North Carolina English Language Arts

Grade 2

Adopted 2018

Reading Literature

1. **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** RL.1
    1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.1
2. **Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.** RL.2
    2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.2
3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.3
    3. Describe how characters in a story respond to major events and challenges. RL.2.3
4. **Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.** RL.4
    4. Describe how words and phrases supply rhythm and meaning in a story, poem, or song. RL.2.4
5. **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** RL.5
    5. Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action. RL.2.5
6. **Assess how point of view, perspective, or purpose shapes the content and style of a text.** RL.6
    6. Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.6
7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RL.7
    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.2.7

Skip to main content

8. **Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** RL.8

   K-12 not applicable to literature.

9. **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** RL.9

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

10. **Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.** RL.10

    10. By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. RL.2.10

Reading Informational Text

1. **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** RI.1

   1. 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. **Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.** RI.2

   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. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RI.3

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

4. **Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.** RI.4

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

5. **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** RI.5

   5. Know and use various text features to locate key facts or information in a text efficiently. RI.2.5

Skip to main content

6. **Assess how point of view, perspective, or purpose shapes the content and style of a text.** RI.6

6. Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.6

7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RI.7

   7. Explain how specific images contribute to and clarify a text. RI.2.7

8. **Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** RI.8

   8. Identify the reasons an author gives to support ideas in a text. RI.2.8

9. **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** RI.9

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

10. **Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.** RI.10

    10. By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. RI.2.10

Reading Foundational Skills

Handwriting

2. Print all upper- and lower-case letters legibly and proportionally. RF.2.2

Phonics and Word Recognition

4. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4

   a. Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.4.A

   b. Know spelling-sound correspondences for additional common vowel teams. RF.2.4.B

   c. Decode regularly spelled two-syllable words with long vowels. RF.2.4.C

   d. Decode words with common prefixes and suffixes. RF.2.4.D

   e. Identify words with inconsistent but common spelling-sound correspondences. RF.2.4.E

   f. Recognize and read grade-appropriate irregularly spelled words. RF.2.4.F

Fluency

Skip to main content

5. Read with sufficient accuracy and fluency to support comprehension. RF.2.5
    a. Read on-level text with purpose and understanding. RF.2.5.A
    b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.5.B
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.2.5.C

Writing

1. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** W.1
    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 to connect opinion and reasons, and provide a concluding statement or section. W.2.1
        a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. W.2.1.A
        b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.1.B

2. **Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** W.2
    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
        a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. W.2.2.A
        b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.2.B

3. **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** W.3
    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 transition words to signal event order, and provide a sense of closure. W.2.3
        a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. W.2.3.A
        b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.3.B

4. **Use digital tools and resources to produce and publish writing and to interact and collaborate with others.** W.4
    4. With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. W.2.4

Skip to main content

5. **Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** W.5

    5. Participate in shared research and writing projects. W.2.5

6. **Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** W.6

    6. Recall information from experiences or gather information from provided sources to answer a question. W.2.6

Speaking and Listening

1. **Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** SL.1

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

        a. Follow agreed-upon rules for discussions. 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. **Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** SL.2

    2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.2

3. **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** SL.3

    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

4. **Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** SL.4

    4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences. SL.2.4

5. **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** SL.5

    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

Skip to main content

Language

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.** L.1

    1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. L.2.1

2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.** L.2

    2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum. L.2.2

3. **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** L.3

    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

4. **Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.** L.4

    4. Determine and/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: context clues, word parts, word relationships, and reference materials. L.2.4

5. **Demonstrate understanding of figurative language and nuances in word meanings.** L.5

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

        a. Distinguish shades of meaning among closely related verbs and closely related adjectives. L.2.5.A

6. **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.** L.6

    6. Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. L.2.6