

English Language Arts Grades 2-3

PBGR

The English Language Arts (ELA) literate individual can engage with complex texts and communicate effectively with diverse audiences for a variety of purposes, clearly articulating their own point of view or message while considering its potential impact, and listening to the perspectives of others.

Critical Proficiency

Reading

Comprehend, interpret, analyze, and evaluate complex literary and informational texts.

Critical Proficiency

Writing

Produce clear and coherent writing for a range of tasks, purposes, and audiences.

Critical Proficiency

Speaking and Listening

Participate effectively in a range of discussions, collaborations, and presentations.

Critical Proficiency

Language

Demonstrate understanding of the conventions of English, effective language use, and breadth and depth of vocabulary.

Priority Performance Indicators

Foundational Skills

Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)

Textual Evidence

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (R.1) (R.2, 3, 9)

Summary and Analysis

Determine the main idea, central message, lesson, or moral of a text and explain how it is conveyed through details; describe the relationships among characters, events, ideas, and/or steps in a process. (R.2, 3) (R.9)

Craft and Structure

Use text features and search tools to locate information relevant to a topic; refer to parts of a text when writing or speaking about it; describe how parts of a text build on one another; and distinguish between a personal point of view and that of the author, narrator, or character(s). (R.5, 6) (R.4)

Priority Performance Indicators

Production

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (i.e., opinion pieces, informative/explanatory texts, and/or narratives). (W.1-4) (R.1, 3, 5) (W.5-6) (L.1, 2)

Writing Process

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.5) (W.1-4, 6) (L.1, 2)

Research

Recall information from experiences or conduct short research projects to gather information and build knowledge about a topic; take brief notes on sources and sort evidence into provided categories. (W.7-8) (R.1, 6-9) (W.1-6) (SL.2) (L.1, 2)

Priority Performance Indicators

Collaboration

Prepare for and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics and texts, listening to and building on others' ideas and expressing their own clearly. (SL.1) (R.1) (W.6)

Comprehension and Evaluation

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats; ask and answer questions about information from a speaker. (SL.2, 3) (R.6-8) (W.8)

Presentation

Report on a topic or text or tell a story with facts and details; speak clearly and/or demonstrate fluid reading at an understandable pace; and add visuals and/or use complete sentences when appropriate to task and situation. (SL.4-6) (R.1) (W.4-6) (L.1)

Priority Performance Indicators

Conventions

Demonstrate understanding of the conventions of English grammar and usage when writing and speaking, as well as mechanics (capitalization, punctuation, and spelling) when writing. (L.1, 2) (SL.6)

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening; demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.3, 5)

Vocabulary

Use a range of strategies to acquire and correctly use grade-appropriate conversational, general academic and domain-specific words and phrases. (L.4, 6) (R.4) (L.5)