

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS  
GRADE 2**

Grade 2 Grade Level Content Expectation (GLCE)	Grade 2 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD and/or State
<b>WORD STUDY</b>		
<b>R.WS.02.01</b> Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	<b>R.WS.02.EG01</b> Begin to demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	Classroom/LEA/ISD
<b>R.WS.02.02</b> Recognize that words are composed of sounds blended together and carry meaning.	<b>R.WS.02.EG02</b> Begin to recognize that words are composed of sounds blended together and carry meaning.	Classroom/LEA/ISD
<b>R.WS.02.03</b> Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet.	<b>R.WS.02.EG03</b> Begin to understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet.	Classroom/LEA/ISD
<b>R.WS.02.04</b> Use structural cues to recognize and decode words with long and short vowels, consonant diagraphs, and irregular vowels in isolation and in context —letter/sound —onset and rimes —whole word chunks —word families —long and short vowels —diagraphs <i>wh, ph</i> —irregular vowels <i>ei, ie, ea, ue</i> .	<b>R.WS.02.EG04</b> Begin to narrow possibilities in predicting words using —initial letters/sounds (phonics) —picture clues (semantic) —patterns of language (syntactic).	Classroom/LEA/ISD and State
<b>R.WS.02.05</b> Recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation.	<b>R.WS.02.EG05</b> Begin to recognize automatically a small number of frequently encountered, personally meaningful words in print.	Classroom/LEA/ISD and State
<b>R.WS.02.06</b> Make progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3.	<b>R.WS.02.EG06</b> Begin to recognize words in the environment, such as —exit signs —names on buses —the school and begin to recognize automatically a few of the 220 Dolch basic sight vocabulary.	Classroom/LEA/ISD and State
<b>R.WS.02.07</b> Make progress in acquiring the Dolch First 1000 words for mastery in grade 5.	<b>R.WS.02.EG07</b> Begin to recognize a few of the 1000 Dolch first words.	Classroom/LEA/ISD and State
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<b>R.WS.02.08</b> Use strategies to identify unknown words and construct meaning	<b>R.WS.02.EG08</b> Using context clues (including pictures), strategies, and resources, begin to understand the meaning of a few words	Classroom/LEA/ISD and

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<ul style="list-style-type: none"> <li>—reread a sentence or paragraph when meaning is unclear</li> <li>—use context as a basis for predicting meaning of unfamiliar words</li> <li>—increase bank of known sight words</li> <li>—use subvocalization to sound out unknown words.</li> </ul>	<p><b>and familiar and repeated phrases, such as</b></p> <ul style="list-style-type: none"> <li>—<b>objects</b></li> <li>—<b>actions</b></li> <li>—<b>concepts</b></li> </ul>	State
<b>R.WS.02.09</b> Begin to internalize previously learned skills and strategies.	<b>R.WS.02.EG09</b> Begin to internalize previously learned word study skills and strategies.	Classroom/LEA/ISD
<p><b>R.WS.02.10</b> Use syntactic and semantic cues</p> <ul style="list-style-type: none"> <li>—reading context, picture clues</li> <li>—prefixes <i>re-</i>, <i>un-</i></li> <li>—suffixes <i>-s</i>, <i>-ed</i>, <i>-ing</i></li> </ul> <p>to determine the meaning of words in grade level appropriate texts.</p>	<b>R.WS.02. EG10</b> Begin to use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context.	Classroom/LEA/ISD
<b>R.WS.02.11</b> Know the meaning of words encountered frequently in grade 2 reading and oral language contexts (grade level vocabulary lists to be developed).	<b>R.WS.02. EG11</b> Know the meanings of a few words encountered frequently in grades K-1 reading and oral language contexts.	Classroom/LEA/ISD and State
<b>R.WS.02.12</b> Determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) in context using strategies and resources.	<p><b>R.WS.02. EG12</b> Begin to use strategies to identify unknown words and construct meaning</p> <ul style="list-style-type: none"> <li>—letter-sound cues</li> <li>—semantic context cues (including pictures)</li> <li>—syntactic cues.</li> </ul>	Classroom/LEA/ISD and State
<b>R.WS.02.13</b> Use context clues, mental pictures, questioning.	<b>R.WS.02. EG13</b> Use picture clues, prediction, and help from other people to recognize words.	Classroom/LEA/ISD and State

