

# **Grade Level Expectations for the Sunshine State Standards**

## **Language Arts Second Grade**



F L O R I D A  
Department  
of Education

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**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Second Grade**

The second grade student:

*Reading*

- uses prior knowledge, illustrations, and text to make and confirm predictions.
- blends sound components into words.
- applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in single and multi-syllable words as visual cues for decoding.
- uses a variety of structural cues (for example, word order, prefixes, suffixes, verb endings) to decode unfamiliar words.
- uses a variety of context cues to construct meaning (meaning cues) (for example, illustrations, diagrams, information in the story, titles and headings, sequence).
- cross-checks visual, structural, and meaning cues to figure out unknown words.
- identifies simple, multiple-meaning words.
- uses knowledge of contractions, base words, and compound words to determine meanings of words.
- uses knowledge of prefixes (including *un-*, *re-*, *pre-*, *mis-*) and suffixes (including *-er*, *-est*, *-ful*) to determine meaning of words.
- knows homophones, synonyms, and antonyms for a variety of words.
- develops vocabulary by reading independently and listening to and discussing both familiar and conceptually challenging selections.
- uses resources and references to build upon word meanings (for example, dictionaries, glossaries).
- uses a variety of strategies to comprehend text (for example, self-monitoring, predicting, retelling, discussing, restating ideas).
- summarizes information in texts (including but not limited to central idea, supporting details, connections between texts).
- uses specific ideas, details, and information from text to answer literal questions.
- makes connections and inferences based on text and prior knowledge (for example, order of events, possible outcomes).
- understands similarities and differences across texts (for example, topics, characters, problems).
- selects materials to read for pleasure, as a group or independently.

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- reads aloud with fluency and expression from developmentally appropriate material (including but not limited to reading phrases rather than word-by-word; attending to punctuation; interjecting a sense of feeling, anticipation, characterization).
- reads informational texts for specific purposes (including but not limited to performing a task, learning a new task, sequentially carrying out the steps of a procedure, locating information to answer a question).
- uses strategies to clarify the accuracy of a text (for example, discussion, checking other sources).
- uses simple reference material (for example, table of contents, dictionary, index, glossary).
- alphabetizes words according to initial and second letter.
- uses parts of a book to locate information, including chapter titles, guide words, and indices.
- generates questions about topics of personal interest.

*Writing*

- generates ideas before writing on self-selected topics and assigned tasks.
- makes a plan before writing the first draft (for example, drawing pictures, using graphic organizers).
- focuses on a central idea and groups related ideas.
- writes legibly.
- uses one or more paragraphs to focus on separate ideas in writing and uses transition words where appropriate.
- writes for a specific audience.
- writes a story that includes most story elements (character, setting, problem, sequence of events, resolution).
- uses strategies to support ideas in writing (including but not limited to using several sentences to elaborate upon an idea; using specific word choice and relevant details such as reasons or examples).
- evaluates own and other's writing (for example, determining how own writing achieves its purposes, asking questions, making comments, responding constructively to other's comments, helping classmates apply conventions).
- revises writing to improve supporting details and word choice by adding or substituting text.
- spells frequently used words correctly.

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- uses references to edit writing (for example, word lists, dictionaries, charts).
- uses conventions of punctuation (including but not limited to periods, question marks, exclamation points; commas in dates, series of words, and in greetings and closings in letters).
- capitalizes initial words of sentences, the pronoun “I,” and proper nouns.
- revises and edits for sentence structure and age-appropriate usage (including nouns, action verbs, adjectives, adverbs).
- uses strategies to “finish” a piece of writing (for example, incorporating illustrations, photos, charts, and graphs; prepares a final copy).
- extends previously learned writing knowledge and skills of the first grade with increasingly complex texts and assignments and tasks.
- uses effective word choice in written work to tell about experiences (including but not limited to anecdotal detail and figurative language such as similes).
- writes for familiar occasions, audiences and purposes (including but not limited to entertaining, informing, responding to literature).
- uses basic word processing skills and basic educational software for writing (including but not limited to proofreading, using appropriate fonts and graphics, using technology to “publish” writing).
- writes simple informational texts (such as three-step instructions in sequence, expository pieces).

*Listening, Viewing, and Speaking*

- listens for information and pleasure.
- knows personal preferences for listening to literature and other material (for example, poetry, songs, stories, informational books).
- uses strategies to contribute to group conversations (including but not limited to recounting personal experiences, initiating conversation, asking questions, reporting on personal knowledge of a topic).
- listens for specific details and information (including but not limited to logical sequence and flow of events, story elements, concluding events).
- understands the main idea or common theme in a nonprint communication (for example, pictures, symbols, film, works of art).
- understands and uses simple nonverbal cues (for example, eye contact, facial expressions, gesturing).

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- uses volume, phrasing, and intonation appropriate for different situations (for example, large or small group settings, sharing oral stories, dramatic activities).
- speaks for different purposes (for example, informing, entertaining, expressing ideas).
- uses oral communication to clarify understanding of a topic or ideas (for example, making comments, asking questions to gain information, asking for clarification of unfamiliar words and ideas).
- uses eye contact and appropriate gestures to enhance oral presentations.

*Language*

- knows oral and written patterns used in standard English (for example, repetition, rhyme, word families).
- knows different functions of language (for example, asking questions, describing, explaining).
- understands the differences between less formal language that is used at home and more formal language that is used at school and other public settings.
- understands that word choice can shape ideas, feelings, and actions (for example, language appropriate to the subject, synonyms, antonyms).
- uses repetition, rhyme, and rhythm appropriately in oral and written text (for example, choral reading of poems, songs, rhymes, and stories; identifying rhymes, repeated sounds, onomatopoeia).
- understands that the use of multimedia forms can influence how one thinks and feels (for example, illustrations, music).
- knows various types of mass media (for example, magazines, newspapers, radio, television, billboards).

*Literature*

- knows basic characteristics of a variety of genres (for example, fables, stories, fiction, nonfiction, poetry, fairy tales, folktales, legends, myths, pictures and predictable books).
- extends previously learned knowledge and skills of the first grade with increasingly complex texts, assignments and tasks (for example, story structure, characters, setting, plot, problems and solutions).
- understands connections between characters and events in literature and people, events, and experiences in own life.



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