

Grade 2

Adopted 2017

The student develops oral language through listening, speaking, and discussion. **2.1**

- A. listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; 2.1.A**

- B. follow, restate, and give oral instructions that involve a short, related sequence of actions; 2.1.B**

- C. share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; 2.1.C**

- D. work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and 2.1.D**

- E. develop social communication such as distinguishing between asking and telling. 2.1.E**

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. **2.2**

- A. demonstrate phonological awareness by: 2.2.A**
 - i. producing a series of rhyming words; 2.2.A.I**
 - ii. distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; 2.2.A.II**
 - iii. recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and 2.2.A.III**
 - iv. manipulating phonemes within base words; 2.2.A.IV**

B. demonstrate and apply phonetic knowledge by: 2.2.B

- i. decoding words with short, long, or variant vowels, trigraphs, and blends; 2.2.B.I
- ii. decoding words with silent letters such as knife and gnat; 2.2.B.II
- iii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 2.2.B.III
- iv. decoding compound words, contractions, and common abbreviations; 2.2.B.IV
- v. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; 2.2.B.V
- vi. decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and 2.2.B.VI
- vii. identifying and reading high-frequency words from a research-based list; 2.2.B.VII

C. demonstrate and apply spelling knowledge by: 2.2.C

- i. spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 2.2.C.I
- ii. spelling words with silent letters such as knife and gnat; 2.2.C.II
- iii. spelling compound words, contractions, and common abbreviations; 2.2.C.III
- iv. spelling multisyllabic words with multiple sound-spelling patterns; 2.2.C.IV
- v. spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and 2.2.C.V
- vi. spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; 2.2.C.VI

D. alphabetize a series of words and use a dictionary or glossary to find words; and 2.2.D

E. develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters. 2.2.E

The student uses newly acquired vocabulary expressively. 2.3

A. use print or digital resources to determine meaning and pronunciation of unknown words; 2.3.A

B. use context within and beyond a sentence to determine the meaning of unfamiliar words; 2.3.B

C. identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est comparative and superlative, and -ion/tion/sion; and 2.3.C

D. identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. 2.3.D

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The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. 2.6

- A. establish purpose for reading assigned and self-selected texts; 2.6.A

 - B. generate questions about text before, during, and after reading to deepen understanding and gain information; 2.6.B

 - C. make, correct, or confirm predictions using text features, characteristics of genre, and structures; 2.6.C

 - D. create mental images to deepen understanding; 2.6.D

 - E. make connections to personal experiences, ideas in other texts, and society; 2.6.E

 - F. make inferences and use evidence to support understanding; 2.6.F

 - G. evaluate details read to determine key ideas; 2.6.G

 - H. synthesize information to create new understanding; and 2.6.H

 - I. monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. 2.6.I
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The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. 2.7

- A. describe personal connections to a variety of sources; 2.7.A

- B. write brief comments on literary or informational texts that demonstrate an understanding of the text; 2.7.B

- C. use text evidence to support an appropriate response; 2.7.C

D. retell and paraphrase texts in ways that maintain meaning and logical order; 2.7.D

E. interact with sources in meaningful ways such as illustrating or writing; and 2.7.E

F. respond using newly acquired vocabulary as appropriate. 2.7.F

The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. 2.8

A. discuss topics and determine theme using text evidence with adult assistance; 2.8.A

B. describe the main character's characters' internal and external traits; 2.8.B

C. describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and 2.8.C

D. describe the importance of the setting. 2.8.D

The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. 2.9

A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; 2.9.A

B. explain visual patterns and structures in a variety of poems; 2.9.B

C. discuss elements of drama such as characters, dialogue, and setting; 2.9.C

D. recognize characteristics and structures of informational text, including: 2.9.D

i. the central idea and supporting evidence with adult assistance; 2.9.D.I

ii. features and graphics to locate and gain information; and 2.9.D.II

iii. organizational patterns such as chronological order and cause and effect stated explicitly; 2.9.D.III

E. recognize characteristics of persuasive text, including: 2.9.E

i. stating what the author is trying to persuade the reader to think or do; and 2.9.E.I

ii. distinguishing facts from opinion; and 2.9.E.II

F. recognize characteristics of multimodal and digital texts. 2.9.F

The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or

A. discuss the author's purpose for writing text; 2.10.A

B. discuss how the use of text structure contributes to the author's purpose; 2.10.B

C. discuss the author's use of print and graphic features to achieve specific purposes; 2.10.C

D. discuss the use of descriptive, literal, and figurative language; 2.10.D

her own products and performances. 2.10

E. identify the use of first or third person in a text; and 2.10.E

F. identify and explain the use of repetition. 2.10.F

The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 2.11

A. plan a first draft by generating ideas for writing such as drawing and brainstorming; 2.11.A

B. develop drafts into a focused piece of writing by: 2.11.B

i. organizing with structure; and 2.11.B.I

ii. developing an idea with specific and relevant details; 2.11.B.II

C. revise drafts by adding, deleting, or rearranging words, phrases, or sentences; 2.2.11.C

D. edit drafts using standard English conventions, including: 2.2.11.D

i. complete sentences with subject-verb agreement; 2.11.D.I

ii. past, present, and future verb tense; 2.11.D.II

iii. singular, plural, common, and proper nouns; 2.11.D.III

iv. adjectives, including articles; 2.11.D.IV

v. adverbs that convey time and adverbs that convey place; 2.11.D.V

vi. prepositions and prepositional phrases; 2.11.D.VI

vii. pronouns, including subjective, objective, and possessive cases; 2.11.D.VII

viii. coordinating conjunctions to form compound subjects and predicates; 2.11.D.VIII

ix. capitalization of months, days of the week, and the salutation and conclusion of a letter; 2.11.D.IX

x. end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and 2.11.D.X

xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and 2.11.D.XI

E. publish and share writing. 2.11.E

The student uses genre characteristics and craft to compose multiple texts that are meaningful. 2.12

A. compose literary texts, including personal narratives and poetry; 2.12.A

B. compose informational texts, including procedural texts and reports; and 2.12.B

C. compose correspondence such as thank you notes or letters. 2.12.C

The student engages in both short-term and sustained recursive inquiry processes for a

A. generate questions for formal and informal inquiry with adult assistance; 2.13.A

B. develop and follow a research plan with adult assistance; 2.13.B

variety of
purposes. 2.13

C. identify and gather relevant sources and information to answer the questions; 2.13.C

D. identify primary and secondary sources; 2.13.D

E. demonstrate understanding of information gathered; 2.13.E

F. cite sources appropriately; and 2.13.F

G. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. 2.13.G