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<b>FLUENCY</b>		
<b>R.FL.02.01</b> Read aloud using intonation, pauses, and emphasis.	<b>R.FL.02.EG01</b> Begin to understand that reading aloud includes using intonation, pauses, and emphasis.	Classroom/LEA/ISD
<b>R.FL.02.02</b> Use punctuation cues (periods and questions marks).	<b>R.FL.02.EG02</b> Begin to become familiar with punctuation cues (periods and question marks).	Classroom/LEA/ISD
<b>R.FL.02.03</b> Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books.	<b>R.FL.02.EG03</b> Begin to apply the following aspects of fluency: —automatic naming of letters —automatic association of letters and their sounds —automatic recognition of a few words both when encountered in context and isolation and —automatic understanding of concepts of print.	Classroom/LEA/ISD
<b>R.FL.02.04</b> Recognize identified grade 2 high frequency words and sight words.	<b>R.FL.02.EG04</b> Begin to recognize identified grades K-1 high frequency words and sight words.	Classroom/LEA/ISD and State

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<b>NARRATIVE TEXT</b>		
<b>R.NT.02.01</b> Discuss and describe the similarities of plot and character in literature and other texts from around the world that have been recognized for quality and literary merit.	<b>R.NT.02.EG01</b> Begin to become familiar with classic and contemporary literature —recognized for quality and literary merit —reflecting our common heritage as well as cultures from around the world.	Classroom/LEA/ISD and State
<b>R.NT.02.02</b> Identify and describe a variety of genre including —poetry —fantasy —legends —drama.	<b>R.NT.02.EG02</b> Begin to become familiar with a variety of narrative genre including —stories —nursery rhymes —poetry —songs.	Classroom/LEA/ISD and State
<b>R.NT.02.03</b> Identify and describe —characters' actions and motivations —setting (time and place) —problem/solution —sequence of events.	<b>R.NT.02.EG03</b> Begin to identify simple story elements in narrative text, such as - <b>problem</b> — <b>setting (time and place)</b> - <b>events</b> — <b>characters</b> — <b>sense of story events (beginning, middle, and end).</b>	Classroom/LEA/ISD and State
<b>R.NT.02.04</b> Identify and explain how authors/illustrators use literary devices —illustrations to depict major story events —title —comparisons (metaphor/simile) to reveal characters' thoughts and actions.	<b>R.NT.02.EG04</b> Begin to identify why authors write and how authors/illustrators use pictures and illustrations to support the understanding of settings and characters	Classroom/LEA/ISD and State
<b>R.NT.02.05</b> Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	<b>R.NT.02.EG05</b> Begin to respond to multiple texts by discussing, drawing, and/or writing to reflect, make meaning, and make connections	Classroom/LEA/ISD and State

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<b>INFORMATIONAL TEXT</b>		
<b>R.IT.02.01</b> Identify and describe a variety of informational genre including —simple how-to books —personal correspondence —science and social studies magazines.	<b>R.IT.02.EG01</b> Begin to identify a variety of informational genre —environmental text —concept books —picture books.	Classroom/LEA/ISD and State
<b>R.IT.02.02</b> Discuss informational text patterns —sequential —enumerative.	<b>R.IT.02.EG02</b> Begin to identify informational text patterns —descriptive —sequential (directions, steps).	Classroom/LEA/ISD and State
<b>R.IT.02.03</b> Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas —boldface type —graphs —maps —diagrams —charts.	<b>R.IT.02.EG03</b> Begin to understand why authors write and how authors/illustrators use text features such as pictures and drawings to enhance the understanding of key ideas presented in —descriptive and —sequential organizational patterns.	Classroom/LEA/ISD and State
<b>R.IT.02.04</b> Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	<b>R.IT.02.EG04</b> Begin to respond to multiple texts by discussing, drawing, and/or writing to reflect, make meaning, and make connections.	Classroom/LEA/ISD and State

