

# ENGLISH LANGUAGE ARTS

## NORTH CAROLINA STANDARD COURSE OF STUDY

### READING STRAND

K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

### READING STANDARDS FOR LITERATURE

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#### **Key Ideas and Evidence**

- RL.2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.

#### **Craft and Structure**

- RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.
- RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### **Integration of Ideas and Analysis**

- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.8 Not applicable to literature.
- RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

#### **Range of Reading and Level of Complexity**

- RL.2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

### READING STANDARDS FOR INFORMATIONAL TEXT

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#### **Key Ideas and Evidence**

- RI.2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### ***Craft and Structure***

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.
- RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.

### ***Integration of Ideas and Analysis***

- RI.2.7 Explain how specific images contribute to and clarify a text.
- RI.2.8 Identify the reasons an author gives to support ideas in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

### ***Range of Reading and Level of Complexity***

- RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

## **READING FOUNDATIONAL SKILLS**

The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

## **READING STANDARDS FOR FOUNDATIONAL SKILLS**

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### ***Handwriting***

- RF.2.2 Print all upper- and lowercase letters legibly and proportionally.

### ***Phonics and Word Recognition***

- RF.2.4 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.
  - f. Recognize and read grade-appropriate irregularly spelled words.

### ***Fluency***

- RF.2.5 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.

## **WRITING STRAND**

To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by the *end of each grade*.

### **WRITING STANDARDS**

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#### ***Text Types, Purposes, and Publishing***

- W.2.1 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 to connect opinion and reasons, and provide a concluding statement or section.
- With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
  - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
  - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.3 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 transition words to signal event order, and provide a sense of closure.
- With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
  - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

#### ***Research***

- W.2.5 Participate in shared research and writing projects.
- W.2.6 Recall information from experiences or gather information from provided sources to answer a question.

## **SPEAKING AND LISTENING STRAND**

The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

## SPEAKING AND LISTENING STANDARDS

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### ***Collaboration and Communication***

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions.
  - Build on others' talk in conversations by linking their comments to the remarks of others.
  - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 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 and Ideas***

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.
- SL.2.5 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.

## **LANGUAGE STRAND**

Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

## **LANGUAGE STANDARDS**

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### ***Conventions of Standard English***

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.

#### ***Language Standards – Grammar Continuum***

<b>Skill</b>	<b>2-3</b>
<b>Subject/Verb Agreement</b>	<ul style="list-style-type: none"><li>Ensure subject/verb agreement</li></ul>
<b>Nouns</b>	<ul style="list-style-type: none"><li>Explain the function of nouns</li><li>Use collective nouns (such as <i>group</i>)</li><li>Form and use frequently occurring regular and irregular plural nouns</li></ul>
<b>Verbs</b>	<ul style="list-style-type: none"><li>Explain the function of verbs</li><li>Form and use past tense of frequently occurring irregular verbs</li><li>Form and use regular and irregular verbs</li><li>Form and use simple verb tenses</li><li>Form and use the perfect verb tenses</li><li>Convey sense of various times, sequences</li><li>Recognize inappropriate shifts in verb tense</li></ul>

<b>Adjectives</b>	<ul style="list-style-type: none"> <li>• Explain the function of adjectives</li> <li>• Accurately choose which to use – adjective or adverb</li> </ul>
<b>Conjunctions</b>	<ul style="list-style-type: none"> <li>• Explain the function of conjunctions</li> <li>• Use coordinating and subordinating conjunctions</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>• Accurately choose which to use – adjective or adverb</li> <li>• Explain the function of adverbs</li> <li>• Form and use comparative adverbs</li> </ul>
<b>Sentences</b>	<ul style="list-style-type: none"> <li>• Produce, expand, and rearrange simple and compound sentences</li> </ul>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>• Explain the function of prepositions</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• Explain the function of pronouns</li> <li>• Continue to use personal, possessive, and indefinite pronouns</li> <li>• Use reflexive pronouns</li> </ul>
<b>Determiners</b>	<ul style="list-style-type: none"> <li>• Correctly use <i>a, an, and the</i></li> </ul>
<b>Commonly Confused Words</b>	<ul style="list-style-type: none"> <li>• Correctly use common homophones</li> </ul>
<b>Interjections</b>	<ul style="list-style-type: none"> <li>• Explain the function of and use interjections</li> </ul>
<b>Phrases &amp; Clauses</b>	
<b>Usage</b>	

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.

