**Ohio English Language Arts - Extended Learning Standards**

# Grade 2

**Reading Standards and Literature**

**Key Ideas and Details**

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

- a Ask and answer who, what, where, when or how questions to demonstrate understanding of literature RL.2.1.A
- b Ask and answer who, what, where or when questions to demonstrate understanding of literature. RL.2.1.B
- c Answer who or what questions to demonstrate understanding of literature. RL.2.1.C
- d associate who questions with characters RL.2.1.D
- e associate where questions with setting or location RL.2.1.E
- f associate when questions with time or plot sequence - order RL.2.1.F
- g associate what questions with actions/plot RL.2.1.G
- h take note of details as the text is shared - note with objects, pictures, words, symbols, etc RL.2.1.H
- i Actively engage with shared literature. RL.2.1.I
- j Actively engage with someone who is asking a question. RL.2.1.J

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2 Analyze literary text development. a. Determine the lesson or moral. b. Retell stories, including fables and folktales from diverse cultures. RL.2.2

- a Select the moral of a well-known folktale or fable from an array. (pictures with text) RL.2.2.A
- b Retell or sequence events from a familiar folktale or fable to demonstrate recall. RL.2.2.B
- c Select two objects or pictures that represent two events from a familiar folktale or fable. explore how texts can teach lessons/ morals RL.2.2.C
- d define moral RL.2.2.D
- e identify characteristics of folktales and fables (once upon a time…, talking animals, long ago, magic, good vs. evil, etc.) RL.2.2.E
- f align morals with social situations, safety, life skills RL.2.2.F
- g explore diverse cultures RL.2.2.G
- h explore the culture of origin for folktales and fables RL.2.2.H
- i explore common threads between morals and rules RL.2.2.I
- j define retell RL.2.2.J
- k retell events from personal experience RL.2.2.K
- l retell events told by others RL.2.2.L
- m retell events from text RL.2.2.M
- n Actively engage in shared folktales or fables. RL.2.2.N

3 Describe how characters in a story respond to major events and challenges. RL.2.3

- a Describe characters and how they change in a story (e.g., sad to happy, short to tall). RL.2.3.A
- b Match character with an event or challenge from the story. RL.2.3.B
- c Select characters, in a given story. RL.2.3.C
- d Actively engage during the sharing of any story. RL.2.3.D

**Craft and Structure**

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4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.4

- a Identify words that repeat, rhyme or support the rhythm in a story, poem or song RL.2.4.A
- b Select words that rhyme from stories, songs or poems RL.2.4.B
- c Select words from stories, songs or poems that have the same number of syllables. RL.2.4.C
- d Identify a sound that is repeated in an alliteration poem, song or story. RL.2.4.D
- e Break words from stories, songs or poems into syllables or beats RL.2.4.E
- f sing songs with regular beats, alliteration, rhymes, and repeated lines RL.2.4.F
- g pair kinesthetic movements with regular beats, alliteration, rhymes, and repeated lines RL.2.4.G
- h stretch or repeat letter sounds (mmmmmm) (sssssss) (ttttttttt) (bbbbbb) RL.2.4.H
- i name words that begin or end with the same sound RL.2.4.I
- j identify words with the same number of syllables or beats RL.2.4.J
- k Actively engage with music, poems, and stories with regular beats, alliterations, rhymes, and repeated lines. RL.2.4.K

5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.5

- a Describe what happens at the end of the story. RL.2.5.A
- b Identify words or phrases commonly used at the beginning or end of a story RL.2.5.B
- c Show the beginning and ending of a story. RL.2.5.C
- d define beginning and end using many contextual examples RL.2.5.D
- e model the beginning of a conversation with introduction RL.2.5.E
- f model the ending of a conversation with a conclusion RL.2.5.F
- g identify introductory words or phrases RL.2.5.G
- h identify concluding words or phrases RL.2.5.H
- i Actively engage in stories told with a distinctive beginning and end. RL.2.5.I

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6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story. RL.2.6

- a Identify the point of view or attitude of various characters RL.2.6.A
- b Identify the point of view or attitude of main character. RL.2.6.B
- c Match pictures or objects to identify who is telling a story. RL.2.6.C
- d define narrator RL.2.6.D
- e distinguish between narrator and characters RL.2.6.E
- f define point of view RL.2.6.F
- g identify quotation marks in text RL.2.6.G
- h recognize that point of view can be shared through speech, thoughts, opinions, feelings and writing RL.2.6.H
- i Actively engage with the person telling the story. RL.2.6.I
- j Actively engage with one or more character voices. RL.2.6.J

