English Language Arts: Grade 2

Reading Standards for Literature

Key Ideas and Details

1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details using evidence from the text. RL.2.1

2 Recount and determine the central message, lesson or moral of stories, including but not limited to fables and folktales from diverse cultures. RL.2.2

3 Describe how characters in a story respond to major events and challenges, drawing on key details. RL.2.3

Craft and Structure

4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.4

5 Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the plot, and how the ending concludes the action. RL.2.5

6 Acknowledge differences in the points of view (perspective) of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.6

Integration of Knowledge and Ideas

7 Use information gained from the illustrations and words in a story to demonstrate understanding of its characters, setting, or plot. RL.2.7

8 (Not applicable to literature) RL.2.8

9 Compare and contrast two or more versions of the same story by different authors or from different cultures. RL.2.9

Range of Reading and Level of Text Complexity

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. RL.2.10

Reading Standards for Inf

Skip to main content

Key Ideas and Details

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

2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.2

3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.3

Craft and Structure

4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.4

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. RI.2.5

6 Identify the main purpose of a text, including the author's point of view and/or perspective. RI.2.6

Integration of Knowledge and Ideas

7 Explain how specific images (e.g., a diagram showing how a machine works) and details contribute to and clarify a text. RI.2.7

8 Describe how reasons support specific points the author makes in a text. RI.2.8

9 Compare and contrast the most important points presented by two texts on the same topic. RI.2.9

Range of Reading and Level of Text Complexity

10 By the end of the 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. RI.2.10

Reading and Writing Standards: Foundational Skills

Phonics and Word Recognition

3 Know and apply grade-level phonics and word analysis skills to support decoding and encoding words. RF.2.3

a Decode and encode long and short vowels in regularly-spelled one-syllable words. RF.2.3.A

b Decode and encode common vowel teams. With prompting and support, decode and encode additional vowel teams. RF.2.3.B

c Decode and encode regularly spelled two-syllable or multisyllabic words. RF.2.3.C

d Decode and encode words with common prefixes and suffixes. RF.2.3.D

e With prompting and support, decode and encode words with inconsistent but common spelling-sound correspondences. RF.2.3.E

f Read grade-appropriate high frequency words with accuracy and automaticity. RF.2.3.F

Skip to main content

uency

4 Read with sufficient accuracy and fluency to support comprehension RF.2.4

a Read grade-level text with purpose and understanding. RF.2.4.A

b Use decoding skills to self-correct word recognition, rereading as necessary. RF.2.4.B

c Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C

Writing Foundations

1 Print independently and legibly for a variety of tasks and purposes. WF. 2.1

a Produce manuscript writing with accuracy and automaticity. WF. 2.1.A

b Begin to produce cursive writing. WF. 2.1.B

Writing Standards

Text Types and Purposes

1 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. W.2.1

2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.2

3 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. W.2.3

Production and Distribution of Writing

4 (Begins in grade 3) W.2.4

5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.5

6 With guidance and support from adults and collaboration with peers, use a variety of digital tools to produce and publish writing. W.2.6

Research to Build and Present Knowledge

7 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). W.2.7

8 Recall information from experiences or gather information from provided sources to answer a question. W.2.8

9 (Begins in grade 4) W.2.9

Range of Writing

10 (Begins in grade 3) W.2.10

Sp Skip to main content omprehension and Collaboration Sta

1 Participate in collaborative conversations with peers and adults about grade 2 topics and texts in both small and larger groups. SL.2.1

a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others, staying on topic, and taking turns speaking). SL.2.1.A

b Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.B

c Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.1.C

2 Describe the main topic and recount key details from a text read aloud, information presented orally, or other media. SL.2.2

3 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. SL.2.3

Presentation of Knowledge and Ideas

4 Recount an experience or tell a story with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences. SL.2.4

5 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. SL.2.5

6 Speak audibly and in complete sentences when appropriate to task and situation in order to provide requested detail or clarification when retelling familiar stories or reciting poems, nursery rhymes or lines of a play. (See grade 2 Language standards 1 and 3 for specific expectations.) SL.2.6

Language Standards

Conventions of Standard English

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1

a Use collective nouns (e.g., group). L.2.1.A

b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.B

c Use reflexive pronouns (e.g., myself, ourselves). L.2.1.C

d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1.D

e Use adjectives and adverbs. L.2.1.E

f 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). L.2.1.F

Skip to main content

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2

- a Capitalize holidays, product names, and geographic names. L.2.2.A
- b Use commas in greetings and closings of letters. L.2.2.B
- c Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.C
- d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.2.D
- e Consult reference materials (e.g., beginning dictionaries) as needed, to check and correct spellings. L.2.2.E

Knowledge of Language

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3

- a Compare formal and informal uses of English. L.2.3.A

Vocabulary Acquisition and Use

4 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. L.2.4

- a Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4.A
- 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). L.2.4.B
- c Use a known root word to identify the meaning of an unknown word with the same root (e.g., addition, additional). L.2.4.C
- d Use reference materials (e.g., glossaries and beginning dictionaries) to determine or clarify the meaning of words and phrases. L.2.4.D

5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.5

- a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.5.A
- b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). L.2.5.B

6 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). L.2.6