

# Oregon English/Language Arts Grade-level Foundations

## Grade 2

### READING

#### Decoding and Word Recognition

**CCG:** Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Read regular multi-syllabic words.

Use letter-sound correspondence knowledge to sound out unknown words.

Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding, and the vowel sound “oy” in boy) when reading.

Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su / per, vowel-consonant/consonant-vowel = sup / per).

Recognize and correctly read and use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).

Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).

Read aloud grade-level text fluently and accurately with appropriate intonation and expression using cues of punctuation to assist.

By the end of the second grade, read aloud unpracticed grade-level text at a target rate of 90-100 wcpm (words correct per minute).

Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

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### READING

#### Listen to and Read Informational and Narrative Text

**CCG:** Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

#8 The Forest of S. T. Shrew  
#13 We All Need Trees  
#18 Tale of the Sun  
#22A Trees as Habitats



#### Skills to Support Standards:

- Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.
- Demonstrate listening comprehension of more complex text through discussions.
- Draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.
- Reread sentences when meaning is not clear.
- Read voluntarily for interest and own purposes.

#### Vocabulary

**CCG:** Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

#8 The Forest of S.T. Shrew  
#54A I'd Like to Visit a Place Where



#### Skills to Support Standards:

- **Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.**  
#8 The Forest of S.T. Shrew
- **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.** #8 The Forest of S.T. Shrew

Know and explain common antonyms and synonyms.

Use knowledge of individual words in unknown compound words to predict their meaning (daydream).

Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).

Use context to identify simple multiple-meaning words (change, duck).

Determine meanings of words by using a dictionary or glossary.

# Oregon English/Language Arts Grade-level Foundations

## Grade 2

### READING

#### Read to Perform a Task

**CCG:** Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

Read written directions, signs, captions, warning labels, and informational books.

Use titles, tables of contents, and chapter headings to locate information in text.

Interpret information from diagrams, charts, and graphs.

Alphabetize a list of words to the second letter.

Follow two-step written instructions.

#### Informational Text: Demonstrate General Understanding

**CCG:** Demonstrate general understanding of grade-level informational text across the subject areas.

Read informational texts for answers to specific questions or for specific purposes.

Recall facts and details in the text to clarify and organize ideas.

#### Informational Text: Develop an Interpretation

**CCG:** Develop an interpretation of grade-level informational text across the subject areas.

Pose possible answers to how, why, and what-if questions.

Connect the information in text to life experiences, text, and world.

**CCG:** Examine content and structure of grade-level informational text across the subject areas.

#### Informational Text: Examine Content and Structure

Connect and compare information across selections.

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## LITERATURE

### Listen to and Read Literary Text

**CCG:** Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

#8 The Forest of S. T. Shrew  
#18 Tale of the Sun  
#22A Trees as Habitats  
#36B Pollution Search  
#89A Trees for Many Reasons



#### Skills to Support Standards:

- Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature—including poetry, fiction, non-fiction, and drama—from a variety of cultures and time periods.
- Demonstrate listening comprehension of more complex literary text through discussions.

### Literary Text: Demonstrate General Understanding

**CCG:** Demonstrate general understanding of grade-level literary text.

#8 The Forest of S. T. Shrew  
#18 Tale of the Sun

Retell the sequence of the story.

Identify and describe the plot, setting, and character(s) in the story.

### Literary Text: Develop an Interpretation

**CCG:** Develop an interpretation of grade-level literary text.

#8 The Forest of S. T. Shrew  
#18 Tale of the Sun

Make and confirm predictions about what will happen next.

Describe cause-and-effect of specific events.

### Literary Text: Examine Content and Structure

**CCG:** Examine content and structure of grade-level literary text.

#8 The Forest of S. T. Shrew  
#18 Tale of the Sun

Connect and compare similarities in characters and events across stories.

#8 The Forest of S. T. Shrew  
#18 Tale of the Sun

Recognize the use of rhyme, rhythm, and alliteration (using words with repeating consonant sounds) by a poet, and discuss its use.

Take part in creative responses to texts such as dramatizations and oral presentations.