**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.2.7

- a Use illustrations and text to describe the characters, setting or events/plot from a story. RL.2.7.A
- b Use illustrations, concrete objects or text to identify details, characters, setting or events/plot from a story. RL.2.7.B
- c Use illustrations or concrete objects that relate to a story's characters or setting. RL.2.7.C
- d identify illustrations as pictures from a story RL.2.7.D
- e identify characters as people or animals in a text RL.2.7.E
- f identify setting as the place(s)/locations in a text RL.2.7.F
- g describe what is happening in a given illustration RL.2.7.G
- h indicate elements of character, setting or plot in a picture from a text RL.2.7.H
- i Actively engage with illustrations or words in a print or digital text. RL.2.7.I

8 Not applicable to literature RL.2.8

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9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RL.2.9

- a Describe similarities/compare or differences/contrast in two or more versions of a story. RL.2.9.A
- b Match similarities of characters or events in two versions of a story. RL.2.9.B
- c Identify two books that have similar characters or themes RL.2.9.C
- d define compare RL.2.9.D
- e define contrast RL.2.9.E
- f define cultures RL.2.9.F
- g identify the author of a story RL.2.9.G
- h participate in the use of a Venn diagram RL.2.9.H
- i sort stories by common elements RL.2.9.I
- j define characters RL.2.9.J
- k define events in a story RL.2.9.K
- l Actively engage during the sharing of two versions of the same story. RL.2.9.L

**Range of Reading and Level of Text Complexity**

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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. RL.2.10

- a Read & Comprehend RL.2.10.A
- b Answer wh- questions related to grade-level/age appropriate poems and stories. RL.2.10.B
- c Decode and read simple poems and stories. RL.2.10.C
- d Engage with text types including poetry and stories. RL.2.10.D
- e Decoding RL.2.10.E
- f Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year. RL.2.10.F
- g Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading. RL.2.10.G
- h With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text. RL.2.10.H
- i Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) RL.2.10.I
- j Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) RL.2.10.J
- k With prompting and support decode and read CCVC words within a grade-level decodable text. RL.2.10.K
- l Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words) RL.2.10.L
- m Decode words with digraphs. RL.2.10.M
- n Build words with digraphs. RL.2.10.N
- o Identify words with digraphs. RL.2.10.O
- p Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch) RL.2.10.P
- q Decode words with consonant blends. RL.2.10.Q
- r Build words with consonant blends. RL.2.10.R
- s Identify words with consonant blends. RL.2.10.S
- t Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends RL.2.10.T
- u With prompting and support decode and read CVC words within a grade level text. RL.2.10.U

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v Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations in 3 letter words (CVC words) RL.2.10.V

w Identify words with common phonemic VC word patterns (word families) RL.2.10.W

x Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words RL.2.10.X

y Match 26 letters to most common sounds RL.2.10.Y

z Actively engage with sounds, letters, words, phrases, sentences, within grade-level literature. RL.2.10.Z

aa Actively engage with sounds letters, words, phrase, sentences, within grade-level literature. RL.2.10.AA

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**Reading Standards for Informational Text**

**Key Ideas and Details**

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

a Ask and answer who, what, where, when, why and how questions to demonstrate understanding of informational text. RI.2.1.A

b Ask and answer who, what, where and when questions to demonstrate understanding of informational text. RI.2.1.B

c Answer who or what questions to demonstrate understanding of informational text. RI.2.1.C

d associate who questions with people RI.2.1.D

e associate where questions with geographic location RI.2.1.E

f associate when questions with time RI.2.1.F

g associate what questions with topic and details RI.2.1.G

h take note of details as the text is shared - note with objects, pictures, words, symbols, etc. RI.2.1.H

i Actively engage with shared informational text. RI.2.1.I

j Actively engage with someone who is asking a question. RI.2.1.J

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2 Analyze informational text development. a. Identify the main topic of a multi-paragraph text. b. Identify the focus of specific paragraphs within the text. RI.2.2

