

# 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**

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

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- 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**

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- 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**

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- 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**

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**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

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**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

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

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

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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

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

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

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

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

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

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

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

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

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  - 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

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

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

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

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

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

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

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

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

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

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**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

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

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

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

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

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

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**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

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**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

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

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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

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

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

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

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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

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

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**D. identify primary and secondary sources;** 2.13.D

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**E. demonstrate understanding of information gathered;** 2.13.E

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**F. cite sources appropriately; and** 2.13.F

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