

Grade 2 English Language Arts Scope and Sequence



The following are examples of literary and informational text types that could be used in classroom instruction. Texts are not limited to these examples.

Literature: stories, drama, poetry, fiction, fairytales, nursery rhymes, folk tales, tall tales, and other literary texts

Informational Text: nonfiction, biographies, autobiographies, books and articles about religion, science, art, history, social studies, and information displayed in charts, graphs, or maps, in both print and digital sources

	Unit 1 Second Grade Readers and Writers Sep – Oct (5 Weeks)	Unit 2 Fables, Folktales, and Personal Narratives Oct - Dec (9 Weeks)	Unit 3 Nonfiction Text and Informative Writing Jan – Feb (6 Weeks)	Unit 4 Informational Text and Writing to Explain Feb – Mar (5 Weeks)	Unit 5 Poetry Mar – May (5 Weeks)	Unit 6 Blended Texts and Opinion Writing May -Jun (7 Weeks)
Focus	Reading: Literature Writing: Narrative	Reading: Literature Writing: Narrative	Reading: Informational Writing: Informative/Explanatory	Reading: Informational Writing: Informative/Explanatory	Reading: Literature (Poems) Writing: Narrative (Poems)	Reading: Informational, Literature Writing: Opinion
Reading	2R1 2R7 2R2 2R9 2R3 2R6	2R1 2R7 2R2 2R8 2R3 2R9 2R4 2R5	2R1 2R6 2R2 2R7 2R3 2R8 2R4 2R9 2R5	2R1 2R6 2R2 2R7 2R3 2R8 2R4 2R9 2R5	2R1 2R7 2R2 2R9 2R4 2R5	2R1 2R6 2R2 2R7 2R3 2R8 2R4 2R9 2R5
Foundational Skills	2RF3abcde 2RF4ab	2RF3abcde 2RF4ab	2RF4ab	2RF3abcde 2RF4ab	2RF3abcde 2RF4ab	2RF4ab
Writing	2W3 2W6 2W7	2W3 2W4 2W6 2W7	2W2 2W6 2W7	2W2 2W4 2W6 2W7	2W3 2W4	2W1 2W6 2W7
Speaking and Listening	2SL1abcd 2SL4 2SL6	2SL1abcd 2SL2 2SL4 2SL6	2SL1abcd 2SL4 2SL6	2SL1abcd 2SL2	2SL1abcd 2SL2 2SL3 2SL5	2SL1abcd 2SL2

Language Standards: Language instruction is determined at the school level in collaboration with grade-level teams. Language Standards 1 and 2 are organized within grade bands and are meant to be accomplished by the end of Second Grade. Local curriculum choices will determine which specific skills are included in Second Grade. All language standards are listed at the end of this document.

Grade 2 English Language Arts Standards by Unit



Unit Title

Focus Standards

1

READING (Focus: Literature)

Reading. Key Ideas and Details

2R1. Develop and answer questions to demonstrate an understanding of key ideas and details in a text.

2R2. Identify a main topic or central idea and retell key details in a text; summarize portions of a text

2R3. In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections between ideas, concepts, or a series of events

Reading. Craft and Structure

2R6. Identify examples of how illustrations, text features, and details support the point of view or purpose of the text

Reading. Integration of Knowledge and Ideas

2R7. Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features

2R9. Make connections between self and text (texts and other people/word)

Foundational Skills. Phonics and Word Recognition

2.RF3. 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 (including common vowel teams)
- b. Decode short and long vowel sounds in two-syllable words
- c. Decode regularly spelled two-syllable words
- d. Recognize and identify root word and common suffixes and prefixes
- e. Read all common high-frequency words by sight

Foundational Skills. Fluency

2.RF4. Read grade-level text with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
- b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

WRITING (Focus: Narrative)

Writing. Text Types and Purposes

2W3. Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure

Writing. Research to Build and Present Knowledge

2W6. Develop questions and participate in shared research and explorations to answer questions and to build knowledge

2W7. Recall and represent relevant information from experiences or gather information from provided sources to answer a question

SPEAKING AND LISTENING

Speaking and Listening. Comprehension and Collaboration

2SL1. Participate in collaborative conversations with diverse peers and adults in small and large groups and during play

- a. Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic
- b. Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion
- d. Consider individual differences when communicating with others

Second Grade
Readers and
Writers

2

Fables,
Folktales, and
Personal
Narratives

Speaking and Listening. Presentation of Knowledge and Ideas

2SL4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

2SL6. Express thoughts, feelings, and ideas clearly, adapting language according to context

READING (Focus: Literature)

Reading. Key Ideas and Details

2R1. Develop and answer questions to demonstrate an understanding of key ideas and details in a text.