- a Identify the main topic and the focus of two or more paragraphs. RI.2.2.A
- b Identify the who or what (subject/topic) in a given paragraph. RI.2.2.B
- c Identify the who or what (subject/topic) in a given sentence. RI.2.2.C
- d identify an informational text vs. literature RI.2.2.D
- e identify a paragraph RI.2.2.E
- f identify a sentence RI.2.2.F
- g identify a word RI.2.2.G
- h identify nouns/subjects within a sentence RI.2.2.H
- i Actively engage during the sharing of a sentence or a paragraph from an informational text. RI.2.2.I

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

- a Describe the connections between events, ideas, individuals or steps in procedures in a text. RI.2.3.A
- b Describe two events, ideas, individuals or steps in procedures from a text. RI.2.3.B
- c Identify two events, ideas, individuals or steps in procedures from a text. RI.2.3.C
- d Learn that relationship refers to the way in which two items are connected. RI.2.3.D
- e Learn that a cause/effect relationship refers to one that notes the reasons for and/or the consequences of an action, event, or decision. RI.2.3.E
- f Sequence the order or arrangement of objects or events, one coming after the other. RI.2.3.F
- g Order events according to language that pertains to time (e.g. before, after, then, first) is used to describe a point in time. RI.2.3.G
- h Look for or identify language that pertains to cause/effect (e.g., what happened, why, because, as a result of) is used to describe a relationship. RI.2.3.H

**Craft and Structure**

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

- a Use a word study strategy to describe the meaning of words in a text. RI.2.4.A
- b Identify the meaning of words based on how they are used in a text. RI.2.4.B
- c Ask questions about unknown word to determine its meaning. RI.2.4.C
- d practice the use of word strategies (break word into onset and rime, break word into syllables, morphemes, break word into phonemes, word origin, part of speech, context, use a dictionary ask questions, etc.) to determine meaning RI.2.4.D
- e identify that a word is more than its name by sight - it has meaning RI.2.4.E
- f use word study strategies from all brain processors (phonology, orthography, phonics, semantics and syntax) to develop word meaning (break word into onset and rime, break word into syllables, morphemes, break word into phonemes, word origin, part of speech, etc.) RI.2.4.F
- g Actively engage during Q & A about informational text vocabulary. RI.2.4.G
- h Actively engage with objects, tactile graphics or other sensory experiences related to better understand the meaning of words in a text. RI.2.4.H

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5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.5

- a Use text features (e.g., heading, table of contents, glossaries) to locate specific information in a text. RI.2.5.A
- b Identify a glossary as a place to find definitions and possibly page numbers for keywords in a text. RI.2.5.B
- c Identify a table of contents as a map or outline of the text - a place to find page numbers for specific information. RI.2.5.C
- d hold the book upright RI.2.5.D
- e hold the book front facing RI.2.5.E
- f turn pages in a book moving from front to back RI.2.5.F
- g indicate the cover of the book RI.2.5.G
- h indicate the pages in a book RI.2.5.H
- i identify the pictures in a book RI.2.5.I
- j identify the pictures in a book RI.2.5.J
- k indicate the title of the book RI.2.5.K
- l indicate the author of a book RI.2.5.L
- m identify page numbers in a text RI.2.5.M
- n identify large or bold text as important text features (possibly headings, key terms, titles, etc.) RI.2.5.N
- o match the glossary with the front of the book RI.2.5.O
- p match the table of contents with the back of the book RI.2.5.P
- q Actively engage in the handling of a book RI.2.5.Q

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

- a Identify the main purpose of an informational text. RI.2.6.A
- b Review the pictures or other illustrations in a text to identify meaning or additional information about the author's chosen topic. RI.2.6.B
- c Identify the topic(s) the author has chosen to write about from the title, table of contents or chapter content. RI.2.6.C
- d Name the author of a text. RI.2.6.D
- e Define the author's role in presenting the ideas or information in a text. RI.2.6.E
- f Name the illustrator of a text. RI.2.6.F
- g Define the illustrator's role in presenting the ideas or information in a text. RI.2.6.G
- h distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.2.6.H
- i Actively engage in shared informational text. RI.2.6.I

