



English Language Arts and Literacy Standards

Grade 2

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OREGON
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Introduction

Shared Expectations for Student Learning

The Oregon content standards set clear, shared expectations for what all students should know and be able to do by the end of each year, grade band, or course. They reflect a commitment to equitable education, ensuring all students have access to consistent academic content, connected to and uplifted by their communities, backgrounds, and abilities. Adopted and maintained by the State Board of Education in accordance with ORS 329.045, the standards are regularly reviewed and revised to support high-quality, grade-level learning for every student.

For more information, visit the [Oregon's Standards website](#) or email ODE.Standards@ode.oregon.gov.

Vision for Equity and Excellence in Student Learning

Oregon's content standards reflect a shared commitment to equity, belonging, and the success of every student by guiding grade-level learning across all subjects while honoring students' identities, cultures, languages, and lived experiences.

Broader statewide educational initiatives, including the [Student Success Plans](#), the [Transformative Social and Emotional Learning \(SEL\) Framework and Standards](#), and [Tribal History/Shared History Curriculum](#), reinforce this vision and help establish the conditions for learning in classrooms. The required Transformative SEL Standards are intentionally designed to be integrated across all content standards, promoting culturally responsive, strengths-based instruction that elevates student voice and identity and fosters belonging for every student. The Tribal History/Shared History curriculum also ensures that the histories, cultures, and sovereignty of the nine federally recognized Tribal Nations in Oregon are taught with honesty and integrity.

Oregon's [Early Literacy](#) and [Adolescent Literacy](#) frameworks, [Multilingual Learner Strategic Plan](#), along with [English Language Proficiency Standards](#) are essential to supporting learning across all content areas. Skills in reading, writing, speaking, listening, and critical thinking enable students to access complex ideas and communicate their understanding effectively. When literacy and language development are intentionally integrated within high-quality instructional materials and classroom instruction, students, including multilingual learners, can use their cultural and linguistic assets to engage deeply with content and build the knowledge and skills needed for future learning. Alongside content standards, [high-quality instructional materials](#) play a critical role in ensuring that every student, every day, is engaged in meaningful, affirming, grade-level instruction. When instructional materials are aligned to standards and designed to support inclusive and culturally responsive teaching, they help educators deliver coherent, engaging instruction that supports all learners.

This vision, in alignment with these Oregon initiatives, frameworks, and approaches, creates the conditions for learning where every student can thrive and succeed.

Content Standards Development

In Oregon, content standards are developed through a collaborative process that brings together educators, content experts, and partners from across the state. Oregon Department of Education convenes standards review panels that examine research, national standards and trends, and current classroom practice to ensure the standards reflect high expectations for all students. Draft standards are shared for public input and feedback before being finalized and adopted by the State Board of Education. This process helps ensure that Oregon’s standards are relevant and reflective of the diverse perspectives and experiences of students and communities across the state.

Structure of the Content Standards

Oregon’s content standards are intentionally designed to promote coherence and complexity of thought across all subject areas. Each set of standards is informed by relevant frameworks, including Webb’s Depth of Knowledge (DOK), ensuring that expectations for student learning follow a coherent K-12 learning progression that deepens understanding and increases cognitive complexity.

Oregon uses a similar structure across content areas to help educators navigate the standards more easily. This shared design supports clearer implementation, promotes alignment across content areas, and helps educators focus on building students’ knowledge and skills in a coherent and integrated way across grade levels and content areas.

Oregon’s content standards are developed and organized to clearly articulate the core components and expectations for student learning. Each content area identifies a discipline – such as Mathematics, Science, or English Language Arts and defines the broad domain of learning. Grade levels specify the learner population and instructional window in which students engage with the standards, establishing a coherent progression across the K–12 continuum. This may refer to a single academic year, a multi-year grade band, or a credit-bearing course.

Domains and **sub-domains** provide the primary organizational structure for the standards.

Domains represent broad, conceptual categories within a discipline, while sub-domains can further refine these categories into more specific areas of focus. Together, they organize standards into meaningful, connected threads that support coherence within and across grade levels, making learning progressions.

Content standards define the essential knowledge and skills students are expected to learn and are formally adopted by the State Board of Education. **Indicators**, which are optional and may appear in guidance, offer additional detail by illustrating the breadth and depth of a standard. They describe the types of thinking or evidence students may demonstrate, supporting clarity and consistent interpretation without prescribing instruction.

The coding structure example below shows how each part of a standard is organized to communicate the content area, grade level, domain, and specific standard.

Key:

ELA.5.RL.1 = Content Area (English Language Arts)

ELA.**5**.RL.1 = Grade Level (5th Grade)

ELA.5.**RL**.1 = Domain (Reading Literature)

ELA.5.RL.**1** = Standard (first standard for this domain and grade level)

Introduction to the 2026 K-12 English Language Arts Literacy Standards

Oregon’s English Language Arts and Literacy standards are grounded in national research and best practices, including the science of reading, and are informed by [Oregon’s Early Literacy Framework](#) and [Adolescent Literacy Framework](#). They reflect evidence-based understanding of how students develop literacy skills, particularly in foundational reading, language development, and comprehension.

Organized within familiar domains and subdomains to support coherence and clarity, the standards are structured as a developmental learning progression from kindergarten through grade 12. Designed as end-of-year expectations, they emphasize essential literacy skills and competencies and illustrate how knowledge and skills deepen and expand over time as students grow. This vertically articulated structure supports high-quality and meaningful learning while honoring developmental considerations and equitable and responsive instruction, with the goal of ensuring all students graduate proficient in literacy.