# Oregon English/Language Arts Grade-level Foundations

## Grade 2

### WRITING

#### Planning, Evaluation, and Revision

**CCG:** Pre-write, draft, revise, edit, and publish across the subject areas.



#### Skills to Support Standards:

- Create a list of ideas for writing.
- In addition to drafting and revising, begin to use (with guidance) additional parts of the writing process such as conferencing.
- With assistance, revise original drafts to improve sequence and provide more descriptive detail.
- With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.

#### Writing

**CCG:** Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

**#2 Get in Touch with Trees**

With guidance, make reasonable judgments about what to include in written compositions.

Group related ideas to maintain a consistent focus.

Develop an idea with an introductory sentence, supporting sentence(s), and a concluding sentence.

Sequence three or more events.

Select and use descriptive words when writing.

**#2 Get in Touch with Trees**

Distinguish between complete (When Tom hit the ball, he was proud.) and incomplete sentences (When Tom hit the ball).

Use correct word order in written sentences.

# Oregon English/Language Arts Grade-level Foundations

## Grade 2

### Conventions

#### Spelling

**CCG:** Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Spell correctly words which are used frequently but do not fit common spelling patterns such as *was, were, says, said, who, what, and why*.

Spell correctly words with short and long vowel sounds (a, e, i, o, u), *r*-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

Spell correctly previously studied words and spelling patterns in own writing.

Represent all sounds in a word when spelling independently.

#### Grammar

Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).

Identify and begin to correctly write a few contractions (isn't, can't).

#### Punctuation

Use commas in the greeting (Dear Eric,) and closure of a letter (Love, or Your Friend,) and with dates (July 14, 2003) and items in a series (Ethan, Emma, and Jennifer).

#### Capitalization

Capitalize all proper nouns (names of specific people or things, such as Emma, Oregon, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials of people.

#### Handwriting

Form letters correctly and space words and sentences properly so that printing can be read easily by another person.

# Oregon English/Language Arts Grade-level Foundations

## Grade 2

### WRITING

#### Writing Applications

##### Narrative Writing

**CCG:** Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

#2B Get in Touch With Trees  
#6B Picture This!  
#20 Environmental Exchange Box  
#31 Plant a Tree

Write brief narratives based on personal experiences:

- Move through a logical sequence of events.
- Describe the setting, characters, objects, and events.

##### Expository Writing

Write a brief description of a familiar object, person, place, or event:

- Develop a main idea.
- Use details to support the main idea.

#2B Get in Touch With Trees, #6B Picture This!, #20 Environmental Exchange Box

Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.

#20 Environmental Exchange Box

Write instructions that illustrate multiple steps.

With organizational help, begin writing brief informative reports.

#2B Get in Touch With Trees

##### Research Report Writing

**CCG:** Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. (See *Writing Applications-Expository Writing: Research Reports*)

Understand the purposes of various reference materials.

Find ideas for writing in pictures and/or books.

# Oregon English/Language Arts Grade-level Foundations

## Grade 2

### SPEAKING AND LISTENING

#### Speaking

**CCG:** Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

#2A Get in touch with Trees  
#4B Sounds Around  
#6B Picture This!  
#18 Tale of the Sun  
#21A Adopt-A-Tree  
#22A Trees as Habitats

Retell stories in own words including characters, setting, and plot.

#18 Tale of the Sun

Tell experiences in logical order.

#2A Get in touch with Trees

With guidance, report on a topic with supportive facts and details.

#6B Picture This!

With guidance, organize presentations to maintain a clear focus.

#4B Sounds Around

Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

#### Listening

**CCG:** Listen critically and respond appropriately across the subject areas.

#4B Sounds Around  
#8 The Forest of S. T. Shrew  
#18 Tale of the Sun

Determine the purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).

#4B Sounds Around

Ask for clarification and explanation of stories and ideas.

Retell in own words information that has been shared orally by others.

Give and follow three- and four-step oral directions.

#### Analysis

**CCG:** Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

There are currently no grade 2 grade-level foundations for Analysis.