# English Language Arts: Grade 2

**Reading: Literature** RL

**1** Answer who, what, where, when, why, and how questions from stories. LC.RL.2.1

**2a** Use details to recount stories, including fables and folktales from diverse cultures. LC.RL.2.2A

**1b** Retell a favorite text, including key details. LC.RL.2.1B

**3a** Describe or select a description of a major event or problem in a story. LC.RL.2.3A

**3b** Describe or select a description of how characters respond to major events or problems in a story. LC.RL.2.3B

**5a** Describe or select the description of what happened (or key events from) in the beginning of the story. LC.RL.2.5A

**5b** Describe or select the description of what happened (or key events from) in the end of the story. LC.RL.2.5B

**5c** Use signal words (e.g., then, while, because, when, after, before, later) to describe event sequence, actions, and interactions in a story. LC.RL.2.5C

**5d** Read books to examine how to write certain genres. LC.RL.2.5D

**6** Identify different points of view of different characters in a story. (e.g., “Who thinks it is a bad idea to play a joke on a friend?”) LC.RL.2.6

**7a** Use illustrations to answer questions about the characters, key events, the problem or solution in a story. LC.RL.2.7A

**7b** Use information gained from illustrations to describe elements within the setting. LC.RL.2.7B

**7c** Use information gained from illustrations to describe a character's feelings or what a character wanted. LC.RL.2.7C

**7d** Use information gained from illustrations to describe a relationship between characters (e.g., mother/daughter, love/hate). LC.RL.2.7e Use text features to aid comprehension. LC.RL.2.7D

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| | **9a** Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. LC.RL.2.9A |
| | **9b** Compare and contrast characters or events between two versions of the same story by different authors or from different cultures. LC.RL.2.9B |
| | **10** Choose literary texts or poems to read and reread, listen to, or view for leisure purposes. LC.RL.2.10 |
| **Reading: Informational Text** RI | **1** Answer who, what, where, when, why, and how questions from informational text. LC.RI.2.1 |
| | **2a** Identify the main topic of a multi-paragraph informational text. LC.RI.2.2A |
| | **2b** Identify the focus of a paragraph and the details that support the focus in an informational text. LC.RI.2.2B |
| | **3a** Identify the sequence of events in an informational text. LC.RI.2.3A |
| | **3b** Identify the steps in a process in an informational text. LC.RI.2.3B |
| | **3c** Identify the cause and effect relationships in an informational text. LC.RI.2.3C |
| | **4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. LC.RI.2.4 |
| | **5** Identify and use text features (e.g., title, bold print, illustrations, glossaries) to aid comprehension (e.g., locate key facts or information in a text efficiently). LC.RI.2.5 |
| | **6** Identify the main purpose of a text, including what question the author is answering, explaining, or describing. LC.RI.2.6 |
| | **7a** Explain or identify what specific images (e.g., a diagram showing how a machine works) teach or inform the reader. LC.RI.2.7A |
| | **7b** Use the illustrations and details in a text to describe or identify its key ideas. LC.RI.2.7B |
| | **8a** Identify the facts and details an author gives to support points in a text. LC.RI.2.8A |
| | **8b** Describe how facts and details support specific points the author makes in a text. LC.RI.2.8B |
| | **9** Compare and contrast the most important points presented by two texts on the ame topic. LC.RI.2.9 |

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| | **10a** Choose informational texts to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them). LC.RI.2.10A |
| | **10b** Discuss key details and main topic of a preferred text. LC.RI.2.10B |
| **Reading: Foundational Skills** RF | **2a** Produce single-syllable words by blending sounds (phonemes), including consonant blends. LC.RF.2.2A |
| | **2b** Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words. LC.RF.2.2B |
| | **2c** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). LC.RF.2.2C |
| | **3a** Identify long and short vowels in regularly spelled one-syllable words. LC.RF.2.3A |
| | **3b** Decode regularly spelled one-syllable words with long vowels. LC.RF.2.3B |
| | **3c** Decode regularly spelled two-syllable words with long vowels. LC.RF.2.3C |
| | **3d** Decode words with common prefixes and suffixes. LC.RF.2.3D |
| | **3e** Recognize and/or read grade appropriate irregularly spelled words. LC.RF.2.3E |
| | **3f** Read or identify frequently occurring root words with and without inflectional endings. LC.RF.2.3F |
| | **4a** Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings. LC.RF.2.4A |
| | **4b** Identify grade-level words with accuracy and on successive attempts. LC.RF.2.4B |
| | **4c** Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). LC.RF.2.4C |
| | **4d** Use context to confirm or self-correct word recognition. LC.RF.2.4D |
| **Writing** W | **1a** Produce an opinion statement about a topic or book of interest, supply reasons that support the opinion, and provide a concluding statement. LC.W.2.1A |
| | **1b** Connect reasons to the opinion using linking words. LC.W.2.1B |
| | **1c** Organize an opinion piece starting with an opinion statement followed by related reasons and ending with a concluding statement. LC.W.2.1C |