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<b>COMPREHENSION</b>		
R.CM.02.01 Activate prior knowledge.	R.CM.02.EG01 Activate prior knowledge.	Classroom/LEA/ISD
R.CM.02.02 Connect personal knowledge, experience, and understanding of others to ideas in texts through oral and written response.	R.CM.02.EG02 <b>Begin to connect personal knowledge, experience, and understanding of others to ideas in text in order to make predictions and draw conclusions.</b>	Classroom/LEA/ISD and State
R.CM.02.03 Retell the main idea(s) and relevant details of grade level appropriate narrative and informational text.	R.CM.02.EG03 <b>Begin to identify and/or retell events, main ideas, and important details from text.</b>	Classroom/LEA/ISD and State
R.CM.02.04 Make text-to-self and text-to-text connections and comparisons.	R.CM.02.EG04 Begin to make text-to-self and text-to-text connections and comparisons, such as —personal experience to problem or characters in narrative text; —comparison of two narrative texts (e.g., “Cinderella” stories); and —comparison of narrative to informational text.	Classroom/LEA/ISD and State
R.CM.02.05 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.	R.CM.02.EG05 Begin to identify relationships among characters, events, and key ideas within text to create a deeper understanding.	Classroom/LEA/ISD and State
R.CM.02.06 Map story elements across texts.	R.CM.02.EG06 Begin to map story elements within a text.	Classroom/LEA/ISD and State
R.CM.02.07 Graphically represent key ideas and details across texts.	R.CM.02.EG07 Begin to graphically represent key ideas and details within a text.	Classroom/LEA/ISD
R.CM.02.08 Ask questions as they read.	R.CM.02.EG08 Begin to ask questions as they read.	Classroom/LEA/ISD
R.CM.02.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies and mathematics texts.	R.CM.02.EG09 Begin to apply what has been read to them from grade level appropriate science, social studies, and mathematics texts.	Classroom/LEA/ISD and State

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<b>METACOGNITION</b>		
R.MT.02.01 Self-monitor comprehension when reading grade level appropriate text.	R.MT.02.EG01 Begin to self-monitor comprehension when reading familiar grade level appropriate text.	Classroom/LEA/ISD
R.MT.02.02 Recognize when meaning is breaking down.	R.MT.02.EG02 Begin to recognize when meaning is breaking down.	Classroom/LEA/ISD
R.MT.02.03 Use strategies to increase comprehension.	R.MT.02.EG03 Begin to use simple strategies to construct meaning while reading familiar grade level text.	Classroom/LEA/ISD
R.MT.02.04 Make credible predictions.	R.MT.02.EG04 Begin to make credible predictions.	Classroom/LEA/ISD
R.MT.02.05 Construct mental images representing ideas in text.	R.MT.02.EG05 Begin to construct mental images representing ideas in text.	Classroom/LEA/ISD
R.MT.02.06 Ask questions before, during, after reading.	R.MT.02.EG06 Begin to ask questions before, during, after reading.	Classroom/LEA/ISD
R.MT.02.07 Re-read or listen again if uncertain about meaning.	R.MT.02.EG07 Begin to re-read or listen again if uncertain about meaning.	Classroom/LEA/ISD
R.MT.02.08 Make inferences.	R.MT.02.EG08 Begin to make inferences.	Classroom/LEA/ISD
R.MT.02.09 Summarize.	R.MT.02.EG09 Begin to summarize.	Classroom/LEA/ISD
R.MT.02.10 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.	R.MT.02.EG10 Begin to plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.	Classroom/LEA/ISD
R.MT.02.11 Use context as a basis for predicting meaning of unfamiliar words.	R.MT.02.EG11 Begin to use context as a basis for predicting meaning of unfamiliar words.	Classroom/LEA/ISD
R.MT.02.12 Use Venn diagrams to compare and contrast.	R.MT.02.EG12 Begin to use Venn diagrams to compare and contrast.	Classroom/LEA/ISD
R.MT.02.13 Use paragraphs to indicate a sequence of ideas.	R.MT.02.EG13 Use lists to indicate a sequence of ideas.	Classroom/LEA/ISD
R.MT.02.14 Discuss which comprehension strategies worked and did not work with moderate teacher guidance.	R.MT.02.EG14 With assistance as needed, begin to discuss which comprehension strategies worked and did not work.	Classroom/LEA/ISD
R.MT.02.15 Determine which resources contain appropriate information using teacher- and student-generated criteria.	R.MT.02.EG15 Begin to become familiar with resources used in researching topics.	Classroom/LEA/ISD