7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.7

- a Describe the relationship between illustrations and the story in which they appear. RI.2.7.A
- b Identify a detail(s) found in images/diagrams that is/are not present in the text. RI.2.7.B
- c Match ideas found in illustrations to those found in text. RI.2.7.C
- d Communicate thoughts about a text RI.2.7.D
- e listen during shared informational text RI.2.7.E
- f indicate when text matches visual supports in text RI.2.7.F
- g Listen for, and indicate when, information that matches a given illustration from a text. RI.2.7.G
- h Point out matching keywords in both text and illustrations. RI.2.7.H
- i Distinguish between print and illustrations in informational text. RI.2.7.I
- j Actively engage in shared informational text that contains illustrations. RI.2.7.J

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8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points. RI.2.8

- a Locate a reason/detail that supports the author's point in a text. RI.2.8.A
- b Identify key points in a text. RI.2.8.B
- c Identify the topic of a text. RI.2.8.C
- d Identify refers to recognizing and/or naming. RI.2.8.D
- e Reasons refers to causes or explanations. RI.2.8.E
- f Author refers to a person who presents ideas or information in written form. RI.2.8.F
- g Points refers to ideas, opinions, or claims. RI.2.8.G
- h Indicate the author's name or picture on/in a given text. RI.2.8.H
- i Indicate the author who wrote a given text. RI.2.8.I
- j Identify one or more topics the author writes about in a text. RI.2.8.J
- k Match one of the author's topics to one or more supporting detail from the text. RI.2.8.K
- l identify the difference between fact and fiction RI.2.8.L
- m identify that facts are proven points of information RI.2.8.M
- n Identify that authors of informational texts write using facts. RI.2.8.N
- o Identify that authors of informational texts use proven facts to support their own words. RI.2.8.O
- p Identify one or more reasons/facts an author gives to support their own words in written text. RI.2.8.P
- q Actively engage in shared informational text that contains a topic of interest. RI.2.8.Q

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

- a Given the most important points from two passages on the same topic, contrast to find the differences. RI.2.9.A
- b Given the most important points from two passages on the same topic, compare to find the similarities. RI.2.9.B
- c Identify basic differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.2.9.C
- d Topic refers to a subject or focus of a text. RI.2.9.D
- e Illustrations refers to the pictures, drawings, or visual aids that provide a visual representation of some part of the text. RI.2.9.E
- f Descriptions refers to an account that includes all the relevant features or characteristics. RI.2.9.F
- g Procedures refers to a series of steps that build on one another and lead to an outcome. RI.2.9.G
- h Identify similarities as being the same or alike, but not identical. RI.2.9.H
- i Identify differences as not alike. RI.2.9.I
- j Identify two texts that have similar topics. RI.2.9.J
- k Identify the similarities in two texts that address the same topic. RI.2.9.K
- l Actively engages during the sharing of two informational texts on the same topic. RI.2.9.L

**Range of Reading and Level of Text Complexity**

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10 By the end of 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. By the end of year, listen to or read, and comprehend 2nd grade-level, age-appropriate, informational texts, across all subject areas using scaffolding and adaptations as needed. RI.2.10

- a Read & Comprehend RI.2.10.A
- b Answer wh- questions related to grade-level/age appropriate informational texts, including history/social studies, science, and technical texts. RI.2.10.B
- c Decode and read simple informational text.. RI.2.10.C
- d Engage with informational texts, including history/social RI.2.10.D
- e studies, science, and technical texts. RI.2.10.E
- f Decoding RI.2.10.F
- g Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year. RI.2.10.G
- h Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading. RI.2.10.H
- i With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text. RI.2.10.I
- j Demonstrate knowledge of 26 letter sounds by decoding 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) RI.2.10.J
- k Demonstrate knowledge of 26 letter sounds by decoding CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) RI.2.10.K
- l With prompting and support decode and read CCVC words within a grade-level decodable text. RI.2.10.L
- m Decode words with digraphs. RI.2.10.M
- n Identify words with digraphs. RI.2.10.N
- o Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch) RI.2.10.O
- p Decode words with consonant blends. RI.2.10.P
- q Identify words with consonant blends. RI.2.10.Q
- r Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends RI.2.10.R
- s With prompting and support decode and read CVC words within a grade level text. RI.2.10.S
- t Demonstrate knowledge of 26 letter sounds by decoding 2 letter sound combinations in 2 letter words RI.2.10.T
- u Match 26 letters to most common sounds while decoding. RI.2.10.U

