



# Essential Standards Extended Guide

## English Language Arts Grade 2

### Guiding Information:

In response to requests from schools and districts for guidance on essential standards, committees of educators from around Idaho collaborated in the summer of 2024 to categorize ELA standards into four groups:

- **Essential standards** are **explicitly taught, assessed more than once, and intervened upon** if students have not yet reached proficiency.
- **Supporting standards** are taught to support the learning of essential standards and may or may not be formally assessed.
- **Additional standards** extend learning and are incorporated as time allows within course units, with assessment being optional.
- **Teacher Guidance standards** are core processes that should be used as guidance for teachers in the development and choice of instructional materials, unit design, and learning opportunities. An example of a learning opportunity would be infusing oral language into daily instruction, providing a rich oral language environment where students engage in meaningful and collaborative discussions, asking and answering questions, and making connections. These conversations help build foundational literacy skills by fostering vocabulary development, comprehension, and critical thinking, all of which support positive reading and writing outcomes.

This guidance helps LEAs prioritize the most critical standards, recognizing that not all standards are of equal importance. This document serves as a resource—not a mandate—to assist local efforts. Importantly, this work did not remove or revise any of the adopted Idaho Content Standards and is intended to refocus time and effort.

Given the skills-based nature of ELA, the standards can be grouped flexibly to meet student needs and support various instructional materials. To assist educators, the committees created a step-by-step process, outlined on page 7 of this document. This guide can help educators develop scope and sequence for their instructional time and district-specific courses and provide a starting point for building formative and summative assessments around the standards.

### Teacher Guidance Standards

These standards provide direction for teachers in developing instructional materials, designing units, and creating learning opportunities.

2.RC.TC.1: Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the grades 2-3 band.

2.RC.V.2: Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.

2.VD.AV.3: Acquire and use general academic and content-specific words gained through conversations, and reading and listening to texts, including using adjectives and adverbs to describe situations with specificity (e.g., When other kids are acting silly, that makes me feel giddy). Use these words in discussions and writing.

2.RS.DR.2: Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

2.ODC.OC.1: Engage in collaborative discussions about grade-level topics and texts with peers by gaining the floor in respectful ways, listening to others closely and building on others' ideas, and asking for clarification and further explanation to ensure understanding.

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

2.FR.PA.2a: Reverse phonemes in spoken one-syllable words (e.g., reverse initial and final consonants in the word "pat" and say the resulting word).

2.FR.PH.3a: Know spelling-sound correspondences for common short and long vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud).

2.FR.PH.3b: Decode regularly spelled two-syllable words with long and short vowels.

2.FR.PH.3c: Decode words with common prefixes and suffixes (e.g., un-, dis-, -ful, -less).

2.FR.PH.3e: Recognize and read grade-appropriate irregularly spelled words (e.g., was, again, been), including silent letter combinations.

2.RC.TE.3: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in grade-level texts heard or read.

## Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

2.RC.RF.4: Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings.

2.RC.L.5c: Describe the overall structure of stories heard or read, including identifying how the beginning introduces the story, and the ending concludes the action.

2.RC.NF.6a: Identify the central idea of texts heard or read.

2.RC.NF.6c Describe the overall structure of nonfiction texts heard or read, including identifying how the beginning introduces information, and the ending sums up the information.

2.VD.WB.1b: Determine the meaning of new words formed when known prefixes (e.g., safe/unsafe, like/dislike) and suffixes (e.g., beauty/beautiful, light/lightness) are added to a known word.

2.VD.WB.1d. Use knowledge of the meaning of Individual words to predict the meaning of compound words) e.g., backpack, backyard; flashlight, lighthouse).

2.W.RW.2: Write arguments that express an opinion supported by details and reasons and provide a concluding sentence.

2.W.RW.3: Write informational texts that state a focus and support the focus with facts and details and provide a concluding sentence.

2.W.RW.4: Write personal or fictional stories that recount a short sequence of events, include details to develop the characters or experiences and provide sense of closure.

2.W.HWK.7: Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person.

2.ODC.OC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.GC.GU.1f: Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences.

2.GC.GU.1g: Produce and expand complete simple and compound sentences.

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

2.GC.M.2b: Apostrophes to form contractions and frequently occurring possessives.

2.GC.M.3a: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

2.FR.PA.2: Demonstrate understanding of spoken words, syllables, and sounds.

2.FR.PA.2b: Demonstrate automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting words.

2.FR.PH.3: Use knowledge of grade-level phonics and word analysis skills in decoding words.

2.FR.PH.3d: Identify words with inconsistent but common spelling-sound correspondences.

2.RC.L.5: Use evidence from literature to demonstrate understanding grade-level texts.

2.RC.L.5a: Identify the central message, lesson, or moral of stories (including fables and folktales) from diverse cultures heard or read.

2.RC.L.5b: Describe how characters in stories heard or read respond to major events and challenges.

2.RC.L.5d: Identify different perspectives of characters in stories heard or read.

2.RC.L.5e: Compare and contrast two or more versions of the same story (heard or read) by different authors or from different cultures.

2.RC.NF.6: Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

2.RC.NF.6b: Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures in texts.

2.RC.NF.6d: Describe how authors use facts and reasons to support specific points in texts.

2.RC.NF.6e: Compare and contrast the most important points presented in two texts on the same topic.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

2.VD.WB.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies.

2.VD.WB.1a: Use sentence-level context as clues to the meaning of words or phrases.

2.VD.WB.1c: Use known root word as a clue to the meaning of an unknown word with the same root (., pain/painful, help/helpless).

2.VD.WB.1e: Use glossaries and beginning dictionaries, print or digital, to clarify the meaning of words and phrases.

