

# Grade 2

Adopted 2016

## Foundational Literacy

## Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. **FL.PWR.3**
3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. **2.FL.PWR.3**
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words. **2.FL.PWR.3.A**
  - b. Know spelling-sound correspondences for additional common vowel teams. **2.FL.PWR.3.B**
  - c. Decode regularly spelled two-syllable words with long vowels. **2.FL.PWR.3.C**
  - d. Decode words with common prefixes and suffixes. **2.FL.PWR.3.D**
  - e. Identify words with inconsistent but common spelling-sound correspondences. **2.FL.PWR.3.E**
  - f. Recognize and read grade-appropriate irregularly spelled words. **2.FL.PWR.3.F**
  - g. Decode grade-level texts with purpose and understanding. **2.FL.PWR.3.G**

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## Word Composition

4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. **FL.WC.4**
4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. **2.FL.WC.4**
  - a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives. **2.FL.WC.4.A**
  - b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. **2.FL.WC.4.B**
  - c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. **2.FL.WC.4.C**
  - d. Write most common, frequently used words and most irregular words. **2.FL.WC.4.D**
  - e. Consult reference materials, including beginning dictionaries, to check and correct spelling. **2.FL.WC.4.E**
  - f. Print legibly in manuscript; write many upper and lowercase letters in cursive. **2.FL.WC.4.F**

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## Fluency

5. Read with sufficient accuracy and fluency to support comprehension. **FL.F.5**
5. Read with sufficient accuracy and fluency to support comprehension. **2.FL.F.5**
  - a. Read grade-level text with purpose and understanding. **2.FL.F.5.A**
  - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **2.FL.F.5.B**
  - c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. **2.FL.F.5.C**

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## Sentence Composition

6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. **FL.SC.6**
6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. **2.FL.SC.6**
  - a. Use collective nouns. **2.FL.SC.6.A**
  - b. Form and use frequently occurring irregular plural nouns. **2.FL.SC.6.B**
  - c. Use reflexive pronouns such as myself and ourselves. **2.FL.SC.6.C**
  - d. Form and use the past tense of frequently occurring irregular verbs. **2.FL.SC.6.D**
  - e. Use adjectives and adverbs correctly. **2.FL.SC.6.E**
  - f. Produce, expand, and rearrange simple and compound sentences. **2.FL.SC.6.F**
  - g. Use common coordinating conjunctions. **2.FL.SC.6.G**
  - h. Capitalize holidays, product names, and geographic names. **2.FL.SC.6.H**
  - i. Use commas in the greeting and closing of a letter. **2.FL.SC.6.I**
  - j. Use an apostrophe to form contractions and frequently occurring possessives. **2.FL.SC.6.J**
  - k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic. **2.FL.SC.6.K**

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## Vocabulary Acquisition

7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. **FL.VA.7**
  - a. 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. **2.FL.VA.7.A**
    - i. Use sentence-level context as a clue to the meaning of a word or phrase. **2.FL.VA.7.A.I**
    - ii. Determine the meaning of the new word formed when a known prefix is added to a known word. **2.FL.VA.7.A.II**
    - iii. Use a known root word as a clue to the meaning of an unknown word with the same root. **2.FL.VA.7.A.III**
    - iv. Use knowledge of the meaning of individual words to predict the meaning of compound words. **2.FL.VA.7.A.IV**
    - v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **2.FL.VA.7.A.V**
  - b. Demonstrate understanding of word relationships and nuances in word meanings. **2.FL.VA.7.B**
    - i. Identify real-life connections between words and their use. **2.FL.VA.7.B.I**
    - ii. Distinguish shades of meaning among closely related words. **2.FL.VA.7.B.II**
  - c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. **2.FL.VA.7.C**

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## Reading Literature

### Key Ideas and Details

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **R.KID.1**
  1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **2.RL.KID.1**
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **R.KID.2**
  2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **2.RL.KID.2**
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **R.KID.3**
  3. Describe how characters in a story respond to major events and challenges. **2.RL.KID.3**

