



Strands>	Reading: Literature (RL.2.x)	Reading: Informational Text (RI.2.x)		Reading: Foundational Skills (RF.2.x)	Writing: (W.2.x)	Language (L.2.x)	Speaking & Listening (SL.2.x)
Key Ideas and Details	<b>RL.2.1</b> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<b>RI.2.1</b> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.		(Not Applicable to grade 2)	<b>W.2.1</b> 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., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	<b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>L.2.1a</b> Use collective nouns (e.g., <i>group</i> ).  <b>L.2.1b</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i> ).  <b>L.2.1c</b> Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).  <b>L.2.1d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i> ).	<b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	<b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	<b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		(Not applicable to grade 2)	<b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>L.2.1e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.  <b>L.2.1f</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie</i> ; <i>The little boy watched the movie</i> ; <i>The action movie was watched by the little boy</i> ).	<b>SL.2.1a</b> 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).
	<b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.	<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Phonics & Word Recognition >	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.3a</b> Distinguish long and short vowels when reading regularly spelled one-syllable words. <b>RF.2.3b</b> Know spelling-sound correspondences for additional common vowel teams.	<b>W.2.3</b> 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.	<b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>L.2.2a</b> Capitalize holidays, product names, and geographic names.  <b>L.2.2b</b> Use commas in greetings and closings of letters.  <b>L.2.2c</b> Use an apostrophe to form contractions and frequently occurring possessives.	<b>SL.2.1b</b> Build on others' talk in conversations by linking their comments to the remarks of others.

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Craft and Structure	<b>RL.2.4 Describe how words and phrases</b> (e.g., regular beats, alliteration, rhymes, repeated lines) <b>supply rhythm and meaning</b> in a story, poem, or song.	<b>RI.2.4 Determine the meaning of words</b> and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .		<b>RF.2.3c Decode regularly spelled two-syllable words</b> with long vowels.  <b>RF.2.3d Decode words with common prefixes and suffixes.</b>	(W.2.4 begins in grade 3)	<b>L.2.2d Generalize learned spelling patterns</b> when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).  <b>L.2.2e</b> Consult reference materials, including beginning dictionaries, as needed to <b>check and correct spellings</b> .	<b>SL.2.1c Ask for clarification</b> and further explanation as needed about the topics and texts under discussion.
	<b>RL.2.5 Describe the overall structure of a story</b> , including describing how the beginning introduces the story and the ending concludes the action.	<b>RI.2.5 Know and use various text features</b> (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		<b>RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.</b>  <b>RF.2.3f Recognize and read grade-appropriate irregularly spelled words.</b>	<b>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b>	<b>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>  <b>L.2.3a Compare formal and informal uses of English</b>	<b>SL.2.2 Recount or describe key ideas or details from a text</b> read aloud or information <b>presented orally</b> or through other media.
	<b>RL.2.6 Acknowledge differences in the points of view of characters</b> , including by speaking in a different voice for each character <b>when reading dialogue aloud</b> .	<b>RI.2.6 Identify the main purpose of a text</b> , including what the author wants to answer, explain, or describe.	<b>Fluency &gt;</b>	<b>RF.2.4 Read with sufficient accuracy</b> and fluency to support comprehension.	<b>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing</b> , including in collaboration with peers.	<b>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases</b> based on grade 2 reading and content, choosing flexibly from an array of strategies.  <b>L.2.4a Use sentence-level context as a clue to the meaning</b> of a word or phrase.	<b>SL.2.3 Ask and answer questions about what a speaker says</b> in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Integration of Knowledge and Ideas	<b>RL.2.7 Use information gained from the illustrations and words</b> in a print or digital text to <b>demonstrate understanding</b> of its characters, setting, or plot.	<b>RI.2.7 Explain how specific images</b> (e.g., a diagram showing how a machine works) contribute to and <b>clarify a text</b> .		<b>RF.2.4a Read grade-level text with purpose and understanding.</b> <b>RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>	<b>W.2.7 Participate in shared research and writing projects</b> (e.g., read a number of books on a single topic to produce a report; record science observations).	<b>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word</b> (e.g., <i>happy/unhappy, tell/retell</i> ).  <b>L.2.4c Use a known root word as a clue to the meaning of an unknown word</b> with the same root (e.g., <i>addition, additional</i> ).	<b>SL.2.4 Tell a story or recount an experience</b> with appropriate facts and relevant, descriptive details, <b>speaking audibly in coherent sentences</b> .

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	(RL.2.8 not applicable to literature)	<b>RI.2.8 Describe how reasons support specific points</b> the author makes in a text.		<b>RF.2.4c Use context to confirm or self-correct word recognition and understanding</b> , rereading as necessary.	<b>W.2.8 Recall information</b> from experiences or gather information from provided sources <b>to answer a question.</b>	<b>L.2.4d Use</b> knowledge of the <b>meaning of individual words to predict the meaning of compound words</b> (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ).  <b>L.2.4e Use glossaries and beginning dictionaries</b> , both print and digital, <b>to determine</b> or clarify the <b>meaning</b> of words and phrases.	<b>SL.2.5 Create audio recordings of stories</b> or poems; <b>add drawings</b> or other visual displays to stories or recounts of experiences when appropriate <b>to clarify ideas</b> , thoughts, and feelings.
	<b>RL.2.9 Compare and contrast two or more versions of the same story</b> (e.g., Cinderella stories) by different authors or from different cultures.	<b>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</b>			(W.2.9 begins in grade 4) (W.2.10 begins in grade 3)	<b>L.2.5 Demonstrate</b> understanding of word relationships and <b>nuances in word meanings.</b>  <b>L.2.5a Identify</b> real-life <b>connections between words and their use</b> (e.g., <i>describe foods that are spicy or juicy</i> ).  <b>L.2.5b Distinguish shades of meaning</b> among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).	<b>SL.2.6 Produce complete sentences</b> when appropriate to task and situation in order <b>to provide requested detail</b> or clarification. (See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)
<b>Range of Reading and Level of Text Complexity</b>	<b>RL.2.10</b> By the end of the year, <b>read and comprehend literature</b> , including stories and poetry, in the grades 2–3 text complexity band <b>proficiently</b> , with scaffolding as needed at the high end of the range.	<b>RI.2.10</b> By the end of year, <b>read and comprehend informational texts</b> , including history/social studies, science, and technical texts, in the grades 2–3 text complexity band <b>proficiently</b> , with scaffolding as needed at the high end of the range.				<b>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs</b> to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	