	
ELAGSE2L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	• **N.A**
Vocabulary Acquisition and Use	

ELAGSE2L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	• **N.A** • **N.A** • **N.A** • **N.A** • **N.A**
ELAGSE2L5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). I	• **N.A** • **N.A**

ELAGSE2L6 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., *When other kids are happy that makes me happy*).	• **N.A**