Indiana English/Language Arts Content Connectors

Grade 2

Reading Foundations RF

Decoding

1 Use knowledge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (E) 2.RF.1

- a Use knowledge of four to six of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode regularly spelled one- or two-syllable words. (E) 2.RF.1A

2 Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words. 2.RF.2

- a Apply knowledge of short and long vowels when reading regularly-spelled, one-syllable words. 2.RF.2A

3 Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words. (E) 2.RF.3

- a Decode frequently-occurring base words with common prefixes and suffixes, and decode simple compound words (e.g., goldfish, snowman, cowboy). (E) 2.RF.3A

4 Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading. 2.RF.4

- a Read short texts including common, regularly spelled words with appropriate fluency including rate and accuracy. 2.RF.4A

Reading Comprehension RC

RC. Reading Comprehension RC

Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E) 2.RC.1

- a **Ask and answer more than one question about the main idea and key details in a text heard or read. (E)** 2.RC.1A

Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures. and de me moral. 2.RC.2

- a **Recount the beginning, middle, and ending of familiar stories, fables, or folktales from diverse cultures, and determine their central message, lesson, or moral.** 2.RC.2A

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Describe how characters in a story respond to major events and how characters affect the plot. 2.RC.3	**a** Identify a description of how characters in a story respond to major events. 2.RC.3A
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (E) 2.RC.4	**a** Identify the structure of the story, including describing that the beginning introduces the story and that the ending concludes the action. (E) 2.RC.4A
Acknowledge differences in the points of view of characters, and identify dialogue as words spoken by characters, usually enclosed in quotation marks. 2.RC.5	**a** Identify different points of view of two characters in a story. 2.RC.5A **b** Identify dialogue as indicated by quotation marks in a story. 2.RC.5B
Identify the main idea of a multiparagraph text and the topic of each paragraph. 2.RC.6	**a** Identify the main idea of a text with more than one paragraph and/or the topic of each paragraph. 2.RC.6A
Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information, and explain how they contribute to and clarify a text. 2.RC.7	**a** Locate various text features including headings, captions, and/or glossary of a nonfiction text. 2.RC.7A **b** Use headings, captions, or glossary to describe key facts or information in a nonfiction text. 2.RC.7B
Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. (E) 2.RC.8	**a** Identify the structure of a nonfiction text as descriptive, compare and contrast, or cause and effect. (E) 2.RC.8A

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Describe how an author uses facts to support specific points in a text. 2.RC.9	**a** Identify more than one fact that an author uses to support specific points in a text. 2.RC.9A
Compare and contrast the most important points presented by two texts on the same topic. 2.RC.10	**a** Identify at least one similarity and one difference between important points presented by two texts on the same topic. 2.RC.10A
Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words. 2.RC.11	**a** Use context clues (e.g., words and sentence clues) and/or text features (e.g., table of contents, headings) to determine the meanings of unknown words. 2.RC.11A
Identify relationships among words, including common synonyms and antonyms, and simple, multiple-meaning words (e.g., change, duck). (E) 2.RC.12	**a** Use pictures and/or paired pictures and words to identify and demonstrate knowledge of word relationships, including common synonyms and antonyms and/or simple multiple-meaning words (e.g., change, duck). (E) 2.RC.12A
Writing W	**W.** Writing W
Write legibly by forming letters correctly and spacing words and sentences properly. (E) 2.W.1	**a** Write legibly by correctly forming capital and lowercase letters and using appropriate spacing between letters, words, and sentences. 2.W.1A
Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a cel	**a** Write pieces that introduce an opinion about a provided topic or text and include at least one reason that supports the stated opinion. (E) 2.W.2A **b** Use linking words (e.g., because, and, also) to connect information or fact to the opinion. (E) 2.W.2B **c** Write a concluding statement to end the opinion piece. (E) 2.W.2C

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should be followed. (E) 2.W.2

Write informative/explanatory pieces on a main idea that introduces a topic, provides facts and details about the topic, and includes a concluding statement. (E) 2.W.3

- **a** Write informative/explanatory pieces for a provided topic and include at least two facts or details about the topic. (E) 2.W.3A
- **b** Write a concluding statement to end the informative/explanatory piece. (E) 2.W.3B

Write narratives that: a. Include a beginning; b. Use temporal words to signal event order (e.g., first of all); c. Provide details to describe actions, thoughts, and feelings; and d. Provide a middle and an ending. (E) 2.W.4

