Indiana English/Language Arts

Grade 2

Adopted 2023

Reading Foundations

RF. Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode. 2.RF

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
2. Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words. 2.RF.2
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
4. Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading. 2.RF.4

Reading Comprehension

RC. Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. 2.RC

1. Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E) 2.RC.1
2. Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2.RC.2
3. Describe how characters in a story respond to major events and how characters affect the plot. 2.RC.3
4. 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
5. 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
6. Identify the main idea of a multiparagraph text and the topic of each paragraph. 2.RC.6
7. 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
8. 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
9. Describe how an author uses facts to support specific points in a text. 2.RC.9

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10. Compare and contrast the most important points presented by two texts on the same topic. 2.RC.10
11. 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
12. Identify relationships among words, including common synonyms and antonyms, and simple, multiple-meaning words (e.g., change, duck). (E) 2.RC.12

Writing

W. Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure. 2.W

1. Write legibly by forming letters correctly and spacing words and sentences properly. (E) 2.W.1
2. 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 certain course of action should be followed. (E) 2.W.2
3. 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
4. Write narratives that: 2.W.4
    a. Include a beginning; 2.W.4.A
    b. Use temporal words to signal event order (e.g., first of all); 2.W.4.B
    c. Provide details to describe actions, thoughts, and feelings; and 2.W.4.C
    d. Provide a middle and an ending. (E) 2.W.4.D
5. Apply the writing process to: 2.W.5
    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. 2.W.5.A
    b. Use available technology to produce and publish legible documents. 2.W.5.B
6. With support, conduct research on a topic. 2.W.6
    a. Find information on a topic of interest (e.g., cardinals). 2.W.6.A
    b. Identify various visual and text reference sources. 2.W.6.B
    c. Organize, summarize, and present the information, choosing from a variety of formats. 2.W.6.C

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7. Demonstrate command of English grammar and usage, when writing or speaking, focusing on: 2.W.7
    a. Nouns/Pronouns – Using sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns. 2.W.7.A
    b. Verbs – 2.W.7.B
        I. Using sentences that use the past tense of frequently occurring irregular verbs. 2.W.7.B.I
        II. Understanding the functions of different types of verbs (e.g., action, linking) in sentences. 2.W.7.B.II
    c. Adjectives/Adverbs – Using sentences that use adjectives and adverbs. 2.W.7.C
    d. Usage – Using complete simple and compound declarative, interrogative, imperative, and exclamatory sentences correctly. (E) 2.W.7.D
8. Demonstrate command of capitalization, punctuation, and spelling, focusing on: 2.W.8
    a. Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. 2.W.8.A
    b. Punctuation – 2.W.8.B
        I. Correctly using a period, question mark, or exclamation mark at the end of a sentence. 2.W.8.B.I
        II. Using an apostrophe to form contractions and singular possessive nouns. 2.W.8.B.II
        III. Using commas in greetings and closings of letters, dates, and to separate items in a series. 2.W.8.B.III
    c. Encoding – 2.W.8.C
        I. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. 2.W.8.C.I
        II. Generalizing learned spelling patterns (e.g., word families) when writing words. 2.W.8.C.II
        III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E) 2.W.8.C.III

Communication and Collaboration

CC. Students actively listen and participate in discussions using details and answering questions. 2.CC

1. Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E) 2.CC.1
2. 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.2
3. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.CC.3

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4. 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
5. Develop simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings. (E) 2.CC.5
6. Give and follow oral directions with three or more steps. (E) 2.CC.6
7. Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. (E) 2.CC.7