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**2a** Produce a statement that names a topic and supplies some facts about the topic. LC.W.2.2A

**2b** When creating information/explanatory permanent products represent facts and descriptions through the use of illustrations and captions. LC.W.2.2B

**2c** Order factual statements to describe a sequence of events or explain a procedure. LC.W.2.2C

**2d** Provide a concluding statement or section to an informative/explanatory permanent product. LC.W.2.2D

**3a** Provide a title that tells the central idea or focus. LC.W.2.3A

**3b** Describe a single event or series of events by including actions, thoughts, or feelings about who, what, and why. LC.W.2.3B

**3c** Describe a series of events in the order in which they occurred, and when appropriate, use signal words (e.g., first, then, next). LC.W.2.3C

**3d** Create a narrative permanent product that provides a sense of closure. LC.W.2.3D

**5** With guidance and support from adults, use feedback to strengthen permanent products (e.g., add more details or description). LC.W.2.5

**6** With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish permanent products, including collaborating with peers. LC.W.2.6

**7a** 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). LC.W.2.7A

**7b** Generate ideas and or opinions when participating in shared writing projects. LC.W.2.7B

**8a** Recall information from experiences to answer a question. LC.W.2.8A

**8b** With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question. LC.W.2.8B

**8c** Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart, discussion web) to record reasons for or against a topic. LC.W.2.8C

**8d** Create a permanent product (e.g., T-chart, word sort) to distinguish facts and opinion. LC.W.2.8D

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**8e** Use simple note-taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources. LC.W.2.8E

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| **Speaking & Listening** SL | **1a** | **Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).** LC.SL.2.1A |
| | **1b** | **Build on others' talk in conversations by linking their comments to the remarks of others.** LC.SL.2.1B |
| | **1c** | **Engage in small or large group discussions by sharing one's own permanent product.** LC.SL.2.1C |
| | **2a** | **Engage in small or large group discussion of favorite texts presented orally or through other media.** LC.SL.2.2A |
| | **2b** | **Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.** LC.SL.2.2B |
| | **3** | **Ask questions about information presented orally in order to clarify something that is not understood.** LC.SL.2.3 |
| | **4a** | **Share a story or recount an experience with appropriate facts and relevant, descriptive details.** LC.SL.2.4A |
| | **4b** | **Describe factual information and ideas about people, places, things, and a single event or series of events.** LC.SL.2.4B |
| | **4c** | **Provide at least two facts for each subtopic identified for a larger topic.** LC.SL.2.4C |
| | **4d** | **Describe a single event or a series of events by including actions, thoughts, or feelings.** LC.SL.2.4D |
| | **5** | **Use drawings or other visual displays to clarify ideas, thoughts, and feelings.** LC.SL.2.5 |
| | **6** | **Produce complete sentences (e.g., through dictation, writing, word array, picture) when appropriate to task and situation.** LC.SL.2.6 |
| **Language** L | **1a** | **Use collective and irregular plural nouns when communicating.** LC.L.2.1A |
| | **1b** | **Use past tense irregular verbs when communicating.** LC.L.2.1B |
| | **1c** | **Use reflexive pronouns (e.g., myself, ourselves) when communicating.** LC.L.2.1C |
| | **1d** | **Use adjectives and adverbs when communicating.** LC.L.2.1D |
| | **1e** | **Produce and expand upon simple or compound sentences.** LC.L.2.1E |
| | | **Capitalize dates, names of people, holidays, product names, and geographic names.** LC.L.2.2A |

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**2b** Use conventional spelling for words with common spelling patterns. LC.L.2.2B

**4a** Use sentence context as a clue to the meaning of a word or phrase. LC.L.2.4A

**4b** Determine the meaning of a new word formed when a known prefix is added to the known word or root. LC.L.2.4B

**4c** Use a known root word as a clue to the meaning of an unknown word with the same root. LC.L.2.4C

**4d** Use knowledge of the meaning of individual words to predict the meaning of compound words. LC.L.2.4D

**4e** Use a glossary or beginning dictionary to determine the meaning of a word. LC.L.2.4E

**5a** Use newly acquired words in real-life context. LC.L.2.5A

**5b** Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning. LC.L.2.5B

**6a** 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). LC.L.2.6A

**6b** Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying). LC.L.2.6B

**6c** Use newly acquired words in real-life context. LC.L.2.6C

**6d** Use adjectives to describe nouns. LC.L.2.6D

**6e** Use adverbs to describe verbs. LC.L.2.6E