

Grade 2

Reading: Students read, comprehend, interpret, analyze, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories. Standards 2, 3, and 4 are prioritized. This is the last year that standard 2 is prioritized. [R](#)

Foundational Skills

- 1** Students know and apply the basic features of print and how it is organized. [ELA.2.R.1](#)
 - a** Recognize the distinguishing features of a paragraph. (e.g., indentation, capitalization, spacing, punctuation). [ELA.2.R.1.A](#)
 - b** Recognize the basic features of dialogue. [ELA.2.R.1.B](#)
 - c** Recognize that text/visual features represent and/or add to the written text's meaning. [ELA.2.R.1.C](#)
- 2** Students demonstrate phonemic awareness to support decoding, spelling, and word recognition. [ELA.2.R.2](#)
 - a** Segment, blend, and manipulate syllables and individual sounds (phonemes) in spoken and printed words to form new words. [ELA.2.R.2.A](#)
 - b** Recognize, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken and printed words. [ELA.2.R.2.B](#)
 - c** Produce words by blending individual sounds (phonemes), including consonant blends, digraphs, and common vowel teams. [ELA.2.R.2.C](#)

- 3** Students decode words accurately by applying grade-level phonics and word analysis skills. [ELA.2.R.3](#)
- a** Know letter-sound correspondences including consonant digraphs, diphthongs, and common vowel teams (e.g., “ai,” “oa,” “ou,” “oi,” “ue”). [ELA.2.R.3.A](#)
 - b** Distinguish long and short vowel sounds in regularly spelled one-syllable words. [ELA.2.R.3.B](#)
 - c** Use common syllable types (open, closed, silent -e, vowel team, r- controlled, consonant-le) to decode words. [ELA.2.R.3.C](#)
 - d** Decode multisyllabic words by breaking them into syllables (e.g., VC/CV, “nap/kin”; V/CV, “ro/bot”). [ELA.2.R.3.D](#)
 - e** Decode words with common roots, prefixes and suffixes (e.g., “re-,” “un-,” “-ful,” “-less,” “-ly”). [ELA.2.R.3.E](#)
 - f** Identify words with inconsistent but common spelling sound correspondences (e.g., “does,” “busy,” “again”). [ELA.2.R.3.F](#)
 - g** Add, delete, or substitute syllables, prefixes, or suffixes to form new words. [ELA.2.R.3.G](#)
 - h** Decode common contractions and compound words. [ELA.2.R.3.H](#)
 - i** Read high frequency and irregularly spelled words by sight with increasing accuracy and automaticity. [ELA.2.R.3.I](#)
 - j** Read grade-level texts orally with accuracy, appropriate rate, and expression to support understanding, improving fluency through repeated readings. [ELA.2.R.3.J](#)

Comprehending and Interpreting Texts

- 4** Students comprehend and interpret texts using knowledge of print, language, and text features to make meaning. [ELA.2.R.4](#)
- a** Describe their purpose for reading and preview the text. [ELA.2.R.4.A](#)
 - b** Use personal connections and content knowledge to visualize, imagine, and/or otherwise engage the senses to make meaning of the text. [ELA.2.R.4.B](#)
 - c** Use prior knowledge to make connections and predictions, revising them based on what is in the text. [ELA.2.R.4.C](#)
 - d** Use a variety of strategies to maintain motivation and reconnect to the flow of reading. [ELA.2.R.4.D](#)
 - e** Explain how specific pictures or words help readers understand the text (e.g., emotions, characters, actions, information, or ideas). [ELA.2.R.4.E](#)
 - f** Ask and answer questions about a text, referring to key details in the text. [ELA.2.R.4.F](#)
 - g** Describe a story's characters, setting, and major events, including how characters respond to major events and challenges. [ELA.2.R.4.G](#)
 - h** Retell a story in their own words and/or say what they learned from a text. [ELA.2.R.4.H](#)

Analyzing, Evaluating, and Using Texts

- 5 Students analyze texts by making connections between texts, authors, readers, and the world. [ELA.2.R.5](#)
 - a Describe what words or images in a text make them think, feel, or want to act. [ELA.2.R.5.A](#)
 - b Describe the central message, main idea, moral, or lesson in a text and how it connects to their own experiences and understandings. [ELA.2.R.5.B](#)
 - c Compare and contrast the narrators, characters, settings, plots, and/or ideas/information in two or more texts. [ELA.2.R.5.C](#)
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Writing: Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content. Standards 1, 2, and 3 are prioritized. This is the last year standard 2 is prioritized. [W](#)

Writing Purposes and Products

- 1 Students compose multimodal texts in a variety of genres for a variety of purposes. [ELA.2.W.1](#)
 - a Compose in order to describe experiences, ideas, and imaginings. [ELA.2.W.1.A](#)
 - b Compose in order to inform others about their knowledge, observations, and explanations of the world. [ELA.2.W.1.B](#)
 - c Compose in order to express their opinions and/or preferences. [ELA.2.W.1.C](#)
 - d Compose in order to persuade others to consider new options. [ELA.2.W.1.D](#)
 - e Compose in order to tell stories and narratives with a clear sequence of events. [ELA.2.W.1.E](#)
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Plan and Draft