- **a** Write narratives that: a. Include a beginning; b. Include events in order; c. Use temporal words to signal event order (e.g., first, next, next, then); d. Provide details to describe actions, thoughts, and/or feelings; e. Provide a middle; and f. Provide an ending. (E) 2.W.4A

Apply the writing process to: a. Plan by generating ideas for writing by drawing and brainstorming; with support, revise writing by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. b. Use available technology to produce and publish legible documents. 2.W.5

- **a** With support, apply the writing process to: a. Plan by generating and recording ideas for writing through discussions, pictures, and/or drawings about a topic or experience; b. Develop drafts in pictorial and/or written form by organizing or sequencing ideas using a graphic organizer; c. Use varied forms of provided feedback (e.g., questions related to sequence or details, adding words, ideas, and/or pictures) to revise writing; d. Edit writing for conventions including: capitalization of names of people, names of places, dates, and holidays; end punctuation and comma use in dates or greetings and closings of letters; and/or spelling of high frequency and common words; e. Respond to the writing of others (e.g., emotions, like/dislike); and f. Use available and familiar technology to produce and publish writing. 2.W.5A

With support, conduct research on a topic. a. Find information on a to ca

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- **a** With support, conduct research on a topic: a. Identify a topic of interest and find related information from teacher-provided sources. b. Organize information using graphic organizers or other aids. c. Present information that has been gathered using an appropriate format (e.g., text, labeled diagrams, poster, diorama). 2.W.6A

various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats. 2.W.6	
Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns – Using sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns. b. Verbs – I. Using sentences that use the past tense of frequently occurring irregular verbs. II. Understanding the functions of different types of verbs (e.g., action, linking) in sentences. c. Adjectives/Adverbs – Using sentences that use adjectives and adverbs. d. Usage – Using complete simple and compound declarative, interrogative, imperative, and exclamatory sentences correctly. (E) 2.W.7	a Correctly apply English grammar and usage when writing or speaking. focusing on: a. Nouns/Pronouns - Using sentences that include common proper and/or collective nouns and pronouns. b. Verbs - Using sentences that include verbs to convey past and present tense. c. Adjectives/Adverbs - Using sentences that include common adjectives and adverbs. d. Usage - Using complete simple declarative, interrogative, imperative, and/or exclamatory sentences. (E) 2.W.7A
Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing greetings, months and days of the week, titles and initials in no	a Apply capitalization, punctuation, and spelling conventions focusing on: a. Capitalization - Capitalizing the first word in a sentence, the pronoun I, greetings, months and days of the week, names of people and places, and/or holidays. b. Punctuation - Correctly using end punctuation, and using commas in dates and greetings and closings of letters. c. Encoding – I. Correctly spelling words with common spelling patterns (short and long vowel sounds, r-controlled vowels, and/or consonant-blend patterns). II. Generalizing words with learned spelling patterns (e.g., word families, onset and rhyme) when writing. III. Identifying the correct spelling of most common irregularly-spelled words (e.g., said, do, they). (E) 2.W.8A

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holidays and geographic names. b. Punctuation – I. Correctly using a period, question mark, or exclamation mark at the end of a sentence. II. Using an apostrophe to form contractions and singular possessive nouns. III. Using commas in greetings and closings of letters, dates, and to separate items in a series. c. Encoding – I. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. II. Generalizing learned spelling patterns (e.g., word families) when writing words. III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). **(E)** 2.W.8	
Communication and Collaboration CC	**CC. Communication and Collaboration** CC
Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) 2.CC.1	**a Participate in collaborative conversations about instructional-level topics and texts with peers and adults in small and larger groups. (E)** 2.CC.1A
Listen to others, take one's turn in respectful ways, and speak one at a time about the topics an dis	**a Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.** 2.CC.2A

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Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.CC.3	**a**	**Ask and/or answer questions about what a speaker says to clarify something that is not understood.** 2.CC.3A
Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. (E) 2.CC.4	**a**	**Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. (E)** 2.CC.4A
Develop simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings. (E) 2.CC.5	**a**	**With support and guidance, develop simple multimedia presentations. (E)** 2.CC.5A
Give and follow oral directions with three or more steps. 2.CC.6	**a**	**Give oral two-step directions.** 2.CC.6A
	b	**Follow oral two-step directions.** 2.CC.6B
Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. (E) 2.CC.7	**a**	**Recognize media sources can be used for information, entertainment, and persuasive purposes. (E)** 2.CC.7A