

Grade 2

Reading Standards for Literature

Key Ideas and Details

- 1 Answer who and where questions to demonstrate understanding of details in a familiar text. [EE.RL.2.1](#)
- 2 Using details from the text, recount events from familiar stories from diverse cultures. [EE.RL.2.2](#)
- 3 Identify the actions of the characters in a story. [EE.RL.2.3](#)

Craft and Structure

- 4 Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song. [EE.RL.2.4](#)
- 5 Determine the beginning and ending of a familiar story with a logical order. [EE.RL.2.5](#)
- 6 Identify the speakers in a dialogue. [EE.RL.2.6](#)

Integration of Knowledge and Ideas

- 7 Identify illustrations or objects/tactual information in print or digital text that depict characters. [EE.RL.2.7](#)
- 9 Identify similarities between two episodes in a story. [EE.RL.2.9](#)

Range of Reading and Level of Text Complexity

- 10 Actively engage in shared reading of stories and poetry for clearly stated purposes. [EE.RL.2.10](#)

Reading Standards for Informational Text

Key Ideas and Details

- 1 Answer who and what questions to demonstrate understanding of details in a familiar text. [EE.RI.2.1](#)
- 2 Identify the topic of the text. [EE.RI.2.2](#)
- 3 Identify individuals, events, or details in an informational text. [EE.RI.2.3](#)

Craft and Structure

- 4 Identify words related to a topic of a text. [EE.RI.2.4](#)
- 5 Identify details in informational text or its graphic representations. [EE.RI.2.5](#)
- 6 Identify the role of the author and the illustrator. [EE.RI.2.6](#)

Integration of Knowledge and Ideas

- 7 Identify illustrations or objects/tactual information that go with a text. [EE.RI.2.7](#)
 - 8 Identify points the author makes in an informational text. [EE.RI.2.8](#)
 - 9 Identify a common element between two texts on the same topic. [EE.RI.2.9](#)
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Range of Reading and Level of Text Complexity

- 10 Actively engage in shared reading of informational text including history/SS, science, and technical texts. [EE.RI.2.10](#)
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Reading and Writing Standards: Foundational Skills

Phonics and Word Recognition

- 3 Demonstrate emerging use of letter-sound knowledge to read words. [EE.RF.2.3](#)
 - a Identify the lower-case letters of the alphabet. [EE.RF.2.3.A](#)
 - b Identify letter sound correspondence for single consonants. [EE.RF.2.3.B](#)
 - f Recognize 10 or more written words. [EE.RF.2.3.F](#)
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Fluency

- 4 Attend to words in print. [EE.RF.2.4](#)
 - a Read familiar text comprised of known words. [EE.RF.2.4.A](#)
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Writing

Text Types and Purposes

- 1 Select a book and write, draw, or dictate to state an opinion about it. [EE.W.2.1](#)
 - 2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic. [EE.W.2.2](#)
 - 3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it. [EE.W.2.3](#)
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Production and Distribution of Writing

- 4 (Begins in grade 3) [EE.W.2.4](#)
 - 5 With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message. [EE.W.2.5](#)
 - 6 With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing. [EE.W.2.6](#)
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Research to Build and Present Knowledge

- 7 Participate in shared research and writing projects. [EE.W.2.7](#)
 - 8 Identify information related to personal experiences and answer simple questions about those experiences. [EE.W.2.8](#)
 - 9 (Begins in grade 4) [EE.W.2.9](#)
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Range of Writing

Speaking and Listening

Comprehension and Collaboration

- 1 Participate in conversations with adults and peers. [EE.SL.2.1](#)
 - a Engage in multiple-turn exchanges with peers with support from an adult. [EE.SL.2.1.A](#)
 - b Build on others' talk in conversations by linking their comments to the remarks of others. [EE.SL.2.1.B](#)
 - c Ask for clarification and further explanation as needed about the topics and texts under discussion. [EE.SL.2.1.C](#)
- 2 During shared reading activities, ask and answer questions about details presented orally or through other media. [EE.SL.2.2](#)
- 3 Answer questions about the details provided by the speaker. [EE.SL.2.3](#)

Presentation of Knowledge and Ideas

- 4 Identify a photograph or object that reflects a personal experience and tell one detail about it. [EE.SL.2.4](#)
 - 5 Select visual, audio, or tactual representations to depict a personal experience. [EE.SL.2.5](#)
 - 6 Combine words when communicating to provide clarification. [EE.SL.2.6](#)
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Language

Conventions of Standard English

- 1 Demonstrate understanding of letter and word use. [EE.L.2.1](#)
 - a Produce all upper-case letters. [EE.L.2.1.A](#)
 - b Use common nouns (e.g., mom, dad, boy, girl) in communication. [EE.L.2.1.B](#)
 - c Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them). [EE.L.2.1.C](#)
 - d Use frequently occurring verbs. [EE.L.2.1.D](#)
 - e Use frequently occurring adjectives. [EE.L.2.1.E](#)
 - f Combine two or more words together in communication. [EE.L.2.1.F](#)
- 2 Demonstrate emerging understanding of conventions of standard English. [EE.L.2.2](#)
 - a With guidance and support, capitalize the first letter of familiar names. [EE.L.2.2.A](#)
 - d Identify printed rhyming words with the same spelling pattern. [EE.L.2.2.D](#)
 - e Consult print in the environment to support reading and spelling. [EE.L.2.2.E](#)

Knowledge of Language

- 3 Use language to achieve desired outcomes when communicating. [EE.L.2.3](#)
 - a Use symbolic language when communicating. [EE.L.2.3.A](#)

Vocabulary Acquisition and Use

- 4 Demonstrate knowledge of word meanings. **EE.L.2.4**
 - a Demonstrate knowledge of new vocabulary drawn from reading and content areas. **EE.L.2.4.A**
- 5 Demonstrate understanding of word relationships and use. **EE.L.2.5**
 - a Identify real-life connections between words and their use (e.g., happy: “I am happy.”). **EE.L.2.5.A**
 - b Demonstrate understanding of the meaning of common verbs. **EE.L.2.5.B**
- 6 Use words acquired through conversations, being read to, and during shared reading activities. **EE.L.2.6**