- 2 Students plan and complete writing projects. [ELA.2.W.2](#)
 - a Connect the task to their interests, experiences, or relevant topics. [ELA.2.W.2.A](#)
 - b Consider purpose and audience when planning writing. [ELA.2.W.2.B](#)
 - c Sequence and organize steps to complete a writing project or task. [ELA.2.W.2.C](#)

- 3 Students draft content within the genre, using tools effectively. [ELA.2.W.3](#)
- a Generate topics and ideas. [ELA.2.W.3.A](#)
 - b Gather ideas and select material from research, images, and/or multimedia artifacts that illustrate and support their ideas. [ELA.2.W.3.B](#)
 - c Identify text/visual features, formatting, and/or genre conventions noticed in mentor texts. [ELA.2.W.3.C](#)
 - d Develop descriptions using sensory details. [ELA.2.W.3.D](#)
 - e State facts, definitions, and examples to develop points and ideas within a topic. [ELA.2.W.3.E](#)
 - f Compare and contrast information within a topic. [ELA.2.W.3.F](#)
 - g Provide details about an opinion and/or preference, using linking words. [ELA.2.W.3.G](#)
 - h Use language to persuade others with feelings, reasons, and examples. [ELA.2.W.3.H](#)
 - i Tell events in stories in order, using temporal words to signal order and details to elaborate, describing actions, thoughts, and feelings. [ELA.2.W.3.I](#)
- 4 Students organize content across genres. [ELA.2.W.4](#)
- a Introduce topics. [ELA.2.W.4.A](#)
 - b Group or sequence related content. [ELA.2.W.4.B](#)
 - c Provide a sense of closure. [ELA.2.W.4.C](#)

Revise and Edit

- 5 Students discuss, revise, and/or edit their compositions. [ELA.2.W.5](#)
- a Re-read the draft to decide if it makes sense. [ELA.2.W.5.A](#)
 - b Engage with an adult or peer for feedback about their compositions. [ELA.2.W.5.B](#)
 - c Add, remove, or change words, details, and/or pictures to better communicate and represent meaning. [ELA.2.W.5.C](#)
 - d Edit for mechanics, conventions, and consistency of text/visual features.
[Demonstrate command of Language standards in grades K–2.] [ELA.2.W.5.D](#)

Share and Publish

- 6 Students share and publish compositions for known and trusted audiences. [ELA.2.W.6](#)
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Speaking, Listening, and Digital Forums:
Students engage in and learn from collaborative discussions, presentations, and

Discussion

public speaking for a range of communicative situations in the context of grade-level content. Standard 1 is prioritized. SLDF

- 1** Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated or simulated digital forums. [ELA.2.SLDF.1](#)
 - a** Describe expectations for engaging with and including other participants. [ELA.2.SLDF.1.A](#)
 - b** Describe the people, places, things, events, information, and emotions they are referring to with relevant details. [ELA.2.SLDF.1.B](#)
 - c** Draw on experience, observation, and prior learning to contribute. [ELA.2.SLDF.1.C](#)
 - d** Connect statements to others' contributions to develop common understanding, build community, and propel conversation. [ELA.2.SLDF.1.D](#)
 - e** Ask for clarification or more information and/or explain what they understood. [ELA.2.SLDF.1.E](#)
 - f** Answer questions to clarify something others did not understand, including the meaning of words and phrases used in discussion. [ELA.2.SLDF.1.F](#)
 - g** Identify points of agreement or disagreement from the discussion. [ELA.2.SLDF.1.G](#)

Collaboration

- 2** Students collaborate on projects or tasks. [ELA.2.SLDF.2](#)
 - a** Describe expectations, changing them when needed. [ELA.2.SLDF.2.A](#)
 - b** Contribute towards shared goals by building on strengths. [ELA.2.SLDF.2.B](#)
 - c** Communicate to support the group and/or deal with concerns. [ELA.2.SLDF.2.C](#)

Public Speaking and Presentations

- 3** Students present experience, positions, ideas, findings, and creative work. [ELA.2.SLDF.3](#)
 - a** Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.2.W.1. [ELA.2.SLDF.3.A](#)
 - b** Develop content by considering what they want to communicate within the situation and what the audience already knows. [ELA.2.SLDF.3.B](#)
 - c** Use images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement. [ELA.2.SLDF.3.C](#)

Voice

- 4** Students determine how to present themselves and their ideas in different contexts. [ELA.2.SLDF.4](#)
 - a** Express a distinct voice through thoughtful word choice by drawing on their strengths, thoughts, and feelings. [ELA.2.SLDF.4.A](#)
 - b** Determine what they want or do not want to share and why. [ELA.2.SLDF.4.B](#)
 - 5** Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience. [ELA.2.SLDF.5](#)
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Language: Students develop command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing. Standards 2, 3, and 5 are prioritized. This is the last year standard 5 is prioritized. [L](#)