Grade 2

Grade 2 Reading Foundational Skills (ELA.2.RF)

Print Concepts

ELA.2.RF.1 (Please see preceding grades for students needing additional supports for Print Concepts—RF.1.)

Phonological Awareness

ELA.2.RF.2 Demonstrate command of spoken words, syllables, and phonemes to support decoding and encoding of single- and multisyllabic words.

Phonics and Word Recognition

ELA.2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding 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 and encode regularly spelled two-syllable words with long vowels.
- d. Identify, decode, and know the meaning of words with the most common prefixes and derivational suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read irregularly spelled words.

Fluency

ELA.2.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

- a. Read text with purpose and understanding.
- b. Read text orally with sufficient accuracy and rate, and appropriate expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2 Reading Literature / Informational Text (ELA.2.RL / ELA.2.RI)

Key Ideas and Details

Reading Literature	Reading Informational
ELA.2.RL.1 Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.	ELA.2.RI.1 Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.
ELA.2.RL.2 Identify implicit and explicit information from stories, including but not limited to fables and folktales from diverse cultures, to determine the author's central message, lesson learned, and/or moral.	ELA.2.RI.2 Identify implicit and explicit information from a text to determine the text's central idea.
ELA.2.RL.3 In order to make meaning of the story development, describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.	ELA.2.RI.3 Describe the connection between individuals, a series of historical events, scientific ideas or concepts, or steps in technical procedures over the course of a text.

Craft and Structure

Reading Literature	Reading Informational
ELA.2.RL.4 Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes, and/or repeated lines, supply rhythm and shape meaning in a story, poem, or song.	ELA.2.RI.4 Determine the meaning of words and phrases and how those words or phrases shape meaning in a text relevant to a grade 2 topic or subject area.

Reading Literature	Reading Informational
ELA.2.RL.5 Describe the overall structure of a story, poem, or drama, including but not limited to linear, non-linear, and circular structures.	ELA.2.RI.5 Identify and describe informational text structures and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
ELA.2.RL.6 Acknowledge differences in the points of view of characters, using voice inflection when reading dialogue aloud, and how those points of view shape the content of the text.	ELA.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe, and how that purpose shapes the content of the text.

Integration of Knowledge and Ideas

Reading Literature	Reading Informational
ELA.2.RL.7 Use information gained from the illustrations and words in a print, non-print, or digital text to demonstrate understanding of its characters, setting, or plot.	ELA.2.RI.7 Identify information gained from visuals, illustrations, and words in the text, and explain how that information contributes to understanding the text.
ELA.2.RL.8 (Not applicable to literature)	ELA.2.RI.8 Describe how reasons support specific points the author makes in a text.
ELA.2.RL.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.	ELA.2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

Reading Literature	Reading Informational
ELA.2.RL.10 Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex, literary texts.	ELA.2.RI.10 Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex, informational texts.

Grade 2 Writing (ELA.2.W)

Text Types and Purposes

ELA.2.W.1 With scaffolded guidance and support, compose opinion pieces on topics or texts supported by reasons.

- Introduce the topic, followed by an opinion statement, and create an organizational structure.
- Provide reasons with details to support the opinion.
- Use grade-appropriate transitions to develop text structure across ideas.
- Provide a conclusion.

ELA.2.W.2 With scaffolded guidance and support, compose informative and/or explanatory texts to establish a topic and provide information about the topic.

- Introduce the topic.
- Supply information with detail to develop the topic.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across ideas.
- Provide a conclusion.

ELA.2.W.3 With scaffolded guidance and support, compose narratives to develop real or imagined experiences or multiple events or ideas, using effective techniques, descriptive details, and clear sequences.

- Recount a single event or multiple events, memories, or ideas.
- Include details that describe actions, thoughts, and emotions.
- Use temporal words and phrases to signal event order.
- Provide a conclusion.

Production and Distribution of Writing

ELA.2.W.4 (Begins in grade 3)

ELA.2.W.5 With guidance and support, focus on a topic and strengthen writing as needed by planning, drafting, revising, and editing.

ELA.2.W.6 With scaffolded guidance and support, use digital tools and resources and handwriting to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

ELA.2.W.7 Participate in shared research and writing projects that build knowledge about a topic.

ELA.2.W.8 Gather information from experiences or provided sources to answer or generate questions.

ELA.2.W.9 (Begins in grade 4)

Range of Writing

ELA.2.W.10 (Begins in grade 3)

Grade 2 Language (ELA.2.L)

Conventions of Standard English

ELA.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns.
- b. Use frequently occurring irregular nouns.
- c. Use reflexive pronouns.
- d. Use the past tense of frequently occurring irregular verbs.
- e. Use adjectives and adverbs in sentence formation.
- f. Produce, expand, and rearrange complete simple and compound sentences.

ELA.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize proper nouns, including but not limited to holidays, product names, and geographic names.
- b. Demonstrate appropriate use of commas in varied communication formats.
- c. Use apostrophes to form contractions and possessives.
- d. Generalize spelling patterns.
- e. Consult reference materials, including beginning dictionaries, both print and digital, as needed to check and correct spellings.

Knowledge of Language

ELA.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

ELA.2.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content.

- 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.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root.
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words.
- e. Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the meaning of words and phrases.

ELA.2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Demonstrate understanding of words by relating them to their synonyms and antonyms.
- b. Distinguish the shades of meaning among closely related verbs and closely related adjectives.

ELA.2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Grade 2 Speaking and Listening (ELA.2.SL)

Comprehension and Collaboration

ELA.2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions.
- b. Build on others' talk in conversations by linking personal comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

ELA.2.SL.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.

Presentation of Knowledge and Ideas

ELA.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELA.2.SL.5 Add audio recordings, drawings, or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

ELA.2.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.