

Grade 2 Access Points

Communication

1 Communicating Through Writing

- 1 Write letters and/or groups of letters with adequate spacing. [ELA.2.C.1.AP.1](#)
 - 2 Write a narrative that includes a beginning, middle and end. [ELA.2.C.1.AP.2](#)
 - 3 Write an opinion about a topic with one supporting reason. [ELA.2.C.1.AP.3](#)
 - 4 Write an expository text about a topic, using a source, providing an introduction and facts. [ELA.2.C.1.AP.4](#)
 - 5 Improve writing as needed by planning, revising and editing, with guidance and support from adults. [ELA.2.C.1.AP.5](#)
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2 Communicating Orally

- 1 Express information using complete sentences and appropriate volume, using the students mode of communication. [ELA.2.C.2.AP.1](#)
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3 Following Conventions

- 1 Follow the rules of standard English grammar, punctuation, capitalization and spelling. Use possessives and plural possessives. Use subject-verb agreement in simple sentences. Appropriately use pronouns. Use commas in a series.
[ELA.2.C.3.AP.1](#)
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4 Researching

- 1 Participate in guided research to gather information to answer a question about a single topic using multiple sources. [ELA.2.C.4.AP.1](#)
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5 Creating and Collaborating

- 2 Identify and use digital tools to produce and publish writing individually or with peers and with support from adults. [ELA.2.C.5.AP.2](#)
 - 1 Identify one multimedia element to enhance oral or written tasks. [ELA.2.C.5.AP.1](#)
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Foundational Skills

1 Applying Foundational Reading Skills

- 3a Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). [ELA.2.F.1.AP.3A](#)
 - 3b Decode regularly spelled two-syllable words with long and short vowels. [ELA.2.F.1.AP.3B](#)
 - 3c Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). [ELA.2.F.1.AP.3C](#)
 - 3d Decode words with common prefixes and suffixes. [ELA.2.F.1.AP.3D](#)
 - 3e 1f. Decode words with silent letter combinations (e.g., knight, comb, island, ghost). [ELA.2.F.1.AP.3E](#)
 - 4 1e. Write an expository text about a topic, using a source, providing an introduction and facts. [ELA.2.F.1.AP.4](#)
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Reading

1 Reading Prose and Poetry

- 1 Sequence and describe main elements in a literary text. [ELA.2.R.1.AP.1](#)
 - 2 Identify the theme of a literary text. [ELA.2.R.1.AP.2](#)
 - 3 Match characters and their perspectives in a literary text. [ELA.2.R.1.AP.3](#)
 - 4 Identify a rhyme scheme in a poem. [ELA.2.R.1.AP.4](#)
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2 Reading Informational Text

- 1 Show how text features—including titles, headings, graphs, maps and/or illustrations—contribute to the meaning of texts. [ELA.2.R.2.AP.1](#)
 - 2 Identify the central idea and relevant details in a text. [ELA.2.R.2.AP.2](#)
 - 3 Identify an authors purpose in an informational text. [ELA.2.R.2.AP.3](#)
 - 4 Identify an authors opinion and supporting evidence. [ELA.2.R.2.AP.4](#)
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3 Reading Across Genres

- 1 Identify similes, idioms and alliteration in text(s). [ELA.2.R.3.AP.1](#)
 - 2a Identify main story elements and sequence relevant details in a logical order for a literary text using the student's mode of communication. [ELA.2.R.3.AP.2A](#)
 - 2b Identify the central idea and a relevant detail for an informational text using the students mode of communication. [ELA.2.R.3.AP.2B](#)
 - 3 Compare the important details presented by two texts on the same topic or theme. [ELA.2.R.3.AP.3](#)
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Vocabulary

1 Finding Meaning

- 1 Identify grade-level academic vocabulary appropriately in communication, using the students mode of communication. [ELA.2.V.1.AP.1](#)
- 2 Identify base words and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level. [ELA.2.V.1.AP.2](#)
- 3 Identify and use picture clues, context clues, word relationships and/or background knowledge to determine the meaning of unknown words at the student's ability level. [ELA.2.V.1.AP.3](#)