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v Actively participate in comprehension activities using 2nd grade-level, age-appropriate, informational texts, across all subject areas using scaffolding and adaptations as needed. RI.2.10.V

w Actively engage in activities using orally presented and text-based 2nd grade-level, age-appropriate, informational texts, across all subject areas using scaffolding and adaptations as needed. RI.2.10.W

x Actively engage with sounds, letters, words, phrases, sentences, within grade-level literature. RI.2.10.X

y Engage with informational text written at the second grade level. RI.2.10.Y

**Reading Standards: Foundational Skills**

**Phonics and Word Recognition**

1 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. RF.2.3

a Identify letter-sound association at the beginning of words RF.2.3.A

b Match speech sounds to printed consonant letters. RF.2.3.B

1 Note: Referencing “Speech to Print” research by Louisa Moats RF.2.3.B.1

c Apply letter-sound knowledge (e.g., recognize sound of first letter of own name, recognize own name). RF.2.3.C

d Decode two-syllable words following basic patterns by breaking the words into syllables. RF.2.3.D

e Associate the long and short sounds with common spellings for the five major vowels. RF.2.3.E

f Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.2.3.F

**Fluency**

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4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.2.4

- a Read grade-level text with fluency to support understanding. RF.2.4.A
- b Read grade-level text orally with increased accuracy and fluency on successive readings. RF.2.4.B
- c Decode specific common vowel teams represent long vowel sounds (e.g., ai, oa, ee). RF.2.4.C
- d Decode words with common endings (e.g., -s, -ed, -ing). RF.2.4.D
- e Identify irregularly spelled words that are not spelled as they sound (e.g., above, country, again). RF.2.4.E
- f Demonstrate the spelling-sound correspondences during decoding RF.2.4.F
- g Break words into syllables to support decoding multi-syllable words. RF.2.4.G
- h Identify syllables within a printed word RF.2.4.H
- i Orally break up a given word into syllables RF.2.4.I
- j A word has as many syllables as it has vowel sounds. RF.2.4.J
- k Use context to confirm or self-correct word recognition, rereading as necessary. RF.2.4.K
- l Use decoding skills to self-correct, rereading word as necessary RF.2.4.L
- m Decode CVC words with automaticity and fluency RF.2.4.M
- n Decode predictable short vowels with automaticity and fluency RF.2.4.N
- o Decode words by saying all sounds in the word represented by letter symbols with increasing automaticity until fluent (within 1 second) RF.2.4.O
- p Stretch spoken words by individual sounds then state or select the whole word. RF.2.4.P
- q Represent sound for each letter in alphabet with automaticity RF.2.4.Q
- r Demonstrate letter-sound knowledge with increasing automaticity RF.2.4.R
- s Articulate all letter sounds accurately with increasing automaticity until fluent (each sound symbol correspondence within 1 second) RF.2.4.S
- t Demonstrate foundational knowledge in phonological/phonemic awareness RF.2.4.T
- u Actively participate in supported grade-level/age-appropriate, adapted texts. RF.2.4.U
- v Actively engage with letters, sounds, and words. RF.2.4.V
- w Engage during phonics lessons RF.2.4.W
- x Engage during letter/sound decoding activities RF.2.4.X

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y Engage with letters representing first sounds in words RF.2.4.Y

1 Note: see RL.2.10 and RI.2.10 and all RF standards for additional skills in this sequence. RF.2.4.Y.1

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**Writing Standards**

**Text Types and Purposes**

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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. W.2.1

a Include a concluding statement in writing. W.2.1.A

b Use linking words such as and, also to add additional reasons to support an opinion in writing. W.2.1.B

c Generate written text stating a basic opinion on a topic, and provide a reason musing the linking word “because”. W.2.1.C

d Generate written text stating a basic opinion on a topic. W.2.1.D

e Communicate a personal opinion about a topic or book. W.2.1.E

f Communication opinions to others. W.2.1.F

g Engage in conversations where opinions are shared. W.2.1.G

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 Communicate/select/write to fill in a template that includes a topic sentence, closing statement and one or more supporting facts. (e.g. The important thing about _(Topic)_is _____. W.2.2.A

b (Topic) is ____. W.2.2.B

c (Topic) is ____. W.2.2.C

d (Topic) is ____ but the important thing about _(topic)_ is _____.) W.2.2.D

e Generate written text about a topic, and provide one fact about the topic. W.2.2.E

f Generate at least one fact about a topic. W.2.2.F

g Identify a topic for writing. W.2.2.G

h Engage in communication that could be captured for writing. W.2.2.H

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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 words to signal event order, and provide a sense of closure. W.2.3