Knowledge of Language

- 1** Students notice when and why language is used differently at school, at home, and with peers. [ELA.2.L.1](#)
 - a** Compare formal and informal uses of language in different situations. [ELA.2.L.1.A](#)
 - b** Describe how language changes across situations and audiences. [ELA.2.L.1.B](#)

Structure and Functions of English

- 2** Students produce, expand, and rearrange sentences in conversations and writing about experiences, events, and ideas. [ELA.2.L.2](#)
 - a** Produce, expand, and rearrange simple and compound sentences. [ELA.2.L.2.A](#)
 - b** Use adjectives and adverbs to add detail and specificity. [ELA.2.L.2.B](#)
 - c** Use regular and irregular verb forms to communicate meaning clearly. [ELA.2.L.2.C](#)
- 3** Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. [ELA.2.L.3](#)
 - a** Use context, roots, affixes, word relationships, and reference materials to clarify the meaning of unfamiliar words and phrases, including compound words. [ELA.2.L.3.A](#)
 - b** Use collective nouns, irregular plural nouns, and reflexive pronouns accurately. [ELA.2.L.3.B](#)
 - c** Understand and use adjectives, prepositions, conjunctions, and determiners to clarify meaning. [ELA.2.L.3.C](#)
- 4** Students explore relationships among words and meaning in the context of conversations, reading, and writing about experiences, events, and ideas. [ELA.2.L.4](#)
 - a** Identify connections between words and their use. [ELA.2.L.4.A](#)
 - b** Distinguish and express shades of meaning among closely related verbs, closely related adjectives, and closely related adverbs. [ELA.2.L.4.B](#)

Foundational Written Language (Encoding and Transcription)

- 5 Students develop fluent and accurate writing skills to record their ideas using words, sentences, and short texts. [ELA.2.L.5](#)
- a Form letters legibly and write with appropriate spacing and alignment. [ELA.2.L.5.A](#)
 - b Spell words using sound-letter correspondences, common spelling patterns, and word families. [ELA.2.L.5.B](#)
 - c Spell regularly spelled two-syllable words and high-frequency words, including irregularly spelled words with increasing accuracy. [ELA.2.L.5.C](#)
 - d Capitalize sentence beginnings and proper nouns correctly. [ELA.2.L.5.D](#)
 - e Write complete sentences using periods, exclamation points, and question marks to end statements, exclamations, and questions. [ELA.2.L.5.E](#)
 - f Use commas in dates and to separate single words in a series. [ELA.2.L.5.F](#)
 - g Use apostrophes to form contractions and possessives. [ELA.2.L.5.G](#)
 - h Develop automaticity in spelling and handwriting and/or other modalities to support written expression. [ELA.2.L.5.H](#)
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Research and Media Literacy: Students ask questions, seek answers using a variety of sources and tools, and use their learning. Students identify reactions to media messages, purposes and parts of media messages, and people who create media messages. Standard 1 is prioritized. [RML](#)

Research and Inquiry

- 1 Students engage in research and inquiry by asking questions and seeking answers from information sources. [ELA.2.RML.1](#)
- a Ask questions about things that make them curious. [ELA.2.RML.1.A](#)
 - b Generate ideas for where they might find answers to their questions, including by talking to people about the topic. [ELA.2.RML.1.B](#)
 - c Engage with a variety of information sources and where to find them, including by exploring libraries. [ELA.2.RML.1.C](#)
 - d Contribute suggestions when adults use digital search tools. [ELA.2.RML.1.D](#)
 - e Identify information that does and does not answer their questions. [ELA.2.RML.1.E](#)
 - f Use and/or share new learning. [ELA.2.RML.1.F](#)
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Media Literacy

- 2 Students identify reactions to media messages. [ELA.2.RML.2](#)
- a Identify how and why people react to media messages differently. [ELA.2.RML.2.A](#)
 - b Identify how media messages make them feel and what these emotions may make them want to say or do. [ELA.2.RML.2.B](#)
- 3 Students identify the purposes of media messages. [ELA.2.RML.3](#)
- a Identify media messages that are mainly helping people learn new things, trying to change people's minds, selling something, or just for fun. [ELA.2.RML.3.A](#)

- 4 Students compare different parts of media messages. [ELA.2.RML.4](#)
 - a Distinguish between statements that are either true or false and statements that express an opinion. [ELA.2.RML.4.A](#)
 - b Compare and contrast information on the same topic in two or more media messages from different sources. [ELA.2.RML.4.B](#)
 - c Describe how changing an image can change the meaning of a media message. [ELA.2.RML.4.C](#)
- 5 Students identify people who create media messages and choices they make. [ELA.2.RML.5](#)
 - a Identify who is responsible for the content of a media message, including individuals and organizations. [ELA.2.RML.5.A](#)
 - b Identify individuals or organizations made up of people who are experts on a particular topic. [ELA.2.RML.5.B](#)