

Grade 2

Reading Foundational Skills RF

Print Concepts

- 1 No Print Concepts Standard for grade 2. RF.2.1
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Phonological Awareness

- 2 No Phonological Awareness Standard for grade 2. RF.2.2
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Phonics and Word Recognition

- 3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.2.3
 - a Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.A
 - b Know phoneme-grapheme correspondences for additional common vowel teams. RF.2.3.B
 - c Decode regularly spelled two-syllable words with long vowels. RF.2.3.C
 - d Encode regularly spelled two-syllable words with long vowels. RF.2.3.D
 - e Identify, decode, encode and know the meaning of words with the most common prefixes and derivational suffixes. RF.2.3.E
 - f Identify words with inconsistent but common phoneme-grapheme correspondences. RF.2.3.F
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Fluency

- 4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. RF.2.4
 - a Read a variety of grade-level texts (including but not limited to decodables) with purpose and understanding. RF.2.4.A
 - b Orally read grade-level text fluently on successive readings. RF.2.4.B
 - c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.2.4.C
 - d Read irregularly spelled high-frequency words with automaticity and accuracy. RF.2.4.D
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Reading Standards for Literature RL

Key Ideas and Details

- 1 Ask and answer such questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from the text. RL.2.1

- 2 Identify implicit and explicit information from a literary text to determine the author's message, lesson learned and/or moral, 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 in order to make meaning of the story development. [RL.2.3](#)

Craft and Structure

- 4 Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song. [RL.2.4](#)
- 5 Describe how parts of the text contribute to the overall structure of stories, poems and dramas (e.g., beginning, middle and end of stories; lines and stanzas in poems; and acts/scenes in dramas). [RL.2.5](#)
- 6 With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text. [RL.2.6](#)

Integration of Knowledge and Ideas

- 7 Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and 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 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently. [RL.2.10](#)

Reading Standards for Informational Text [RI](#)

Key Ideas and Details

- 1 Ask and answer such questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from the text. [RI.2.1](#)
- 2 Identify implicit and explicit information from an informational text to determine the central idea of a text. [RI.2.2](#)
- 3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text. [RI.2.3](#)

Craft and Structure

- 4 Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text. [RI.2.4](#)

- 5 Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. **RI.2.5**
 - 6 Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text. **RI.2.6**
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Integration of Knowledge and Ideas

- 7 Identify information gained from visuals and words in the text and explain how that information contributes to understanding of the text. **RI.2.7**
 - 8 Describe how reasons support specific claims the author makes in a text. **RI.2.8**
 - 9 Describe the relationship between information from two or more texts on the same theme or topic. **RI.2.9**
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Range of Reading and Level of Text Complexity

- 10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently. **RI.2.10**
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Handwriting **HW**

Handwriting

- 1 Introduce formation of all upper- and lowercase cursive letters. **HW.2.1**
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Composition **C**

Text Types and Purpose

- 1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. **C.2.1**
 - a With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. **C.2.1.A**
 - b Introduce the topic, followed by opinion statement, and create an organizational structure. **C.2.1.B**
 - c Provide reasons with details to support the opinion. **C.2.1.C**
 - d Use grade-appropriate transitions to connect sentences and paragraphs. **C.2.1.D**
 - e Provide a concluding section. **C.2.1.E**
 - f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.2.1.F**

- 2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. **C.2.2**
 - a With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. **C.2.2.A**
 - b Introduce the topic. **C.2.2.B**
 - c Supply information with detail to develop the topic. **C.2.2.C**
 - d Use grade-appropriate conjunctions to develop text structure within sentences. **C.2.2.D**
 - e Use grade-appropriate transitions to develop text structure in sentences and paragraphs. **C.2.2.E**
 - f Provide a concluding section. **C.2.2.F**
 - g With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.2.2.G**
- 3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. **C.2.3**
 - a With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **C.2.3.A**
 - b Recount a single event or multiple events, memories or ideas. **C.2.3.B**
 - c Include details which describe actions, thoughts and/or emotions. **C.2.3.C**
 - d Use temporal words and phrases to signal event order. **C.2.3.D**
 - e Create a sense of closure. **C.2.3.E**
 - f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.2.3.F**

Production and Distribution

- 4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. **C.2.4**

Research to Build and Present Knowledge

- 5 Conduct shared research and writing projects that build knowledge about a topic. **C.2.5**
- 6 Collect information from real-world experiences or provided sources to answer or generate questions. **C.2.6**

Range of Writing

- 7 Begins in grade 3 **C.2.7**

- 1 In writing or speaking, demonstrate appropriate use of: **L.2.1**
 - a collective nouns. **L.2.1.A**
 - b frequently occurring irregular nouns. **L.2.1.B**
 - c reflexive pronouns. **L.2.1.C**
 - d past tense of frequently occurring irregular verbs. **L.2.1.D**
 - e adjectives and adverbs in sentence formation. **L.2.1.E**
 - f producing, expanding and rearranging complete simple and compound sentences. **L.2.1.F**
 - 2 When writing: **L.2.2**
 - a Capitalize proper nouns, including but not limited to holidays, product names and geographic names. **L.2.2.A**
 - b Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). **L.2.2.B**
 - c Use apostrophe to form contractions and possessives. **L.2.2.C**
 - d Generalize spelling patterns (graphemes). **L.2.2.D**
 - e Use reference materials to self-check and correct spelling. **L.2.2.E**
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Knowledge of Language

- 3 Use knowledge of language and its conventions when writing, speaking, reading or listening. **L.2.3**
 - a Compare academic and non-academic uses of language. **L.2.3.A**
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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. **L.2.4.B**
 - c Use a known root word as a clue to the meaning of an unknown word with the same root. **L.2.4.C**
 - d Use knowledge of the meaning of individual words to predict the meaning of compound words. **L.2.4.D**
 - e Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. **L.2.4.E**
 - f Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe. **L.2.4.F**

- 5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.5
- a Demonstrate understanding of words by relating them to their synonyms and antonyms. L.2.5.A
 - b Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender). L.2.5.B