- a Include words in writing that signal closure. W.2.3.A
- b Include temporal words within text to suggest order of events. W.2.3.B
- c Generate text to communicate a sequence of events that tell a story. W.2.3.C
- d Arrange pictures or text to communicate a sequence of events that tell a story. W.2.3.D
- e Identify actions, thoughts and feelings about a topic. W.2.3.E
- f Identify details about the event. W.2.3.F
- g Select an event to describe. W.2.3.G
- h Engage in events that could be described in writing. W.2.3.H
- i Production and Distribution of Writing W.2.3.I

4 (Begins in grade 3) W.2.4

- a (Begins in grade 3) W.2.4.A

5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.5

- a With guidance and support, revise writing to maintain focus on a topic. W.2.5.A
- b With guidance and support, add one or more details to strengthen writing. W.2.5.B
- c With guidance and support, select details to strengthen writing. W.2.5.C
- d Engage in collaborative writing task. W.2.5.D

6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.2.6

- a With guidance and support, select and use digital tools to produce and publish writing. W.2.6.A
- b Further develop (organize and add details), a communicated idea for the purpose of writing and publishing. W.2.6.B
- c Use digital tools to capture communicated ideas, thoughts and feelings. W.2.6.C
- d Engage in using digital tools, including assistive technologies W.2.6.D

**Research to Build and Present Knowledge**

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7 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). W.2.7

- a Record one or more details from shared research into shared writing. W.2.7.A
- b Participate in shared research and add details to shared writing experiences. W.2.7.B
- c Identify two or more details about a topic that were learned during shared research. W.2.7.C
- d Select two or more books on the same topic to use during shared research. W.2.7.D
- e Participate in a shared experience to contribute to group writing. W.2.7.E
- f Engage in group writing activity. W.2.7.F

8 Recall information from experiences or gather information from provided sources to answer a question. W.2.8

- a Use information from personal experiences or other sources (i.e. Provided sources: text, digital media, social interactions) to answer questions. W.2.8.A
- b Identify information to answer a question in a provided source (printed passage, sentence, paragraph, movie clip, book, etc.). W.2.8.B
- c Identify a question in print. W.2.8.C
- d Engage in question and answer exchanges. W.2.8.D

9 (Begins in grade 4) W.2.9

**Range of Writing**

10 (Begins in grade 3) W.2.10

- a (Begins in grade 3) W.2.10.A

**Speaking and Listening Standards**

**Comprehension and Collaboration**

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1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. 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 texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.1

- a Participate in group discussions about 2nd grade appropriate topics and text. SL.2.1.A
- b Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking SL.2.1.B
- c Ask questions for clarification. SL.2.1.C
- d Actively participate in supported conversations about 2nd grade appropriate topics and text. SL.2.1.D
- e Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking SL.2.1.E
- f Continue a conversation through multiple exchanges. SL.2.1.F
- g Actively participate in conversation about 2nd grade appropriate topics or text. SL.2.1.G
- h Actively listen to others. SL.2.1.H
- i Respond to a question. SL.2.1.I

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2. Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally). SL.2.2
    a. Describe two or more key ideas or details from text read aloud or information presented in other media formats SL.2.2.A
        1. Note: Many learners have a high interest in videos and other media. Expanding this beyond oral presentation not only captures interest but also expands access for learners who might need closed captions or alternate formats. SL.2.2.A.1
    b. Recall topic or idea from information presented in text or media. SL.2.2.B
    c. Communicate appropriately to express feelings or ideas. SL.2.2.C
    d. Identify a variety of sources used to gain information. (books, magazines, news, videos, online, etc.) SL.2.2.D
    e. identify where we can look for information SL.2.2.E
    f. identify when would we need to find information SL.2.2.F
    g. discuss how we can remember information that we find SL.2.2.G
    h. brainstorm how can we share information with others SL.2.2.H
    i. Answer the question: Is all information accurate or important? SL.2.2.I
    j. Sort information by accurate/inaccurate, key details/extra information SL.2.2.J
    k. Actively engage with information presented in a variety of formats, including text. SL.2.2.K

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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