2R2. Identify a main topic or central idea and retell key details in a text; summarize portions of a text

2R3. In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections between ideas, concepts, or a series of events

Reading. Craft and Structure

2R4. Explain how words and phrases in a text suggest feelings and appeal to the senses

2R5. Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text

Reading. Integration of Knowledge and Ideas

2R7. Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features

2R8. Explain how specific points the author or illustrator makes in a text are supported by relevant reasons

2R9. Make connections between self and text (texts and other people/word)

Foundational Skills. Phonics and Word Recognition

2.RF3. 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 (including common vowel teams)
- b. Decode short and long vowel sounds in two-syllable words
- c. Decode regularly spelled two-syllable words
- d. Recognize and identify root word and common suffixes and prefixes
- e. Read all common high-frequency words by sight

Foundational Skills. Fluency

2.RF4. Read grade-level text with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
- b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

WRITING (Focus: Narrative)

Writing. Text Types and Purposes

2W3. Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure

2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other)

Writing. Research to Build and Present Knowledge

2W6. Develop questions and participate in shared research and explorations to answer questions and to build knowledge

2W7. Recall and represent relevant information from experiences or gather information from provided sources to answer a question

SPEAKING AND LISTENING

Speaking and Listening. Comprehension and Collaboration

2SL1. Participate in collaborative conversations with diverse peers and adults in small and large groups and during play

- a. Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic
- b. Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion
- d. Consider individual differences when communicating with others

2SL2. Recount or describe key ideas or details of diverse texts and formats

Speaking and Listening. Presentation of Knowledge and Ideas

2SL4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
2SL6. Express thoughts, feelings, and ideas clearly, adapting language according to context

READING (Focus: Informational)

Reading. Key Ideas and Details

2R1. Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
2R2. Identify a main topic or central idea and retell key details in a text; summarize portions of a text
2R3. In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections between ideas, concepts, or a series of events

Reading. Craft and Structure

2R4. Explain how words and phrases in a text suggest feelings and appeal to the senses
2R5. Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text
2R6. Identify examples of how illustrations, text features, and details support the point of view or purpose of the text

Reading. Integration of Knowledge and Ideas

2R7. Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features
2R8. Explain how specific points the author or illustrator makes in a text are supported by relevant reasons
2R9. Make connections between self and text (texts and other people/word)

Foundational Skills. Fluency

2.RF.4. Read grade-level text with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

WRITING (Focus: Informative/Explanatory)

Writing. Text Types and Purposes

2W2. Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section

Writing. Research to Build and Present Knowledge

2W6. Develop questions and participate in shared research and explorations to answer questions and to build knowledge
2W7. Recall and represent relevant information from experiences or gather information from provided sources to answer a question

SPEAKING AND LISTENING

Speaking and Listening. Comprehension and Collaboration

2SL1. Participate in collaborative conversations with diverse peers and adults in small and large groups and during play
a. Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic
b. Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges
c. Ask for clarification and further explanation as needed about the topics and texts under discussion
d. Consider individual differences when communicating with others

Speaking and Listening. Presentation of Knowledge and Ideas

2SL4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
2SL6. Express thoughts, feelings, and ideas clearly, adapting language according to context

3

Nonfiction Text
and
Informative
Writing

4

Informational
Text and
Writing to
Explain

READING (Focus: Informational)

Reading. Key Ideas and Details

2R1. Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
2R2. Identify a main topic or central idea and retell key details in a text; summarize portions of a text
2R3. In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections between ideas, concepts, or a series of events

Reading. Craft and Structure

2R4. Explain how words and phrases in a text suggest feelings and appeal to the senses

2R5. Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text

2R6. Identify examples of how illustrations, text features, and details support the point of view or purpose of the text

Reading. Integration of Knowledge and Ideas

2R7. Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features

2R8. Explain how specific points the author or illustrator makes in a text are supported by relevant reasons

2R9. Make connections between self and text (texts and other people/word)

Foundational Skills. Phonics and Word Recognition

2.RF3. 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 (including common vowel teams)
- b. Decode short and long vowel sounds in two-syllable words
- c. Decode regularly spelled two-syllable words
- d. Recognize and identify root word and common suffixes and prefixes
- e. Read all common high-frequency words by sight

Foundational Skills. Fluency

2.RF4. Read grade-level text with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
- b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

WRITING (Focus: Informative/Explanatory)

Writing. Text Types and Purposes

2W2. Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section

2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other)

Writing. Research to Build and Present Knowledge

2W6. Develop questions and participate in shared research and explorations to answer questions and to build knowledge

2W7. Recall and represent relevant information from experiences or gather information from provided sources to answer a question

SPEAKING AND LISTENING

Speaking and Listening. Comprehension and Collaboration

2SL1. Participate in collaborative conversations with diverse peers and adults in small and large groups and during play

- a. Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic
- b. Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion
- d. Consider individual differences when communicating with others

2SL2: Recount or describe key ideas or details of diverse texts and formats

READING (Focus: Literature (Poems))

Reading. Key Ideas and Details

2R1. Develop and answer questions to demonstrate an understanding of key ideas and details in a text.

