

# Grade 2

Adopted 2020

## Literacy Foundations

### Fluency

- I. Read with sufficient accuracy and fluency to support comprehension. [ELA.2.I](#)
  - a. Read grade-level text with purpose and understanding. [ELA.2.I.A](#)
  - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [ELA.2.I.B](#)
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [ELA.2.I.C](#)

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### Phonics and Word Recognition

- II. Know and apply grade-level phonics and word analysis skills in decoding words. [ELA.2.II](#)
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words. [ELA.2.II.A](#)
  - b. Know spelling-sound correspondences for additional common vowel teams. [ELA.2.II.B](#)
  - c. Decode regularly spelled two-syllable words with long vowels. [ELA.2.II.C](#)
  - d. Decode words with common prefixes and suffixes. [ELA.2.II.D](#)
  - e. Identify words with inconsistent but common spelling-sound correspondences. [ELA.2.II.E](#)
  - f. Recognize and read grade-appropriate irregularly spelled words. [ELA.2.II.F](#)

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### Handwriting

- III. Create readable documents with legible print or cursive as developmentally appropriate. [ELA.2.III](#)

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## Reading

### 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 literary text. [ELA.2.1](#)
2. Recount stories, including fables and folktales from diverse cultures and determine their central idea, lesson, or moral in literary text. [ELA.2.2](#)
3. Describe how characters in a story respond to major events and challenges in literary text. [ELA.2.3](#)

4. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in informational text. [ELA.2.4](#)
  5. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text. [ELA.2.5](#)
  6. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text. [ELA.2.6](#)
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### **Craft and Structure**

7. Describe how words and phrases in literary text supply rhythm and meaning in a story, poem, or song. [ELA.2.7](#)
  8. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text. [ELA.2.8](#)
  9. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud from literary text. [ELA.2.9](#)
  10. Determine the meaning of words and phrases in informational text relevant to a grade 2 topic or subject area. [ELA.2.10](#)
  11. Know and use various informational text features to locate key facts or information in a text efficiently. [ELA.2.11](#)
  12. Identify the main purpose of informational text, including what the author wants to answer, explain, or describe [ELA.2.12](#)
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### **Integration of Knowledge and Ideas**

13. Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot. [ELA.2.13](#)
  14. Compare and contrast two or more versions of the same story by different authors or from different cultures in a literary text. [ELA.2.14](#)
  15. Explain how specific images contribute to and clarify an informational text. [ELA.2.15](#)
  16. Describe how reasons support specific points the author makes in an informational text. [ELA.2.16](#)
  17. Compare and contrast the most important points presented by two informational texts on the same topic. [ELA.2.17](#)
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### **Range of Reading and Text Complexity**

18. By the end of the year, read and comprehend literary texts in the grades 2-3 text complexity range proficiently, with scaffolding as needed at the high end of the range. [ELA.2.18](#)
  19. By the end of year, read and comprehend informational texts, including social studies, science, and technical texts, in the grades 2-3 text complexity range proficiently, with scaffolding as needed at the high end of the range. [ELA.2.19](#)
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20. Write opinion pieces by introducing the topic or text being discussed, stating an opinion, supplying reasons that support the opinion, using linking words to connect opinion and reasons, and providing a concluding statement or section. [ELA.2.20](#)
  21. Write informative/explanatory texts by introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section. [ELA.2.21](#)
  22. Write narratives to recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, and using transitional words to signal event order and provide a sense of closure. [ELA.2.22](#)
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### **Production and Distribution of Writing**

23. Begins in grade 3. [ELA.2.23](#)
  24. With guidance and support from adults and collaborative discussions, focus on a topic and strengthen writing as needed by revising and editing. [ELA.2.24](#)
  25. With guidance and support from adults, use a variety of age-appropriate technologies to produce and publish writing, including collaboration with peers. [ELA.2.25](#)
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### **Research to Build and Present Knowledge**

26. Participate in shared research and writing. [ELA.2.26](#)
  27. Recall information from experiences or gather information from provided sources to answer a question. [ELA.2.27](#)
  28. Begins in grade 4. [ELA.2.28](#)
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### **Range of Writing**

