

**Main Criteria:** Classroom Supplement Units Grade 2  
**Secondary Criteria:** Washington Essential Academic Learning Requirements (EALR)  
**Subject:** Language Arts  
**Grade:** 2

## Classroom Supplement Units Grade 2

Pre-writing

### Washington Essential Academic Learning Requirements (EALR)

#### Language Arts

Grade 2 - Adopted: 2011

<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.2.</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.3.</b>	Describe how characters in a story respond to major events and challenges.
<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.4.</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.5.</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.7.</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.10.</b>	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.
<b>EALR</b>	<b>WA.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>EALR</b>	<b>WA.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.2.4.</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.2.6.</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>EALR</b>	<b>WA.RI.2.</b>	<b>Reading Standards for Informational Text</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.2.10.</b>	<b>By the end of 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.</b>
<b>EALR</b>	<b>WA.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Phonics and Word Recognition</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.2.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(a)</b>	<b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(b)</b>	<b>Know spelling-sound correspondences for additional common vowel teams.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(c)</b>	<b>Decode regularly spelled two-syllable words with long vowels.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(d)</b>	<b>Decode words with common prefixes and suffixes.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(e)</b>	<b>Identify words with inconsistent but common spelling-sound correspondences.</b>
<b>EALR</b>	<b>WA.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.2.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.4(a)</b>	<b>Read on-level text with purpose and understanding.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.4(c)</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>EALR</b>	<b>WA.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.2.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>SL.2.1(a)</b>	<b>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>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>SL.2.1(b)</b>	<b>Build on others' talk in conversations by linking their comments to the remarks of others.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>SL.2.1(c)</b>	<b>Ask for clarification and further explanation as needed about the topics and texts under discussion.</b>
<b>EALR</b>	<b>WA.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT</b>	<b>SL.2.2.</b>	<b>Recount or describe key ideas or details from a text read aloud or information</b>

/ CONTENT STANDARD		presented orally or through other media.
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.SL.2.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CORE CONTENT / CONTENT STANDARD	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(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).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.4.	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.6.	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).

Unit 1

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade 2 - Adopted: 2011

EALR	WA.RL.2.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CORE CONTENT / CONTENT STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
EALR	WA.RL.2.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CORE CONTENT / CONTENT STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CORE CONTENT / CONTENT STANDARD	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
EALR	WA.RL.2.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.RL.2.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry,

/ CONTENT STANDARD		in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
EALR	WA.RI.2.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
EALR	WA.RI.2.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CORE CONTENT / CONTENT STANDARD	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
EALR	WA.RI.2.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.2.8.	Describe how reasons support specific points the author makes in a text.
EALR	WA.RI.2.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.2.10.	By the end of 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.
EALR	WA.RF.2.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
EALR	WA.RF.2.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency

CORE CONTENT / CONTENT STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EALR	WA.W.2.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.SL.2.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.2.1(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
EALR	WA.SL.2.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.SL.2.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CORE CONTENT / CONTENT STANDARD	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE	L.2.1(a)	Use collective nouns (e.g., group).

EXPECTATION		
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(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).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.4.	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.

/ CONTENT STANDARD		
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.6.	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).

Unit 2

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade 2 - Adopted: 2011

EALR	WA.RL.2.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CORE CONTENT / CONTENT STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
EALR	WA.RL.2.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CORE CONTENT / CONTENT STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CORE CONTENT / CONTENT STANDARD	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
EALR	WA.RL.2.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.RL.2.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.2.10.	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.
EALR	WA.RI.2.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.



CORE CONTENT / CONTENT STANDARD	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
EALR	WA.RI.2.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CORE CONTENT / CONTENT STANDARD	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
EALR	WA.RI.2.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.2.10.	By the end of 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.
EALR	WA.RF.2.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
EALR	WA.RF.2.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EALR	WA.W.2.	Writing Standards

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.2.2.</b>	<b>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.2.3.</b>	<b>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.</b>
<b>EALR</b>	<b>WA.W.2.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.2.5.</b>	<b>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b>
<b>EALR</b>	<b>WA.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.2.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>SL.2.1(a)</b>	<b>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>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>SL.2.1(b)</b>	<b>Build on others' talk in conversations by linking their comments to the remarks of others.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>SL.2.1(c)</b>	<b>Ask for clarification and further explanation as needed about the topics and texts under discussion.</b>
<b>EALR</b>	<b>WA.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.2.2.</b>	<b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.2.3.</b>	<b>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.</b>
<b>EALR</b>	<b>WA.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.2.4.</b>	<b>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.2.5.</b>	<b>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.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.2.6.</b>	<b>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</b>
<b>EALR</b>	<b>WA.L.2.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.2.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.2.1(a)</b>	<b>Use collective nouns (e.g., group).</b>
<b>CONTENT STANDARD / PERFORMANCE</b>	<b>L.2.1(b)</b>	<b>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</b>

EXPECTATION		
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(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).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(a)	Capitalize holidays, product names, and geographic names.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.4.	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

<b>EALR</b>	<b>WA.L.2.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.2.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.2.5(a)</b>	<b>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>L.2.5(b)</b>	<b>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</b>
<b>EALR</b>	<b>WA.L.2.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.2.6.</b>	<b>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).</b>

