

GRADE 2

READING: LITERATURE

Key Ideas and Details

- RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

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

Integration of Knowledge and Ideas

- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.8 (RL.1.8 not applicable to literature)
- RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

- RL.2.10 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.

READING: FOUNDATIONAL SKILLS

Phonics and Word Recognition

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3c Decode regularly spelled two-syllable words with long vowels.
- RF.2.3d Decode words with common prefixes and suffixes.
- RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f Recognize and read grade-appropriate irregularly spelled words.

Fluency

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

WRITING

Text Types and Purposes

- W.2.1 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.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3 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.

Production and Distribution of Writing

- (W.2.4 begins in grade 3)
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- W.2.7 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.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- (W.2.9 begins in grade 4)

Range of Writing

- (W.2.10 begins in grade 3)

SPEAKING AND LISTENING

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1a 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.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 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.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 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.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

READING: INFORMATIONAL TEXT

Key Ideas and Details

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

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 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.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

- RI.2.10 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.

LANGUAGE

Conventions of Standard English

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1a Use collective nouns (e.g., *group*).
- L.2.1b Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).
- L.2.1c Use reflexive pronouns (e.g., *myself*, *ourselves*).
- L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).
- L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.1f 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.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2a Capitalize holidays, product names, and geographic names.
- L.2.2b Use commas in greetings and closings of letters.
- L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2d Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

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

Vocabulary Acquisition and Use

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