2.VD.WB.2: Determine how words and phrases provide meaning and nuance to texts.

2.VD.WB.2a: Identify real-life connections between words and their use (e.g., describe weather that is freezing or windy).

2.VD.WB.2b: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., hot, sizzling, blazing).

2.VD.WB.2c: Describe how words and phrases (e.g., rhymes, alliteration) supply rhythm and meaning in a story, poem, or song.

2.RS.IP.1: With support as needed, conduct short research tasks to take some action or make informal presentations by gathering information from experiences and provided sources (including read alouds), and organizing information using graphic organizers or other aids.

2.W.RW.1: Develop flexibility in writing by routinely engaging in the production of writing shorter and longer pieces for a range of tasks, purposes, and audiences. This could include reflections, descriptions, letters, and poetry, etc..

2.W.RW.6: With support from adults and peers, strengthen writing as needed by revising and editing.

2.ODC.OC.3: Ask and answer questions about what a speaker says to clarify by gathering additional information or deepen understanding of a topic or issue.

2.ODC.OC.4: Tell a story or retell an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.

2.GC.GU.1: Demonstrate command of the conventions of English grammar and usage when writing or speaking.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

2.GC.GU.1a: Form and use the past tense of frequently occurring irregular verbs (e.g., felt, told, went).

2.GC.GU.1b: Use adjectives and adverbs and choose between them depending on what is to be modified.

2.GC.GU.1c: Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth, fish).

2.GC.GU.1d: Recognize that the names of things can also be the names of actions (fish, dream, run).

2.GC.GU.1e: Use reflexive pronouns (e.g., yourself, herself).

2.GC.M.2: Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

2.GC.M.2a: Commas in greetings and closing of letters.

2.GC.M.2c: Capitalize holidays, names, and places.

2.GC.M.3: Use knowledge of spelling in writing.

### Additional Standards

**If time allows, these standards may be taught and/or assessed**

2.W.HWK.8: With support, use keyboarding skills to produce and publish writing.

2.GC.M.3b: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

## Unit Planning with Standards

The Idaho Content Standards for English Language Arts have been grouped into four standard categories to acknowledge that the abundance of standards must be broken down for use in a classroom with students. This document provides guidance for educators to begin developing unit plans around the categorized standards.

**Pre-Planning:** Read through all the Teacher Guidance standards. These standards are necessary for teachers to consider and remember while completing the steps below.

Step	Description
Step 1	Begin by choosing 3-4 essential standards that can be grouped into a cohesive unit. You should choose these essential standards from different strands (writing, reading comprehension, research, oral and digital communication, vocabulary development, and grammar and conventions). You also need to consider the text(s) you have available or might use with your students to teach, support, practice, and assess these standards.
Step 2	Choose supporting standards. After identifying your essential standards, you should choose 2-3 supporting standards to use and potentially assess alongside your essential standards. When choosing these supporting standards, consider which ones might lend themselves to the work your students will do with the essential standards and what skills might be necessary to complete assessments. Remember, these standards may or may not be formally assessed in your classroom as you work through the unit.
Step 3	Create or find summative assessments for each essential standard. For every essential standard, you need to have a goal in mind and then work backward to meet that goal. Daily lessons and practice, formative assessments, and interventions should work towards these summative assessments of your essential standards. At this point, you should have 3-4 summative assessments that directly assess each of your essential standards.
Step 4	At this point, you should have 3-4 essential standards identified, 2-3 supporting standards identified, and 3-4 summative assessments tied to essential standards with potential connections to your supporting standards. You should now work to create formative assessments for all essential standards while using the supporting standards to help guide students and their learning. Consider creating/finding formative assessments that will lead to or practice the same types of work as your summative assessment. What might your students need to try and receive feedback on from your essential standards before they reach their summative assessment?

Step	Description
Step 5	Identify which additional standards you will use when/if there is time or need in your unit. These should be standards that might extend or enhance the grouping of standards and assessments you have already identified. Consider what blends well with the type of assessment you have created/found and what might benefit your students from learning once they are proficient with your essential and supporting standards.

### Sample Unit Outline 1

Essential Standards	Supporting Standards	Teacher Guidance/Additional Standards
<ul style="list-style-type: none"> <li>• 2.FR.PH.3b</li> <li>• 2.FR.PH.3c</li> <li>• 2.RC.RF.4</li> </ul>	<ul style="list-style-type: none"> <li>• 2.FR.PA.2</li> <li>• 2.FR.PH.3</li> <li>• 2.VD.WB.1c</li> </ul>	<ul style="list-style-type: none"> <li>• 2.RC.TC.1</li> <li>• 2.RS.DR.2</li> </ul>

Potential Assessment(s)
<ul style="list-style-type: none"> <li>• 2.FR.PH.3b: Word reading assessment with one and two syllable words with short and long vowels</li> <li>• 2.FR.PH.3c: Reading comprehension assessment using previously taught words with prefixes and suffixes</li> <li>• 2.RC.RF.4: Oral Reading Fluency Passage</li> </ul>

Rationale
<p>The rationale for grouping these skills is based on their shared focus on word analysis, decoding, and fluency, essential for building strong reading and writing skills in second graders. Understanding and applying affixes helps students decode unfamiliar words and expand their vocabulary. Recognizing and decoding irregularly spelled words further supports word recognition and reading fluency. These skills directly contribute to reading fluency and comprehension, as fluency allows students to focus on understanding the text rather than decoding individual words. Together, these elements provide targeted instruction/intervention that reinforces decoding, vocabulary development, fluency, and reading comprehension.</p>



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**For Questions Contact**

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