2R2. Identify a main topic or central idea and retell key details in a text; summarize portions of a text

Reading. Craft and Structure

2R4. Explain how words and phrases in a text suggest feelings and appeal to the senses

2R5. Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text

Reading. Integration of Knowledge and Ideas

5

Poetry

- 2R7. Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features
2R9. Make connections between self and text (texts and other people/word)

Foundational Skills. Phonics and Word Recognition

- 2.RF3. Know and apply grade-level phonics and word analysis skills in decoding words
- Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams)
 - Decode short and long vowel sounds in two-syllable words
 - Decode regularly spelled two-syllable words
 - Recognize and identify root word and common suffixes and prefixes
 - Read all common high-frequency words by sight

Foundational Skills. Fluency

- 2.RF4. Read grade-level text with sufficient accuracy and fluency to support comprehension.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary

WRITING (Focus: Narrative (Poems))

Writing. Text Types and Purposes

2W3. Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure

2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other)

SPEAKING AND LISTENING

Speaking and Listening. Comprehension and Collaboration

- 2SL1. Participate in collaborative conversations with diverse peers and adults in small and large groups and during play
- Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic
 - Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges
 - Ask for clarification and further explanation as needed about the topics and texts under discussion
 - Consider individual differences when communicating with others
- 2SL2. Recount or describe key ideas or details of diverse texts and formats
- 2SL3. Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s)

Speaking and Listening. Presentation of Knowledge and Ideas

2SL5. Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings

READING (Focus: Informational and Literature Texts)

Reading. Key Ideas and Details

- 2R1. Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
2R2. Identify a main topic or central idea and retell key details in a text; summarize portions of a text
2R3. In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections between ideas, concepts, or a series of events

Reading. Craft and Structure

- 2R4. Explain how words and phrases in a text suggest feelings and appeal to the senses
2R5. Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text
2R6. Identify examples of how illustrations, text features, and details support the point of view or purpose of the text

Reading. Integration of Knowledge and Ideas

- 2R7. Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features
2R8. Explain how specific points the author or illustrator makes in a text are supported by relevant reasons
2R9. Make connections between self and text (texts and other people/word)

Foundational Skills. Fluency

6

Blended Texts
and Opinion
Writing

- 2.RF.4. Read grade-level text with sufficient accuracy and fluency to support comprehension.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary

WRITING (Focus: Opinion)

Writing. Text Types and Purposes

2W1. Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.

Note: Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. For example, a student's opinion could be "I like cupcakes." A student's claim could be "Cupcakes are the best snack." A student's argument could be "Cupcakes are the best snack because..." with supporting reasons and evidence

Writing. Research to Build and Present Knowledge

2W6. Develop questions and participate in shared research and explorations to answer questions and to build knowledge

2W7. Recall and represent relevant information from experiences or gather information from provided sources to answer a question

SPEAKING AND LISTENING

Speaking and Listening. Comprehension and Collaboration

2SL1. Participate in collaborative conversations with diverse peers and adults in small and large groups and during play

- Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic
- Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges
- Ask for clarification and further explanation as needed about the topics and texts under discussion
- Consider individual differences when communicating with others

2SL2. Recount or describe key ideas or details of diverse texts and formats

LANGUAGE

Language. Knowledge of Language

2L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Compare academic and conversational uses of English

Language. Vocabulary Acquisition and Use

2L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies

- Use sentence-level context as a clue to the meaning of a word or phrase
- Determine the meaning of the new word formed when a know prefix is added to a know word (e.g., happy/unhappy, tell/retell)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)
- Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases

2L5. Demonstrate understanding of word relationships and nuances in word meanings

- Identify real-life connections between words and their use
- Use words for identification and description, making connections between words and their use (e.g., describe food that are spicy or juicy)
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)

2L6. 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)

Note: The following language standards (1 and 2) are designed for Mastery at the end of Grade 2. Schools should evaluate in grade-level teams to determine when and how to monitor instruction and progress in these skills.

Language. Conventions of Academic English/Language for Learning

Language Standard 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Core Conventions Skills for Prekindergarten → Grade 2:

- Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
- Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
- Use common, proper, and possessive nouns. • Use collective nouns (e.g., group).
- Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).
- Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).
- Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
- Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities. • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
- Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
- Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally)
- Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

Language Standard 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

Core Punctuation and Spelling Skills for Prekindergarten → Grade 2:

- Attempt to write symbols or letters to represent words.
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Consult reference materials as needed to check and correct spellings.
- Recognize and name end punctuation. → Use end punctuation for sentences.
- Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
- Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.