Unit 3

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade 2 - Adopted: 2011

<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.1.</b>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.2.</b>	<b>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.3.</b>	<b>Describe how characters in a story respond to major events and challenges.</b>
<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.4.</b>	<b>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.5.</b>	<b>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.6.</b>	<b>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</b>
<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.7.</b>	<b>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b>
<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.10.</b>	<b>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.</b>
<b>EALR</b>	<b>WA.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Phonics and Word Recognition</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.2.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(a)</b>	<b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(b)</b>	<b>Know spelling-sound correspondences for additional common vowel teams.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(c)</b>	<b>Decode regularly spelled two-syllable words with long vowels.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(d)</b>	<b>Decode words with common prefixes and suffixes.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(e)</b>	<b>Identify words with inconsistent but common spelling-sound correspondences.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(f)</b>	<b>Recognize and read grade-appropriate irregularly spelled words.</b>
<b>EALR</b>	<b>WA.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.2.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.4(a)</b>	<b>Read on-level text with purpose and understanding.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.4(b)</b>	<b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.4(c)</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>EALR</b>	<b>WA.W.2.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.2.3.</b>	<b>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.</b>
<b>EALR</b>	<b>WA.W.2.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.2.5.</b>	<b>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b>
<b>EALR</b>	<b>WA.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.2.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>CONTENT STANDARD /</b>	<b>SL.2.1(a)</b>	<b>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</b>

PERFORMANCE EXPECTATION		discussion).
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
EALR	WA.SL.2.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.SL.2.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(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).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.4.	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.6.	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).

Unit 4

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade 2 - Adopted: 2011

EALR	WA.RL.2.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CORE CONTENT / CONTENT STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
EALR	WA.RL.2.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CORE CONTENT / CONTENT STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CORE CONTENT / CONTENT STANDARD	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
EALR	WA.RL.2.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.RL.2.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.2.10.	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.
EALR	WA.RI.2.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CORE CONTENT / CONTENT STANDARD	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
EALR	WA.RI.2.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CORE CONTENT / CONTENT STANDARD	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
EALR	WA.RI.2.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.2.8.	Describe how reasons support specific points the author makes in a text.
EALR	WA.RI.2.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social



/ CONTENT STANDARD		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.
EALR	WA.RF.2.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Phonics and Word Recognition
CORE CONTENT / CONTENT STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
EALR	WA.RF.2.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EALR	WA.W.2.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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 words to signal event order, and provide a sense of closure.
EALR	WA.W.2.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
EALR	WA.W.2.	Writing Standards

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
<b>EALR</b>	WA.SL.2.	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	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.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	SL.2.1(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>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>EALR</b>	WA.SL.2.	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>CORE CONTENT / CONTENT STANDARD</b>	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.
<b>EALR</b>	WA.SL.2.	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>CORE CONTENT / CONTENT STANDARD</b>	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.
<b>CORE CONTENT / CONTENT STANDARD</b>	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>EALR</b>	WA.L.2.	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	L.2.1(a)	Use collective nouns (e.g., group).
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
<b>CONTENT</b>	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be

STANDARD / PERFORMANCE EXPECTATION		modified.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(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).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.4.	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

<b>EALR</b>	<b>WA.L.2.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.2.6.</b>	<b>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).</b>

Unit 5

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade 2 - Adopted: 2011

<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.1.</b>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.2.</b>	<b>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.3.</b>	<b>Describe how characters in a story respond to major events and challenges.</b>

<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.4.</b>	<b>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.5.</b>	<b>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.6.</b>	<b>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</b>

<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.7.</b>	<b>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b>

<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.10.</b>	<b>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.</b>

<b>EALR</b>	<b>WA.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Phonics and Word Recognition</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.2.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(a)</b>	<b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(b)</b>	<b>Know spelling-sound correspondences for additional common vowel teams.</b>
<b>CONTENT STANDARD /</b>	<b>RF.2.3(c)</b>	<b>Decode regularly spelled two-syllable words with long vowels.</b>

PERFORMANCE EXPECTATION		
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
EALR	WA.RF.2.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EALR	WA.W.2.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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 words to signal event order, and provide a sense of closure.
EALR	WA.W.2.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
EALR	WA.W.2.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
EALR	WA.SL.2.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.2.1(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).
CONTENT STANDARD / PERFORMANCE	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.

EXPECTATION		
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
EALR	WA.SL.2.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.SL.2.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(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).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or

/ CONTENT STANDARD		listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.4.	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.6.	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).

Unit 7

Washington Essential Academic Learning Requirements (EALR)

Language Arts

Grade 2 - Adopted: 2011

EALR	WA.RL.2.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CORE CONTENT / CONTENT STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.

<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.4.</b>	<b>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.5.</b>	<b>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.6.</b>	<b>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</b>
<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.7.</b>	<b>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b>
<b>EALR</b>	<b>WA.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.2.10.</b>	<b>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.</b>
<b>EALR</b>	<b>WA.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Phonics and Word Recognition</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.2.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(a)</b>	<b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(b)</b>	<b>Know spelling-sound correspondences for additional common vowel teams.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(c)</b>	<b>Decode regularly spelled two-syllable words with long vowels.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(d)</b>	<b>Decode words with common prefixes and suffixes.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(e)</b>	<b>Identify words with inconsistent but common spelling-sound correspondences.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.3(f)</b>	<b>Recognize and read grade-appropriate irregularly spelled words.</b>
<b>EALR</b>	<b>WA.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.2.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.4(a)</b>	<b>Read on-level text with purpose and understanding.</b>
<b>CONTENT STANDARD / PERFORMANCE EXPECTATION</b>	<b>RF.2.4(b)</b>	<b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>



PERFORMANCE EXPECTATION		
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EALR	WA.W.2.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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 words to signal event order, and provide a sense of closure.
EALR	WA.W.2.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
EALR	WA.W.2.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
EALR	WA.SL.2.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.2.1(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
EALR	WA.SL.2.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.SL.2.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to

/CONTENT STANDARD		provide requested detail or clarification.
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.1(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).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.4.	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(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).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of

STANDARD / PERFORMANCE EXPECTATION		compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.6.	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).