- a Ask or answer questions to clarify understanding or gain information about a topic SL.2.3.A
- b Repeat communication attempt (possibly using different modes) until understood by others or until question is answered. SL.2.3.B
- c Actively engage with others to get their attention in order to share an idea, thought or question. SL.2.3.C
- d Establish a mode of communication that is understood by others SL.2.3.D
- e Establish a mode of communication that flexibly includes age-appropriate topics and skills SL.2.3.E
- f Seek opportunities for purposeful interactions with others SL.2.3.F
- g Repeat communication attempt until understood SL.2.3.G
- h Communicate with others SL.2.3.H
- i Ask for assistance SL.2.3.I
- j Answer questions SL.2.3.J
- k Identify the speaker SL.2.3.K
- l Engage with the speaker. SL.2.3.L
- m Actively engage with others to get attention. SL.2.3.M

**Presentation of Knowledge and Ideas**

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

- a Communicate using one or more sentences to recount an experience. SL.2.4.A
- b Communicate clearly about a personal experience including relevant details SL.2.4.B
- c Communicate in an understandable mode with the intent of being understood by others. SL.2.4.C
- d participate in interest inventories/surveys about preferences SL.2.4.D
- e create a circles graph referencing people who are personal friends or family members and others who are acquaintances or strangers SL.2.4.E
- f share personal experiences in a journal or share time SL.2.4.F
- g share about familiar things during show and tell SL.2.4.G
- h participate in autobiography (All About Me) activities SL.2.4.H
- i Actively participate in selection of familiar people, things, events places with which to interact. SL.2.4.I
- j Actively engage with familiar people in familiar places, with familiar things, during familiar events. SL.2.4.J
- k Express feelings about a familiar topic (person, place, thing, or event). SL.2.4.K
- l Select a familiar topic (person place, thing, or event) for discussion. SL.2.4.L
- m Actively engage when a personal experience is presented. SL.2.4.M

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

- a Add visuals or audio to enhance a presentation and clarify details. SL.2.5.A
- b Add visuals or audio to enhance a story or description of a personal experience. SL.2.5.B
- c Choose visuals or audio related to a story or experience. SL.2.5.C

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6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. SL.2.6

- a Communicate to add details or clarify. SL.2.6.A
- b Communicate in complete sentences in a manner appropriate to a task or situation. SL.2.6.B
- c Communicate using multi-word responses. SL.2.6.C
- d Communicate thoughts, feelings and ideas. SL.2.6.D
- e Communicate using single words, symbols, gestures, facial expressions, sign language, voice output, etc. SL.2.6.E
- f Communicate using tools needed for communication. SL.2.6.F
- g Communicate using any mode of communication. SL.2.6.G
- h Engage to communicate. SL.2.6.H

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**Language Standards**

**Conventions of Standard English**

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). L.2.1

- a Select and/or use nouns, verbs and adjectives to create simple sentences during communication opportunities (both speaking and writing) L.2.1.A
- b Select and/or use expanded nouns (pronouns, plural nouns) during communication opportunities (both speaking and writing) L.2.1.B
- c Select and/or use nouns during communication opportunities (both speaking and writing) L.2.1.C
- d identify objects as nouns L.2.1.D
- e identify nouns as people, places or things L.2.1.E
- f use names of people as use of nouns L.2.1.F
- g group nouns by type - people, places, things L.2.1.G
- h orally use plural nouns L.2.1.H
- i orally practice changing a noun from singular to plural L.2.1.I
- j orally use pronouns L.2.1.J
- k use adjectives in oral and written communication L.2.1.K

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2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.2

- a Generate a simple sentence containing: L.2.2.A
  - 1 Beginning capitalization; L.2.2.A.1
  - 2 Ending punctuation; and L.2.2.A.2
  - 3 Simple words, spelled phonetically. L.2.2.A.3
- b Identify capitalization and ending punctuation within a written sentence. L.2.2.B
- c Identify capital letters at the beginning of familiar names (e.g., own, classmates' or family members'). L.2.2.C
- d identify a sentence as beginning with a capital letter and ending with punctuation L.2.2.D
- e select types of punctuation L.2.2.E
- f match punctuation mark with sentence type L.2.2.F
- g identify one or more reasons we capitalize words L.2.2.G
- h capitalize own name L.2.2.H
- i identify letters as sounds in speech and writing L.2.2.I
- j say or identify each of the short vowel sounds L.2.2.J
- k say or identify each of the consonant sounds (most commonly used) L.2.2.K
- l match sounds in simple words to placeholders for letters (Elkonin boxes with chips) L.2.2.L
- m match letter sounds in simple words to letter tiles or letter shapes L.2.2.M
- n Actively engage during phonics / spelling and writing activities. L.2.2.N

