Louisiana English Language Arts

Grade 2

Reading Standards for Literature: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. RL

Key Ideas and Details

1 Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions. RL.1

2 Recount stories, including fables and folktales from a variety of traditions and determine their central message, lesson, or moral. RL.2

3 Describe how characters in a story respond to major events and challenges. RL.3

Craft and Structure

4 Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text. RL.4

5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. RL.5

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

Integration of Knowledge and Ideas

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

8 Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, the placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the Reading Standards for Informational Texts. RL.8

9 Compare and contrast two or more versions of the same story by different authors or from different traditions. RL.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.10

Reading Standards for Informational Text RI

Key Ideas and Details

1 Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions. RI.1

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

3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.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.4

5 Know and use various text features (e.g., captions, bold print, subheadings, glossary, index) to locate key facts or information in a text efficiently. RI.5

6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.6

Integration of Knowledge and Ideas

7 Explain how specific images (e.g., diagrams) contribute to and clarify a text. RI.7

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

9 Compare and contrast the most important points presented by two texts on the same topic. RI.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.10

Reading Standards for Foundational Skills: These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to de
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Print Concepts

1 Demonstrate understanding of the organization and basic features of print. RF.1

- a Print letters, words, and sentences legibly, utilizing accurate conventions of print. RF.1.A
- b Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters. RF.1.B

Phonological Awareness

2 Mastered in Grade 1. RF.2

Phonics and Word Recognition

texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know— to discern when particular children or activities warrant more or less attention. RF

3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. RF.3

- a Decode and encode regularly spelled two-syllable words with long and short vowels RF.3.A
- b Decode and encode words with variable vowel teams and vowel diphthongs. RF.3.B
- c Decode and encode words with open and closed syllables and consonant -le. RF.3.C
- d Decode and encode words with common prefixes and suffixes. RF.3.D
- e Read grade-appropriate irregularly spelled words, including silent letter combinations, utilizing known spelling patterns. RF.3.E

Fluency

4 Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension. RF.4

- a Read with automaticity and appropriate prosody or expression. RF.4.A
- b Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.4.B

Writing Standards The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or fu an

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Text Types and Purposes

1 Write opinion pieces about a topic or text. W.1

- a State an opinion. W.1.A
- b Supply reasons that support the opinion. W.1.B
- c Use linking words to connect opinions and reasons. W.1.C
- d Provide a concluding statement or section. W.1.D

2 Write informative/explanatory texts. W.2

- a Introduce a topic. W.2.A
- b Use facts and definitions to develop points. W.2.B
- c Provide a concluding statement or section. W.2.C

3 Write narratives in which they recount a well-elaborated event or short sequence of events, include relevant details to describe actions, thoughts, and feelings, use temporal and/or transitional words to signal event order, and provide a conclusion. W.3

Production and Distribution of Writing

4 With guidance and support from adults, produce writing in which the development is appropriate to the task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4

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

mastered in preceding grades. W	6 With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing. W.6
	Research to Build and Present Knowledge
	7 Participate in shared research and writing projects. W.7
	8 Use information from experiences and gather additional information from provided sources to answer a question. W.8
	9 (Begins in grade 4). W.9
	Range of Writing
	10 (Begins in grade 3). W.10
Speaking and Listening Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. SL	**Comprehension and Collaboration**
	1 Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings. SL.1 a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). SL.1.A b Build on others' talk in conversations by linking their comments to the remarks of others. SL.1.B c Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.1.C
	2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2
	3 Ask and respond to questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.3
	Presentation of Knowledge and Ideas
	4 Tell a story or recount an experience effectively, including appropriate facts and relevant details, speaking clearly at an understandable pace. SL.4
	5 With guidance and support from adults and/or peers, present stories or poems while using drawings or other visual displays to support ideas, thoughts, and feelings accurately. SL.5
	6 Produce complete sentences when appropriate to the task, audience, and situation in order to provide requested detail or clarification. SL.6
Language Standards: The following standards offer a focus for instruction each year to help ensure that stu ma	**Conventions of Standard English**

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skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. L

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

- a Use collective nouns. L.1.A
- b Use frequently occurring irregular plural nouns. L.1.B
- c Use reflexive pronouns and indefinite pronouns. L.1.C
- d Use the past tense of frequently occurring irregular verbs. L.1.D
- e Effectively use adjectives and adverbs. L.1.E
- f Produce, expand, and rearrange complete simple and compound sentences. L.1.F

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

- a Capitalize holidays, product names, and geographic names. L.2.A
- b Use commas in greetings and closings of letters. L.2.B
- c Use an apostrophe to form contractions and frequently occurring possessives. L.2.C
- d Generalize learned spelling patterns when writing words. L.2.D
- e Consult reference materials when appropriate, to confirm or correct spellings. L.2.E

Knowledge of Language

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

- a Compare formal and informal uses of English. L.3.A

Vocabulary Acquisition and Use

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. L.4

- a Use sentence-level context to determine the meaning of a word or phrase. L.4.A
- b Use knowledge of root words and affixes to determine the meaning of unfamiliar words in grade-level content. L.4.B
- c Use a known root word to determine the meaning of an unknown word with the same root. L.4.C
- d Use knowledge of the meaning of individual words to determine the meaning of compound words. L.4.D
- e Consult reference materials, both print and digital, to determine or clarify the meaning of words and phrases. L.4.E

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

   a Use appropriate descriptive language to connect words to real-life experiences. L.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.5.B

6 Use words and phrases acquired through conversations, reading, read-alouds, and responding to texts, including using adjectives and adverbs to provide descriptions. L.6