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<b>CRITICAL STANDARDS</b>		
R.CS.02.01 Develop and discuss shared standards.	R.CS.02.EG01 With assistance as needed, begin to develop and discuss shared standards for evaluating quality of work.	Classroom/LEA/ISD
R.CS.02.02 Begin to self-assess the qualities of personal or other written text with teacher guidance.	R.CS.02.EG02 With assistance as needed, begin to recognize how to evaluate personal work and the work of others	Classroom/LEA/ISD
<b>READING ATTITUDE</b>		
R.AT.02.01 Be enthusiastic about reading and learning how to read.	R.AT.02.EG01 Become enthusiastic about reading and learning how to read.	Classroom/LEA/ISD
R.AT.02.02 Do substantial reading and writing on their own during free time in school and at home.	R.AT.02.EG02 With assistance as needed, choose books, book activities, word play, and writing during free time in school and at home.	Classroom/LEA/ISD

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<b>WRITING GENRES</b>		
<b>W.GN.02.01</b> Write realistic fiction, fantasy, and/or a personal narrative that —depicts major story events —uses illustrations to match mood —contains setting, problem/solution, and sequenced events.	<b>W.GN.02.EG01</b> Begin to write brief personal narratives using —pictures —words, word-like clusters, and/or sentences as support.	Classroom/LEA/ISD and State
<b>W.GN.02.02</b> Approximate poetry based on reading a wide variety of grade level appropriate published poetry.	<b>W.GN.02.EG02</b> With assistance as needed, attempt to write simple poems patterned after grade level appropriate published poetry.	Classroom/LEA/ISD
<b>W.GN.02.03</b> Produce a magazine feature article using an organizational pattern such as —description —enumeration —sequence —compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.	<b>W.GN.02.EG03</b> Begin to write brief informational pieces (a page for a class book) using —pictures —words, word-like clusters, and/or sentences.	Classroom/LEA/ISD and State
<b>W.GN.02.04</b> Develop two research questions related to a teacher-selected topic.	<b>W.GN.02.EG04</b> Begin to develop questions related to a teacher-selected topic.	Classroom/LEA/ISD
<b>W.GN.02.04</b> With teacher assistance, —gather resources (electronic and/or print) —organize information using key ideas —use the writing process to produce and present the final project.	<b>W.GN.02.EG05</b> With as assistance as needed, contribute to a class project by adding relevant information to a class book including —gathering information from teacher-supplied texts —beginning to use the writing process to develop the project.	Classroom/LEA/ISD

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<b>WRITING PROCESS</b>		
<b>W.PR.02.01</b> Consider audience and purpose for writing.	<b>W.PR.02.EG01</b> With assistance as needed, consider audience and purpose for writing.	Classroom/LEA/ISD and State
<b>W.PR.02.02</b> Begin to use styles and patterns derived from studying authors.	<b>W.PR.02.EG02</b> Begin to become familiar with styles and patterns of writing used by favorite authors.	Classroom/LEA/ISD
<b>W.PR.02.03</b> Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern —problem/solution —sequence —description —compare and contrast.	<b>W.PR.02.EG03</b> Begin to understand that writing requires a plan that may include graphic organizers that represent a specific organizational pattern —sequence —description.	Classroom/LEA/ISD and State
<b>W.PR.02.04</b> Write two paragraph clusters, each containing a main idea and some supporting details.	<b>W.PR.02.EG04</b> Begin to write complete sentences that express a main idea and some details.	Classroom/LEA/ISD and State
<b>W.PR.02.05</b> Write in first and third person based on genre type and purpose.	<b>W.PR.02.EG05</b> Begin to write in first person.	Classroom/LEA/ISD and State
<b>W.PR.02.06</b> Narrow down a broader story idea to focus on only one aspect of the total idea.	<b>W.PR.02.EG06</b> Begin to focus on one story idea.	Classroom/LEA/ISD and State

