

Grade 2

Students will:

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. [RL.2.1]
 - a. Infer the main idea and supporting details in narrative texts. 📖
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]
3. Describe how characters in a story respond to major events and challenges. [RL.2.3]

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. [RL.2.6]

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]
8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [RL.2.9]

Range of Reading and Level of Text Complexity

9. 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. [RL.2.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. [RI.2.1]
11. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [RI.2.2]
12. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3]

Craft and Structure

13. Determine the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area*. [RI.2.4]
14. 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. [RI.2.5]
15. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [RI.2.6]

Integration of Knowledge and Ideas

16. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [RI.2.7]
17. Describe how reasons support specific points the author makes in a text. [RI.2.8]
18. Compare and contrast the most important points presented by two texts on the same topic. [RI.2.9]

Range of Reading and Level of Text Complexity

19. 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. [RI.2.10]

Reading Standards: Foundational Skills

Phonics and Word Recognition

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]

- b. Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]
- c. Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]
- d. Decode words with common prefixes and suffixes. [RF.2.3d]
- e. Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]
- f. Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]

Fluency

- 21. Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]
 - a. Read on-level text with purpose and understanding. [RF.2.4a]
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]

Writing Standards

Text Types and Purposes

- 22. 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., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. [W.2.1]
 - a. Write free verse poetry to express ideas. 📖
- 23. Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. [W.2.2]
- 24. 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. [W.2.3]

Production and Distribution of Writing

- 25. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]
- 26. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.2.6]

Research to Build and Present Knowledge

27. 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). [W.2.7]
28. Recall information from experiences or gather information from provided sources to answer a question. [W.2.8]

Speaking and Listening Standards

Comprehension and Collaboration

29. Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups. [SL.2.1]
 - 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). [SL.2.1a]
 - b. Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]
30. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]
31. 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. [SL.2.3]


Presentation of Knowledge and Ideas

32. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]
33. 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. [SL.2.5]
34. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations.) [SL.2.6]

Language Standards

Conventions of Standard English

35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]

- a. Use collective nouns (e.g., *group*). [L.2.1a]
 - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). [L.2.1b]
 - c. Use reflexive pronouns (e.g., *myself, ourselves*). [L.2.1c]
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). [L.2.1d]
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). [L.2.1f]
36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]
- a. Capitalize holidays, product names, and geographic names. [L.2.2a]
 - b. Use commas in greetings and closings of letters. [L.2.2b]
 - c. Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]
 - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). [L.2.2d]
 - e. Form uppercase and lowercase letters in cursive. 
 - f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.2.2e]

Knowledge of Language

37. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]
- a. Compare formal and informal uses of English. [L.2.3a]

Vocabulary Acquisition and Use

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies. [L.2.4]
- a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). [L.2.4b]

- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). [L.2.4c]
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). [L.2.4d]
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [L.2.4e]
39. Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]
- a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). [L.2.5a]
 - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). [L.2.5b]
40. 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., *When other kids are happy that makes me happy*). [L.2.6]