

ESSENTIAL ELEMENTS FOR GRADE 2: ENGLISH LANGUAGE ARTS

For all Target Grade 2 Essential Elements, the Michigan Range of Complexity is not measured at the state level; range of complexity is determined at the classroom level.

****Claim #1: Students can comprehend text in increasingly complex ways.**

Accessing Narrative Text

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 2 Standard for ELA: RL.2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.			
EE.RL.2.1: Answer <i>who</i> and <i>where</i> questions to demonstrate understanding of details in a familiar text.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
EE.RL.2.2: Using details from the text, recount events from familiar stories from diverse cultures.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: RL.2.3: Describe how characters in a story respond to major events and challenges.			
EE.RL.2.3: Identify the actions of the characters in a story.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: 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.			
EE.RL.2.4: Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 2 Standard for ELA: RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
EE.RL.2.5: Determine the beginning and ending of a familiar story with a logical order.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: 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.			
EE.RL.2.6: Identify the speakers in a dialogue.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: 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.			
EE.RL.2.7: Identify illustrations or objects/tactual information in print or digital text that depict characters.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.			
EE.RL.2.9: Identify similarities between two episodes in a story.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: 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.			
EE.RL.2.10: Actively engage in shared reading of stories and poetry for clearly stated purposes.	Locally determined	Locally determined	Locally determined

Accessing Informational Text

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 2 Standard for ELA: RI.2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.			
EE.RI.2.1: Answer <i>who</i> and <i>what</i> questions to demonstrate understanding of details in a familiar text.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.			
EE.RI.2.2: Identify the topic of the text.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			
EE.RI.2.3: Identify individuals, events, or details in an informational text.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .			
EE.RI.2.4: Identify words related to a topic of a text.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.			
EE.RI.2.5: Identify details in informational text or its graphic representations.	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 2 Standard for ELA: RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			
EE.RI.2.6: Identify the role of the author and the illustrator.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			
EE.RI.2.7: Identify illustrations or objects/factual information that go with a text.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: RI.2.8: Describe how reasons support specific points the author makes in a text.			
EE.RI.2.8: Identify points the author makes in an informational text.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.			
EE.RI.2.9: Identify a common element between two texts on the same topic.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: 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.			
EE.RI.2.10: Actively engage in shared reading of informational text including history/SS, science, and technical texts.	Locally determined	Locally determined	Locally determined

Reading (Foundational Skills)

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 2 Standard for ELA: RF.2.3: 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.</p>			
<p>EE.RF.2.3: Demonstrate emerging use of letter-sound knowledge to read words. A. Identify the lowercase letters of the alphabet. B. Identify letter sound correspondence for single consonants. F. Recognize 10 or more written words.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grade 2 Standard for ELA: RF.2.4: 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.</p>			
<p>EE.RF.2.4: Attend to words in print. A. Read familiar text comprised of known words.</p>	Locally determined	Locally determined	Locally determined

Vocabulary Acquisition and Usage

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 2 Standard for ELA: L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>			
<p>EE.L.2.4.a: Demonstrate knowledge of word meanings: A. Demonstrate knowledge of new vocabulary drawn from reading and content areas. D. Identify the words comprising compound words.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grade 2 Standard for ELA: L.2.5: Demonstrate understanding of word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>			
<p>EE.L.2.5: Demonstrate understanding of word relationships and use. A. Identify real-life connections between words and their use (e.g., <i>happy: "I am happy."</i>). B. Demonstrate understanding of the meaning of common verbs.</p>	Locally determined	Locally determined	Locally determined

****Claim #2: Students can produce writing for a range of purposes and audiences.**

Writing: Text Types and Purposes

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 2 Standard for ELA: 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.			
EE.W.2.1: Select a book and write, draw, or dictate to state an opinion about it.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: 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.			
EE.W.2.2: Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: 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.			
EE.W.2.3: Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
EE.W.2.5: With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 2 Standard for ELA: W.2.8: Recall information from experiences or gather information from provided sources to answer a question.			
EE.W.2.8: Identify information related to personal experiences and answer simple questions about those experiences.	Locally determined	Locally determined	Locally determined

Conventions of Standard English

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 2 Standard for ELA: L.2.1.a: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g., <i>group</i>).</p>			
<p>L.2.1.a: Demonstrate understanding of letter and word use: Produce all upper case letters.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grade 2 Standard for ELA: L.2.2.a: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. A. Capitalize holidays, product names, and geographic names. B. Use commas in greetings and closings of letters. C. Use an apostrophe to form contractions and frequently occurring possessives.</p>			
<p>L.2.2.a: Demonstrate emerging understanding of conventions of Standard English: With guidance and support, capitalize the first letter of familiar names.</p>	Locally determined	Locally determined	Locally determined

****Claim #3: Students can communicate for a range of purposes and audiences.**

Speaking and Listening

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 2 Standard for ELA: SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. 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. 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.</p>			
<p>EE.SL.2.1: Participate in conversations with adults and peers. 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.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grade 2 Standard for ELA: SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>			
<p>EE.SL.2.2: During shared reading activities, ask and answer questions about details presented orally or through other media.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grade 2 Standard for ELA: 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.</p>			
<p>EE.SL.2.3: Answer questions about the details provided by the speaker.</p>	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 2 Standard for ELA: SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			
EE.SL.2.4: Identify a photograph or object that reflects a personal experience and tell one detail about it.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			
EE.SL.2.6: Combine words when communicating to provide clarification.	Locally determined	Locally determined	Locally determined

Using Language

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 2 Standard for ELA: L.2.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>			
<p>EE.L.2.1: Demonstrate understanding of letter and word use. B. Use common nouns (e.g., <i>mom, dad, boy, girl</i>) in communication. C. Use frequently occurring pronouns to refer to self and others (e.g., <i>we, they, him, her, them</i>). D. Use frequently occurring verbs. E. Use frequently occurring adjectives. F. Combine two or more words together in communication.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grade 2 Standard for ELA: L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>			
<p>EE.L.2.2: Demonstrate emerging understanding of conventions of Standard English. D. Identify printed rhyming words with the same spelling pattern. E. Consult print in the environment to support reading and spelling.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grade 2 Standard for ELA: 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., <i>When other kids are happy that makes me happy</i>).</p>			
<p>EE.L.2.6: Use words acquired through conversations, being read to, and during shared reading activities.</p>	Locally determined	Locally determined	Locally determined

****Claim #4: Students can investigate topics and present information.**

Research and Inquiry

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 2 Standard for ELA: W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
EE.W.2.6: With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).			
EE.W.2.7: Participate in shared research and writing projects.	Locally determined	Locally determined	Locally determined
Michigan Grade 2 Standard for ELA: 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.			
EE.SL.2.5: Select visual, audio, or tactual representations to depict a personal experience.	Locally determined	Locally determined	Locally determined

Target Essential Elements as developed by: Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements for English Language Arts. Lawrence, KS: University of Kansas.