29. Begins in grade 3. [ELA.2.29](#)
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## **Speaking & Listening**

### **Comprehension and Collaboration**

30. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. [ELA.2.30](#)
  - a. Follow agreed-upon rules for discussions. [ELA.2.30.A](#)
  - b. Build on others' talk in conversations by linking comments to the remarks of others. [ELA.2.30.B](#)
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion. [ELA.2.30.C](#)
31. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [ELA.2.31](#)
32. 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. [ELA.2.32](#)

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### Presentation of Knowledge and Ideas

- 33. Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speaking audibly and coherently. [ELA.2.33](#)
  - 34. Create audio recordings of stories or poems; add visuals to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. [ELA.2.34](#)
  - 35. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [ELA.2.35](#)
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## Language

### Conventions of Standard English

- 36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [ELA.2.36](#)
    - a. Use collective nouns. [ELA.2.36.A](#)
    - b. Form and use frequently occurring irregular plural nouns. [ELA.2.36.B](#)
    - c. Use reflexive pronouns. [ELA.2.36.C](#)
    - d. Form and use the past tense of frequently occurring irregular verbs. [ELA.2.36.D](#)
    - e. Use adjectives and adverbs and choose between them depending on what is to be modified. [ELA.2.36.E](#)
    - f. Produce, expand, and rearrange complete simple and compound sentences. [ELA.2.36.F](#)
  - 37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
    - Capitalize holidays, product names, and geographic names.
    - Use commas in greetings and closings of letters.
    - Use an apostrophe to form contractions and frequently occurring possessives.
    - Generalize learned spelling patterns when writing words.
    - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.[ELA.2.37](#)
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### Knowledge of Language

- 38. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    - Compare formal and informal uses of English.[ELA.2.38](#)
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### Vocabulary Acquisition and Use

39. Determine 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 . [ELA.2.39](#)
- a. Use sentence-level context as a clue to the meaning of a word or phrase. [ELA.2.39.A](#)
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word. [ELA.2.39.B](#)
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root. [ELA.2.39.C](#)
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words. [ELA.2.39.D](#)
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [ELA.2.39.E](#)
40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [ELA.2.40](#)
- a. Identify real-life connections between words and their use. [ELA.2.40.A](#)
  - b. Distinguish shades of meaning among closely related verbs and closely related adjectives. [ELA.2.40.B](#)
41. Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use adjectives and adverbs to describe. [ELA.2.41](#)
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## College- and Career- Readiness Standards for Library Media

### Information Literacy

- 1. Acquire and accurately use grade-appropriate library and book terms. [LM.K-2.1](#)
  - 2. With support, apply number sense and knowledge of alphabetical order to locate books and other resources in the library moving toward independence by the end of grade 2. [LM.K-2.2](#)
  - 3. Demonstrate understanding of the process of selecting, checking out, and returning library materials. [LM.K-2.3](#)
  - 4. With guidance, explore online resources using a variety of databases or an online public access catalog, to find materials and information on topics of personal and academic interest. [LM.K-2.4](#)
  - 5. Explore the role of the school/public library and librarians as community resources for free and open access to information. [LM.K-2.5](#)
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### Independent Learning

- 6. Explore authors and/or topics of personal interest using library resources, including print, non-print, and digital to encourage the growth of life-long independent reading. [LM.K-2.6](#)
- 7. Select works from a variety of genres and formats for enjoyment or to seek information. [LM.K-2.7](#)
- 8. Answer adult-directed and self-generated questions using print, non-print, and digital resources. [LM.K-2.8](#)

9. Explore the information available in and purposes for using a variety of print, non-print, and digital resources. [LM.K-2.9](#)
  10. Act on the feedback of others, solicited and unsolicited, to make adjustments or improvements on a selection, product, or approach. [LM.K-2.10](#)
  11. With support, craft and deliver constructive feedback to help others make adjustments or improvements on a selection, product, or approach. [LM.K-2.11](#)
  12. Seek information from diverse sources, contexts, disciplines and cultures to increase understanding of topics and themes. [LM.K-2.12](#)
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### **Social Responsibility**

13. Demonstrate good library citizenship including rules of behavior and proper use and treatment of print materials and electronic resources. [LM.K-2.13](#)
14. Respectfully acknowledge ownership of work created by self and others (e.g., differentiating between copying and retelling in their own words}. [LM.K-2.14](#)
15. With support and as grade appropriate, demonstrate understanding of copyright and acceptable use. [LM.K-2.15](#)
16. Discuss the importance of free and open access to information for everyone as well as situations or conditions where information is controlled or limited. [LM.K-2.16](#)