#### **Language Standards – Conventions Continuum**

<b>Skill</b>	<b>2-3</b>
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>• Capitalize holidays</li> <li>• Capitalize product names</li> <li>• Capitalize geographic names</li> <li>• Capitalize appropriate words in titles</li> <li>• Use correct capitalization</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Use commas to separate single words in a series</li> <li>• Use commas in greetings and closings of letters</li> <li>• Use an apostrophe to form contractions</li> <li>• Use an apostrophe to form frequently occurring possessives</li> <li>• Use commas in addresses</li> <li>• Use commas in dialogue</li> <li>• Form and use possessives</li> <li>• Use quotation marks in dialogue</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Use conventional spelling for high frequency and other studied words and for adding suffixes to base words</li> <li>• Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts</i>) when writing words</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• Consult reference materials as needed to check and correct spellings</li> </ul>

**Knowledge of Language**

- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Compare formal and informal uses of English.

**Vocabulary Acquisition and Use**

- L.2.4 Determine and/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: context clues, word parts, word relationships, and reference materials.
- L.2.5 Demonstrate understanding of nuances in word meanings.
  - a. Distinguish shades of meaning among closely related verbs and closely related adjectives.
- L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

# ENGLISH/LANGUAGE ARTS

## EXTENDED CONTENT STANDARDS

### READING STANDARDS FOR LITERATURE

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#### ***Key Ideas and Evidence***

- RL.2.1 Answer who and what, where, questions to demonstrate understanding of details in a familiar text.
- RL.2.2 Recount events from familiar stories from diverse cultures.
- RL.2.3 Identify the actions of the characters in a story.

#### ***Craft and Structure***

- RL.2.4 Use rhyming or repetition to identify words that meaningfully complete a line in a familiar story, poem, or song.
- RL.2.5 Determine the beginning and ending of a familiar story with a logical order.
- RL.2.6 Identify the speakers in a dialogue.

#### ***Integration of Ideas and Analysis***

- RL.2.7 Identify illustrations or objects/tactual information in print or digital text that depict characters.
- RL.2.9 Identify similarities between two versions of the same story.

#### ***Range of Reading and Level of Complexity***

- RL.2.10 Actively engage in group reading for the purpose of connecting prior knowledge and experiences to text

### READING STANDARDS FOR INFORMATIONAL TEXT

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#### ***Key Ideas and Evidence***

- RI.2.1 Answer who and what, where questions to demonstrate understanding of details in a familiar text.
- RI.2.2 Identify the main topic of text.
- RI.2.3 Identify individuals, events, or details in an informational text.

#### ***Craft and Structure***

- RI.2.4 Identify words that relate to the topic of a text.
- RI.2.5 Locate key facts or information in a familiar text.
- RI.2.6 Identify the purpose of the author and the illustrator.

#### ***Integration of Ideas and Analysis***

- RI.2.7 Identify images, objects, or tactuals that illustrate key ideas in a text.
- RI.2.8 Identify points an author makes in a familiar informational text.
- RI.2.9 Identify a common element between two texts on the same topic.

#### ***Range of Reading and Level of Complexity***

- RI.2.10 Actively engage in group reading of information text for the purpose of connecting prior knowledge and experiences to text.

## **READING STANDARDS FOR FOUNDATIONAL SKILLS**

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### ***Handwriting***

- RF.2.1 Selects or produces letters when asked to write.
- RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.2.3 Demonstrate emerging use of letter-sound knowledge to read words.
  - a. Identify the lower case letters of the alphabet.
  - b. Identify letter sound correspondence for single consonants.
  - c. Recognize 10 or more written words.
- RF.2.4 Engage in purposeful reading of familiar text.
  - a. Read familiar text comprised of known words.

## **WRITING STANDARDS**

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### ***Text Types, Purposes, and Publishing***

- W.2.1 Select a topic and use drawing, dictating, or writing to state an opinion about it.
- W.2.2 Select a topic and use drawing, dictating, or writing to create a written product with one or more facts about the topic.
- W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
- W.2.4 With guidance and support from adults and peers, use digital tools to produce and publish writing.

### ***Research***

- W.2.5 Participate in shared research and writing projects.
- W.2.6 Identify information related to personal experiences and answer simple questions about those experiences.

## **SPEAKING AND LISTENING STANDARDS**

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### ***Collaboration and Communication***

- SL.2.1 Communicate with others.
  - a. Engage in multiple-turn exchanges with peers with support from an adult.
  - 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.
- SL.2.2 During shared reading, answer who and what questions.
- SL.2.3 Answer who and what questions about the details provided by the speaker.
- SL.2.4 Communicate about a personal experience or event.
- SL.2.5 Select visual, audio, or tactual representations that support communication about a personal experience.



## LANGUAGE

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### *Conventions of Standard English*

- L.2.1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating.
- L.2.2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing.
- L.2.3 Use symbolic language to achieve desired outcomes when communicating.
- L.2.4 Demonstrate knowledge of word meanings drawn from grade 2 content.
- L.2.5 Demonstrate understanding of word relationships and use.
  - a. Demonstrate understanding of the meaning of commonly occurring verbs.
- L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.

