South Dakota English Language Arts

2nd Grade

Reading Literature RL

1. **Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas and details in a text.** 2.RL.1
2. **Retell stories, those from various cultures and genres, and determine their central message/theme, lesson, or moral.** 2.RL.2
3. **Analyze how characters in a story respond to major events and challenges.** 2.RL.3
4. **Identify and explain how words and phrases create meaning or tone in stories, poems, songs or other texts that have literal and non-literal meanings including but not limited to emotions.** 2.RL.4
5. **Evaluate the structure of texts, including sentences, paragraphs, and larger portions of the text and how they connect to the overall meaning.** 2.RL.5
6. **Describe how the point of view from various characters and/or purpose shapes the content of a text.** 2.RL.6
7. **Use background knowledge, illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.** 2.RL.7
8. **Not applicable to literature** 2.RL.8
9. **Compare and contrast two or more versions of the same topic by different authors.** 2.RL.9
10. **By the end of the year, read and comprehend a variety of literary texts.** 2.RL.10
    - a Read and comprehend grade-appropriate texts with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). 2.RL.10.A
    - b Self-select text for personal enjoyment, interest, and academic tasks prompting and support. 2.RL.10.B

Reading Informational Text RI

1. **Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas and details in a text.** 2.RI.1
2. **Identify the main topic of a multi-paragraph text and use key details from the paragraphs to support the main topic.** 2.RI.2

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3 **Explain the relationships between historical events, scientific ideas, or technical procedures in a text.** 2.RI.3

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

5 **Use various text features to locate key facts or information in a text.** 2.RI.5

6 **Identify the main purpose of a text, including what the author wants to answer, explain, or describe.** 2.RI.6

7 **Use and explain how specific images (e.g., photographs, charts, diagrams) contribute to and clarify a text.** 2.RI.7

8 **Describe how details/evidence support specific points the author makes in a text.** 2.RI.8

9 **Compare and contrast the main ideas presented by two texts on the same topic.** 2.RI.9

10 **By the end of the year, read and comprehend a variety of informational text.** 2.RI.10

- a Read and comprehend grade-appropriate text with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands). 2.RI.10.A
- b Self-select text for personal enjoyment, interest, and academic tasks with guidance and support. 2.RI.10.B

Reading Foundational Skills RF

1 **There is not a grade 2 standard for this concept. Please see preceding grades for more information.** 2.RF.1

2 **Demonstrate proficiency of spoken words, syllables, and phonemes (sounds).** 2.RF.2

- a Blend 5-6 phonemes together to form words. 2.RF.2.A
- b Add initial, final, and medial phonemes in words. 2.RF.2.B
- c Segment 5-6 phonemes in words. 2.RF.2.C
- d Delete initial, final, medial phonemes in words. 2.RF.2.D
- e Substitute initial, final, and medial phonemes in words. 2.RF.2.E

3 **Know and apply grade-level phonics and word analysis skills in decoding and encoding words.** 2.RF.3

- a Decode and encode two-syllable words with both long and short vowels, following regular phonics patterns. 2.RF.3.A
- b Decode and encode sound-spelling correspondences for common vowel teams including diphthongs. 2.RF.3.B

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c Decode vowel variants. 2.RF.3.C

d Decode and encode words with vowel-r patterns. 2.RF.3.D

e Decode and encode words with silent letters. 2.RF.3.E

f Decode and encode words with common prefixes and suffixes. 2.RF.3.F

g Decode 2-syllable words that follow all syllable patterns. 2.RF.3.G

h Encode 2-syllable words using open syllables, closed syllables, silent e syllables, vowel-r patterns. 2.RF.3.H

i Read and spell grade-appropriate high-frequency words. 2.RF.3.I

4 Read with sufficient accuracy and fluency to support comprehension. 2.RF.4

a Read grade-appropriate text with purpose and understanding. 2.RF.4.A

b Read grade-appropriate text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. 2.RF.4.B

c Self-monitor reading for correct word recognition and understanding, rereading as necessary. 2.RF.4.C

