

Grade/ Standard	Reading Foundational	Reading Literature	Reading Informational	Literacy History/ Social St. Sci & Tech Subjects	Writing	Wtg His/ SS/ Tech	Speaking & Listening	Language
2.1	K-1 only	RL2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Embedded within the K-5 standards	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.	Embedded within the K-5 standard	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. o 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). o B. Build on others' talk in conversations by linking their comments to the remarks of others. o C. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o A. Create readable documents with legible print. o B. Use collective nouns (e.g., group). o C. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). o D. Use reflexive pronouns (e.g., myself, ourselves). o E. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). o F. Use adjectives and adverbs, and choose between them depending on what is to be modified. o G. 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).
2.2	K-1 only	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Embedded within the K-5 standards	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Embedded within the K-5 standard	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. A. Give and follow three- and four-step oral directions.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o A. Capitalize holidays, product names, and geographic names. o B. Use commas in greetings and closings of letters. o C. Use an apostrophe to form contractions and frequently occurring possessives. o D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). o E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p>	RL.2.3. Describe how characters in a story respond to major events and challenges.	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Embedded within the K-5 standards	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.	Embedded within the K-5 standard	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.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>o A. Compare formal and informal uses of English.</p>
2.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>	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. (See grade 2 Language standards 4-6 for additional expectations.)	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4-6 for additional expectations.)	Embedded within the K-5 standards	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Embedded within the K-5 standards	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>A. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</p>	<p>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.</p> <p>o A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>o 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).</p> <p>o C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>o D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.</p>

2.5	X	RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	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.	Embedded within the K-5 standards	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Embedded within the K-5 standards	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.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. o A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). o B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
2.6	X	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.	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Embedded within the K-5 standards	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Embedded within the K-5 standards	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	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).
2.7	X	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.	RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Embedded within the K-5 standards	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).	Embedded within the K-5 standards	X	X
2.8	X	Standard is Not applicable To Reading Literature	RI.2.8. Describe how reasons support specific points the author makes in a text.	Embedded within the K-5 standards	Recall information from experiences or gather information from provided sources to answer a question.	Embedded within the K-5 standards	X	X

2.9	X	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.	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	Embedded within the K-5 standards	(Begins in grade 4)	Embedded within the K-5 standards	X	X
2.10	X	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.	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.	Embedded within the K-5 standards	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Embedded within the K-5 standards	X	X