**Knowledge of Language**

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3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Recognize formal and informal uses of English. b. Compare formal and informal uses of English. L.2.3

- a Compare formal and informal communications. L.2.3.A
- b Select appropriate communication from a set of choices to match situation. (text message, writing a letter, talking to a friend, presenting to the class, etc.) L.2.3.B
- c Identify when to use formal communications. L.2.3.C
- d Identify when it is acceptable to use informal communications. L.2.3.D
- e Identify formal English when given an example and non-example. L.2.3.E
- f Identify informal language when given an example and non-example. L.2.3.F
- g Communicate with others using both formal and informal communications. L.2.3.G
- h Engage with others to communicate. L.2.3.H

**Vocabulary Acquisition and Use**

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4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases a. based on grade 2 reading and content, choosing flexibly from an array of strategies. b. Use sentence-level context as a clue to the meaning of a word or phrase. c. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/ unhappy, tell/retell). d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). e. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). f. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.4

- a Use sentence-level context as a clue to determine the meaning of unknown and multiple-meaning words within grade-level/ age- appropriate text. L.2.4.A
- b Identify parts of common word by breaking the word into syllables orally and attach part to its meaning. (football = ball you play with your foot; reader - read + person = a person who reads; thirsty - thirst = need a drink) L.2.4.B
- c Identify familiar objects or pictures that represent new 2nd grade words. L.2.4.C
- d Actively participate in word meaning (vocabulary syntax and semantics) activities. L.2.4.D
- e with modeling and support break words into syllables orally L.2.4.E
- f with modeling and support break words into syllables visually L.2.4.F
- g identify that many word parts have meaning L.2.4.G
- h there are different types of words (compound, past tense, plural, contractions, etc.) L.2.4.H
- i identify a root word as a whole word inside a larger word L.2.4.I
- j pair words with meaning and concrete examples from everyday life L.2.4.J
- k identify dictionaries or glossaries as tools to define words, hear pronunciation or words, learn part of speech and see the syllable breaks L.2.4.K
- l practice dividing compound words during shared reading or everyday events to gain meaning L.2.4.L
- m Actively engage in word meaning activities L.2.4.M

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5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 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.2.5

- a Select a verb with the most appropriate intensity for the situation. (e.g. if shown the blur of a high-speed car in a race the most appropriate verb might be zoom or speed rather than cruise or coast) L.2.5.A
- b Use words to describe everyday people, places or events. L.2.5.B
- c Select words that describe a familiar event or place. (e.g. grocery store = cart, isle, deli, meats, fruits, vegetables, dairy, frozen, cooler, express lane, checkout, etc.) L.2.5.C
- d learn that more than one word can be used to convey similar meaning L.2.5.D
- e word choice can add detail and intensity to what we speak and write L.2.5.E
- f words from categories can be used to write on specific topics L.2.5.F
- g adjectives, verbs and nouns can be used to describe other words - attributes L.2.5.G
- h words can be used to describe everyday people and places L.2.5.H
- i words help us understand what others are trying to tell us L.2.5.I
- j words can be used to help others understand us L.2.5.J
- k every word has meaning L.2.5.K
- l words can be combined into phrases, sentences, paragraphs and books to tell more and more about a topic L.2.5.L

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6 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). L.2.6

- a Use adjectives heard in prior experiences to describe something in a present conversation or activity. L.2.6.A
- b Actively participate during activities by interjecting adjectives that have been used during the text or conversation. L.2.6.B
- c Identify adjectives used during modeled oral language experiences. L.2.6.C
- d Identify adjectives as words that describe nouns. L.2.6.D
- e This one could be used at the c level of complexity or replace the b level of complexity if the extension there is too similar to a. L.2.6.E
- f listen to the words and phrases used by peers, adults and in texts L.2.6.F
- g select words and phrases that apply to everyday events L.2.6.G
- h mimic the speech of others in the context of everyday events L.2.6.H
- i chorally respond by saying repeat lines in text L.2.6.I
- j listen to language for meaning and word types L.2.6.J
- k analyze words used in oral language experiences L.2.6.K
- l Actively engage during oral language experiences L.2.6.L