Language L

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2.L.1

a Use common, proper, possessive and collective nouns. 2.L.1.A

b Form and use frequently occurring irregular plural nouns. 2.L.1.B

c Use subject verb agreement for singular and plural nouns and pronouns. 2.L.1.C

d Use reflexive pronouns (e.g., myself, ourselves). 2.L.1.D

e Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 2.L.1.E

f Use adjectives and adverbs and choose between them depending on what is to be modified. 2.L.1.F

g Use direction, time, and movement prepositions. 2.L.1.G

h Use conjunctions to produce, expand, and rearrange complete simple and compound sentences. 2.L.1.H

i Correctly use frequently confused words (e.g., to, too, two). 2.L.1.I

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

a Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others. 2.L.2.A

b Capitalize proper nouns. 2.L.2.B

c Use commas in greetings and closings of letters. Use commas to separate single words in a series. Use commas in compound sentences. 2.L.2.C

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d Use an apostrophe to form contractions and singular possessives. 2.L.2.D

e Spell grade-appropriate high frequency words correctly in writing. 2.L.2.E

f Generalize learned spelling patterns when writing words. 2.L.2.F

g Consult print and digital reference materials, as needed, to check and correct spellings. 2.L.2.G

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 2.L.3

a Choose words and phrases for effect. 2.L.3.A

b Recognize and observe differences between formal and informal English. 2.L.3.B

4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content using flexible strategies. 2.L.4

a Use sentence-level context to determine the meaning of a word or phrase. 2.L.4.A

b Determine the meaning of words when common prefixes and suffixes are added. 2.L.4.B

c Use a known root word to determine the meaning of an unknown word with the same root. 2.L.4.C

d Use knowledge of the meaning of individual words to predict the meaning of compound words. 2.L.4.D

e Use print and digital reference materials to determine or clarify the meaning of words and phrases. 2.L.4.E

5 Demonstrate understanding of word relationships and subtle differences in word meanings. 2.L.5

a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 2.L.5.A

b Sort and categorize words by multiple attributes (e.g., synonyms, antonyms, size, color, type). 2.L.5.B

6 Acquire and use domain specific vocabulary across reading, writing, speaking, and listening. 2.L.6

Writing W

1 Write opinion pieces that: 2.W.1

a Introduce an opinion using a topic sentence. 2.W.1.A

b Supply reasons and details that support the opinion. 2.W.1.B

c Use grade-level appropriate linking words to connect the opinion and reasons (e.g., so, but, because, for example). 2.W.1.C

d Provide a concluding sentence or paragraph. 2.W.1.D

2 Write informative/explanatory texts that: 2.W.2

Provide introduction with a topic sentence. 2.W.2.A

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Use facts and details to develop points. 2.W.2.B

c Use grade-level appropriate linking words and phrases to connect ideas. 2.W.2.C

d Provide a concluding sentence or paragraph. 2.W.2.D

3 Write narratives (e.g., story, poetry) that: 2.W.3

a Recount a well-elaborated event or short sequence of events. 2.W.3.A

b Include details to describe actions, thoughts, dialogue, and feelings. 2.W.3.B

c Use transition words to signal event order. 2.W.3.C

d Provide a sense of closure. 2.W.3.D

4 Use various planning tools to provide a clear and coherent message in writing with guidance and support (e.g., brainstorming, outlining, mind map). 2.W.4

5 Develop the focus of the topic of writing through revision and improve the clarity of the writing through editing with guidance and support from adults, peers, and/or digital tools. 2.W.5

6 Use a variety of digital tools to produce and publish writing, both individually and collaboratively with guidance and support. 2.W.6

7 Participate in collaborative research and writing projects to build knowledge. 2.W.7

8 Use background knowledge and/or information gathered from digital and print sources to write about a topic in one's own words. 2.W.8

9 Begins in grade 4 2.W.9

10 Write routinely to increase stamina in a range of tasks, purposes, and audiences with guidance and support. 2.W.10

Speaking and Listening SL

1 Participate in collaborative conversations about grade 2 topics and texts with peers and adults. 2.SL.1

a Follow agreed-upon norms for discussions. 2.SL.1.A

b Build on others' talk in conversations by linking comments to the remarks of others. 2.SL.1.B

c Ask for clarification and explanation to better understand topics and texts under discussion. 2.SL.1.C

2 Retell and describe key ideas or details from content presented orally or through other media. 2.SL.2

3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 2.SL.3

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4 **Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.** 2.SL.4

5 **Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.** 2.SL.5

6 **Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.** 2.SL.6