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<b>W.PR.02.07</b> Use a sequenced organizational pattern with —grade level appropriate grammar —usage —mechanics —temporary spellings that reflect a close approximation of the sequence of sounds in the word.	<b>W.PR.02.EG07</b> Begin to use a sequenced organizational pattern with —some grade level appropriate grammar —temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Classroom/LEA/ISD and State
<b>W.PR.02.08</b> Constructively and specifically respond orally to the writing of others.	<b>W.PR.02.EG08</b> Begin to respond orally to the writing of others.	Classroom/LEA/ISD
<b>W.PR.02.09</b> Identify sections of their own text that need to be revised using —reorganization —additions —deletions —appropriate use of transitions.	<b>W.PR.02.EG09</b> Begin to identify sections of their own text that need to be revised using —additions —deletions	Classroom/LEA/ISD and State
<b>W.PR.02.10</b> Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.	<b>W.PR.02.EG10</b> Begin to become familiar with revision strategies to make changes in content and form to suit intended purpose and audience.	Classroom/LEA/ISD and State
<b>W.PR.02.11</b> Both individually and in groups, attempt to proofread and edit their writing using appropriate resources including dictionaries and a class-developed checklist.	<b>W.PR.02.EG11</b> Utilize grade appropriate resources including —a word wall —a class-developed checklist.	Classroom/LEA/ISD
<b>PERSONAL STYLE</b>		
<b>W.PS.02.01</b> Develop personal style in oral, written, and visual messages —narrative - descriptive language, use of imagination, varying sentence beginnings —informational - facts, effective conclusions.	<b>W.PS.02.EG01</b> Begin to show originality in oral, written, and visual messages including —narrative (natural language, expressed sentiment, original ideas) —informational (listing, naming, describing)	Classroom/LEA/ISD
<b>GRAMMAR AND USAGE</b>		
<b>W.GR.02.01</b> Correctly use complete and compound sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization.	<b>W.GR.02.EG01</b> Begin to form complete simple sentences beginning with a capital letter and ending with a period.	Classroom/LEA/ISD and State

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<b>SPELLING</b>		
<b>W.SP.02.01</b> Spell frequently encountered words (two-syllable words including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use —structural cues (letter/sound, rimes) —environmental sources (word walls, word lists).	<b>W.SP.02.EG01</b> Begin to spell a small number (about 18) of frequently encountered and personally meaningful words correctly	Classroom/LEA/ISD and State
<b>HANDWRITING</b>		
<b>W.HW.02.01</b> Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.	<b>W.HW.02.EG01</b> Begin to form upper and lower case letters, leave space between words and word-like clusters of letters, and write from left to right and top to bottom.	Classroom/LEA/ISD
<b>WRITING ATTITUDE</b>		
<b>W.AT.02.01</b> Be enthusiastic about writing and learning to write.	<b>W.AT.02.EG01</b> Be enthusiastic about writing and learning to write.	Classroom/LEA/ISD

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<b>SPEAKING CONVENTIONS</b>		
<b>S.CN.02.01</b> Use more complex conjunctions (although, instead of, so that).	<b>S.CN.02.EG01</b> Begin to use singular and plural nouns and simple conjunctions (and, but, or, etc.)	Classroom/LEA/ISD
<b>S.CN.02.02</b> Use nominative and objective case pronouns.	<b>S.CN.02.EG02</b> Begin to use nominative and objective case pronouns.	Classroom/LEA/ISD
<b>S.CN.02.03</b> Use common grammatical structures—subject/verb agreement, pronoun/noun agreement.	<b>S.CN.02.EG03</b> Begin to use common grammatical structures, such as —subject/verb agreement —pronoun/noun agreement	Classroom/LEA/ISD
<b>S.CN.02.04</b> Explore and use language to communicate effectively with a variety of audiences and for different purposes such as —questions and answers —discussions —social interactions.	<b>S.CN.02.EG04</b> Begin to explore language to communicate with a variety of audiences and for different purposes —questions and answers —courtesies	Classroom/LEA/ISD
<b>S.CN.02.05</b> Adopt appropriate tone of voice and intonation patterns in spoken informational and narrative presentations.	<b>S.CN.02.EG05</b> When speaking, begin to —speak clearly and audibly —use sound effects.	Classroom/LEA/ISD
<b>S.CN.02.06</b> Make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English.)	<b>S.CN.02.EG06</b> Begin to make presentations (e.g., <i>Show and Tell</i> ) in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).	Classroom/LEA/ISD
<b>S.CN.02.07</b> Be aware that language differs from school and home as a function of linguistic and cultural group membership (They can provide examples of language differences in the community.)	<b>S.CN.02.EG07</b> Begin to become aware that language differs from playground to classroom as a function of linguistic and cultural group membership (They can provide examples of language differences on the playground and in the classroom.).	Classroom/LEA/ISD

