

Grade 2

Adopted 2017

Reading Standards

Literary and Informational Text

Key Ideas and Details

- 2R1.** Develop and answer questions to demonstrate an understanding of key ideas and details in a text. **2R1**
- 2R2.** Identify a main topic or central idea and retell key details in a text; summarize portions of a text. **2R2**
- 2R3.** In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events. **2R3**

Craft and Structure

- 2R4.** Explain how words and phrases in a text suggest feelings and appeal to the senses. **2R4**
- 2R5.** Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. **2R5**
- 2R6.** Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. **2R6**

Integration of Knowledge and Ideas

- 2R7.** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. **2R7**
- 2R8.** Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. **2R8**
- 2R9.** Make connections between self and text (texts and other people/world). **2R9**

Foundational Skills

Print Concepts

2RF1. There is not a grade 2 standard for this concept. **2RF1**

Phonological Awareness

2RF2. There is not a grade 2 standard for this concept. Please see preceding grades for more information. **2RF2**

Phonics and Word Recognition

2RF3. Know and apply phonics and word analysis skills in decoding words. **2RF3**

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams). **2RF3.A**
- b. Decode short and long vowel sounds in two-syllable words. **2RF3.B**
- c. Decode regularly spelled two-syllable words. **2RF3.C**
- d. Recognize and identify root words and common suffixes and prefixes. **2RF3.D**
- e. Read all common high-frequency words by sight. **2RF3.E**

Fluency

2RF4. Read grade-level text with sufficient accuracy and fluency to support comprehension. **2RF4**

- a. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **2RF4.A**
- b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **2RF4.B**

Writing Standards

Text Types and Purposes

2W1. Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. **2W1**

2W2. Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section. **2W2**

2W3. Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure. **2W3**

2W4. Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other). **2W4**

2W5. Begins in grade 4. **2W5**

Research to Build and Present Knowledge

- 2W6.** Develop questions and participate in shared research and explorations to answer questions and to build knowledge. **2W6**
- 2W7.** Recall and represent relevant information from experiences or gather information from provided sources to answer a question. **2W7**
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Speaking and Listening

Comprehension and Collaboration

- 2SL1.** Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. **2SL1**
- a.** Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. **2LS1.A**
 - b.** Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges. **2SL1.B**
 - c.** Ask for clarification and further explanation as needed about topics and texts under discussion. **2SL1.C**
 - d.** Consider individual differences when communicating with others. **2SL2.D**
- 2SL2.** Recount or describe key ideas or details of diverse texts and formats. **2SL2**
- 2SL3.** Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s). **2SL3**
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Presentation of Knowledge and Ideas

- 2SL4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **2SL4**
- 2SL5.** Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings. **2SL5**
- 2SL6.** Express thoughts, feelings, and ideas clearly, adapting language according to context. **2SL6**
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Language Standards

Knowledge of Language

- 2L3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **2L3**
- a.** Compare academic and conversational uses of English. **2L3.A**

Vocabulary Acquisition and Use

- 2L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. **2L4**
- a.** Use sentence-level context as a clue to the meaning of a word or phrase. **2L4.A**
 - 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). **2L4.B**
 - c.** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). **2L4.C**
 - d.** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). **2L4.D**
 - e.** Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. **2L4.E**
- 2L5.** Demonstrate understanding of word relationships and nuances in word meanings. **2L5**
- a.** Identify real-life connections between words and their use. **2L5.A**
 - b.** Use words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy). **2L5.B**
 - c.** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). **2L5.C**
- 2L6.** 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) **2L6**
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Conventions of Academic English/Language for Learning

Core Conventions

1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. **L.1**
 1. Print upper- and lowercase letters in their name **L.1.1**
 - a. Print many upper- and lowercase letters **L.1.1.A**
 - b. Print all upper- and lowercase letters. **L.1.1.B**
 2. Use frequently occurring nouns and verbs (orally) **L.1.2**
 - a. Use frequently occurring nouns and verbs. **L.1.2.A**
 3. Use common, proper, and possessive nouns. **L.1.3**
 4. Use collective nouns (e.g., group). **L.1.4**
 5. Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). **L.1.5**
 6. Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). **L.1.6**
 7. Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). **L.1.7**
 8. Understand and use interrogatives (question words—e.g., who, what, where, when, why, how). **L.1.8**
 9. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **L.1.9**
 10. Produce and expand complete sentences in shared language activities. **L.1.10**
 11. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). **L.1.11**
 - a. Use reflexive pronouns (e.g., myself, ourselves). **L.1.11.A**
 12. Use verbs. **L.1.12**
 - a. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). **L.1.12.A**
 - b. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). **L.1.12.B**
 13. Use frequently occurring adjectives. **L.1.13**
 - a. Use adjectives or adverbs appropriately. **L.1.13.A**
 14. Use frequently occurring conjunctions (e.g., and, but, or, so because). **L.1.14**
 - a. Use frequently occurring transition words (e.g., first, then, therefore, finally) **L.1.14.A**
 15. Produce and expand complete sentences. **L.1.15**
 - a. Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie). **L.1.15.A**

Core Punctuation and Spelling

2. Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. **L.2**
 1. Attempt to write symbols or letters to represent words. **L.2.1**
 2. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.2.2**
 - a. Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. **L.2.2.A**
 - b. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.2.2.B**
 - c. Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy). **L.2.2.C**
 3. Write a letter or letters for most consonant and short-vowel sounds (phonemes). **L.2.3**
 4. Consult reference materials as needed to check and correct spellings. **L.2.4**
 5. Recognize and name end punctuation. **L.2.5**
 - a. Use end punctuation for sentences. **L.2.5.A**
 6. Capitalize the first letter of their name. **L.2.6**
 - a. Capitalize the first word in a sentence and the pronoun I. **L.2.6.A**
 - b. Capitalize dates and names of people. **L.2.6.B**
 - c. Capitalize names, places, and holidays. **L.2.6.C**
 7. Use commas in dates and to separate single words in a series. **L.2.7**
 - a. Use commas in greetings and closings of letters. **L.2.7.A**
 8. Use an apostrophe to form contractions and frequently occurring possessives. **L.2.8**