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### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **R.CS.4**
4. Describe how words and phrases supply meaning in a story, poem, or song. **2.RL.CS.4**
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **R.CS.5**
5. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. **2.RL.CS.5**
6. Assess how point of view or purpose shapes the content and style of a text. **R.CS.6**
6. Determine when characters have different points of view. **2.RL.CS.6**

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### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. **R.IKI.7**
7. Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **2.RL.IKI.7**
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. **R.IKI.9**
9. Compare and contrast two or more versions of the same story by different authors or different cultures. **2.RL.IKI.9**

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

10. Read and comprehend complex literary and informational texts independently and proficiently. **R.RTC.10**
  10. Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed. **2.RL.RTC.10**
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## Reading Informational Text

### Key Ideas and Details

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **R.KID.1**
    1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **2.RI.KID.1**
  2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **R.KID.2**
    2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. **2.RI.KID.2**
  3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **R.KID.3**
    3. Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text. **2.RI.KID.3**
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### Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **R.CS.4**
  4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **2.RI.CS.4**
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **R.CS.5**
  5. Know and use various text features to locate key facts or information in a text efficiently. **2.RI.CS.5**
6. Assess how point of view or purpose shapes the content and style of a text. **R.CS.6**
  6. Identify the main purpose of a text, including what an author wants to answer, explain, or describe. **2.RI.CS.6**

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### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. **R.IKI.7**
  7. Identify and explain how illustrations and words contribute to and clarify a text. **2.RI.IKI.7**
  8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. **R.IKI.8**
    8. Describe how reasons support specific points an author makes in a text. **2.RI.IKI.8**
  9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. **R.IKI.9**
    9. Compare and contrast the most important points presented by two texts on the same topic. **2.RI.IKI.9**

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### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. **R.RRTC.10**
  10. Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed. **2.RI.RRTC.10**

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## Speaking and Listening

### Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. **SL.CC.2**
  2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **2.SL.CC.2**
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **SL.CC.3**
  3. Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. **2.SL.CC.3**
1. Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively. **SL.CC.1**
  1. Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. **2.SL.CC.1**

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## Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience. **SL.PKI.4**
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **2.SL.PKI.4**
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **SL.PKI.5**
5. Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings. **2.SL.PKI.5**
6. Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. **SL.PKI.6**
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **2.SL.PKI.6**

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## Writing

### Text Types and Protocol

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.TTP.1**
  1. Write opinion pieces on topics or texts. **2.W.TTP.1**
    - a. Introduce topic or text. **2.W.TTP.1.A**
    - b. State an opinion. **2.W.TTP.1.B**
    - c. Supply reasons to support the opinion. **2.W.TTP.1.C**
    - d. Use linking words to connect the reasons to the opinion. **2.W.TTP.1.D**
    - e. Provide a concluding statement or section. **2.W.TTP.1.E**
  2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **W.TTP.2**
    2. Write informative/explanatory texts. **2.W.TTP.2**
      - a. Introduce a topic. **2.W.TTP.2.A**
      - b. Use facts and definitions to provide information. **2.W.TTP.2.B**
      - c. Provide a concluding statement or section. **2.W.TTP.2.C**
  3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. **W.TTP.3**
    3. Write narratives recounting an event or short sequence of events. **2.W.TTP.3**
      - a. Include details to describe actions, thoughts, and feelings. **2.W.TTP.3.A**
      - b. Use time order words to signal event order. **2.W.TTP.3.B**
      - c. Provide a sense of closure. **2.W.TTP.3.C**

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### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **W.PDW.4**
  4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **2.W.PDW.4**
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W.PDW.5**
  5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. **2.W.PDW.5**
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **W.PDW.6**
  6. With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing. **2.W.PDW.6**

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### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. **W.RBPK.7**
  7. Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report. **2.W.RBPK.7**
8. Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. **W.RBPK.8**
  8. Recall information from experiences or gather information from provided sources to answer a question. **2.W.RBPK.8**

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### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **W.RW.10**
  10. With guidance and support from adults, engage routinely in writing activities to promote writing fluency. **2.W.RW.10**