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<b>SPOKEN DISCOURSE</b>		
<b>S.DS.02.01</b> Engage in substantive conversation —remaining focused on subject matter —with interchanges building on prior responses —in the context of book discussions, peer conferencing, or other interactions.	<b>S.DS.02.EG01</b> Begin to engage in conversation while remaining focused on subject matter.	Classroom/LEA/ISD
<b>S.DS.02.02</b> Tell/retell stories (poetry, folk literature, drama) using —story grammar —elaborated information about characters —characters’ actions and motivations —setting (time and place) —plot —setting as related to plot while maintaining appropriate intonation and tone of voice.	<b>S.DS.02.EG02</b> Begin to briefly tell/retell about —familiar experiences (including at least characters, setting, and events) —interests (including at least topic and key details)	Classroom/LEA/ISD and State
<b>S.DS.02.03</b> Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.	<b>S.DS.02.EG03</b> Begin to respond to multiple text types by reflecting, expressing meaning, and making connections.	Classroom/LEA/ISD and State
<b>S.DS.02.04</b> Plan and deliver presentations or reports —using an informational, organizational pattern (description, cause and effect, compare and contrast) —using appropriate text features (illustrations, pictures) —providing supportive facts and details to make their point reflecting the source of information —using appropriate props —maintaining appropriate intonation and tone of voice.	<b>S.DS.02.EG04</b> With assistance as needed, begin to plan and deliver presentations —providing some details to make a point —using props.	Classroom/LEA/ISD

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS  
GRADE 2**

Grade 2 Grade Level Content Expectation (GLCE)	Grade 2 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD and/or State
<b>LISTENING AND VIEWING CONVENTIONS</b>		
<b>LCN.02.01</b> Give, restate, and follow three- and four-step directions.	<b>LCN.02.EG01</b> Begin to understand and follow one- and two-step directions.	Classroom/LEA/ISD and State
<b>LCN.02.02</b> Ask appropriate questions during a presentation or report.	<b>LCN.02.EG02</b> Begin to ask appropriate questions during a presentation or report.	Classroom/LEA/ISD
<b>LCN.02.03</b> Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).	<b>LCN.02.EG03</b> Begin to differentiate between sender and receiver, such as recognizing that the viewer/listener receives messages, but can also send them.	Classroom/LEA/ISD
<b>LCN.02.04</b> Listen to the comments of a peer and respond on topic and add a connected idea.	<b>LCN.02.EG04</b> Begin to use effective listening and viewing behaviors.	Classroom/LEA/ISD
<b>LCN.02.05</b> Use effective listening and viewing behaviors in large and small group settings —eye contact —attentive —supportive.	<b>LCN.02.EG05</b> Listen to each other and begin to interact and respond appropriately —through eye contact —and being attentive and supportive.	Classroom/LEA/ISD
<b>LCN.02.06</b> Begin to evaluate the messages they experience in broadcast and print media.	<b>LCN.02.EG06</b> Become familiar with different kinds of messages experienced in broadcast and print media, e.g., newscasts, ads, headlines, etc.	Classroom/LEA/ISD
<b>LCN.02.07</b> Distinguish between factual and opinion (advertising hype, propaganda).	<b>LCN.02.EG07</b> Begin to understand fact and opinion.	Classroom/LEA/ISD

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GRADE 2**

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<b>RESPONSE</b>		
<b>LRP.02.01</b> Listen to or view and discuss a variety of genres.	<b>LRP.02.EG01</b> Listen to or view a variety of genres.	Classroom/LEA/ISD and State
<b>LRP.02.02</b> Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	<b>LRP.02.EG02</b> Listen to, view, and respond to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
<b>LRP.02.03</b> Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.	<b>LRP.02.EG03</b> Begin to respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.	Classroom/LEA/ISD and State