

Grade 2

Adopted 2023

Foundational Reading

Phonics Decoding (Word Reading)

- PD.** Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread). [2.FR.1.PD](#)
- PD.** Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, sent, cinch; goat, gland, germ, gem). [2.FR.2.PD](#)
- PD.** Decode words with silent letters (e.g., knit, gnat, wrap, comb). [2.FR.3.PD](#)
- PD.** Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney). [2.FR.4.PD](#)
- PD.** Decode with common prefixes and suffixes (e.g., un-, re-, -ly, -able). [2.FR.5.PD](#)

Phonics Encoding (Word Writing)

- PE.** Encode one-syllable words with consonant trigraphs and short vowel patterns (e.g., catch, judge). [2.FR.6.PE](#)
- PE.** Encode two-syllable words with short vowels (e.g., candid, combat). [2.FR.7.PE](#)
- PE.** Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose). [2.FR.8.PE](#)
- PE.** Encode two-syllable words with medial VCe patterns (e.g., compete, mistake, console). [2.FR.9.PE](#)
- PE.** Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world). [2.FR.10.PE](#)
- PE.** Encode two-syllable words with open syllables (e.g., robot, music, jumbo). [2.FR.11.PE](#)
- PE.** Encode long vowel patterns (e.g., wild, told, kind, most, colt). [2.FR.12.PE](#)
- PE.** Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon). [2.FR.13.PE](#)
- PE.** Encode one-syllable words with diphthongs (i.e., oi, oy, ou, ow). [2.FR.14.PE](#)
- PE.** Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle). [2.FR.15.PE](#)
- PE.** Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [e.g., -e drop (game to gaming); doubling (run to running); change y to i (cry to cries)] to the base word when necessary. [2.FR.16.PE](#)

Handwriting

- H. Form upper and lowercase cursive letters correctly, using a common path of movement. [2.FR.17.H](#)

Fluency

- F. Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary. [2.FR.18.F](#)

Reading Comprehension

Reading Fundamentals

- RF. Ask questions about key details in a text. [2.RC.1.RF](#)
- RF. Answer questions about key details in a text. [2.RC.2.RF](#)
- RF. Retell (orally or in writing) a text read aloud including main idea and key details to demonstrate understanding of the central message or topic. [2.RC.3.RF](#)
- RF. Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing. [2.RC.4.RF](#)
- RF. Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text. [2.RC.5.RF](#)
- RF. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. [2.RC.6.RF](#)

Reading Literature

- RL. Describe a character's traits. [2.RC.7.RL](#)
- RL. Identify the main story elements (characters, settings, events, problem, and solution) in a text. [2.RC.8.RL](#)
- RL. Compare and contrast two versions of the same story (e.g., Three Little Pigs vs. The True Story of the Three Little Pigs). [2.RC.9.RL](#)
- RL. Explain how specific visual images contribute to and clarify story elements (setting, characters, and events). [2.RC.10.RL](#)
- RL. Identify differences in the perspectives of characters. [2.RC.11.RL](#)
- RL. Describe the overall structure of a story and the purpose of the parts (e.g., paragraphs, sections, chapters, stanzas, lines). [2.RC.12.RL](#)

Reading Information

- RI. Explain how an author uses reasons/evidence to support main ideas in a text. **2.RC.13.RI**
- RI. Compare and contrast two texts on the same topic. **2.RC.14.RI**
- RI. Determine the purpose of a section of a text (e.g., paragraphs, sections). **2.RC.15.RI**
- RI. Use text features (e.g., headings, table of contents, glossaries, bold font, italics) to locate key facts and information. **2.RC.16.RI**
- RI. Explain how specific visual images (e.g., charts, graphs, illustrations) contribute to and clarify a text. **2.RC.17.RI**
- RI. Identify the author's purpose of a text. **2.RC.18.RI**

Vocabulary

- 1. Determine or clarify the meaning of words and phrases in a text read aloud or independently. **2.V.1**
- 2. Use sentence-level clues to identify the meaning of words or phrases. **2.V.2**
- 3. Sort and categorize words by multiple attributes (e.g., synonyms, antonyms, size, color, type). **2.V.3**
- 4. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). **2.V.4**
- 5. Distinguish the literal and nonliteral meanings of words and phrases in context. **2.V.5**
- 6. Use knowledge of base words (including compound words) and common prefixes and suffixes (e.g., un-, re-, pre-, dis-, -ly, -able) as clues to meaning (e.g., add, addition, additional). **2.V.6**

Writing

Style

- S. Write an opinion piece about a topic or text with details to support the opinion. **2.W.1.S**
- S. Write an informative or explanatory piece about a topic, using facts from a source. **2.W.2.S**
- S. Write a narrative, using a logical sequence of events. **2.W.3.S**

Production

- P. Produce clear and coherent writing, using precise language, relevant details and descriptions, and grade-appropriate conventions. **2.W.4.P**
 - P. Organize writing logically, constructing an introduction, body, and a sense of closure. **2.W.5.P**
 - P. Use transitional words to connect ideas. **2.W.6.P**
 - P. Revise writing to expand and combine simple sentences to create compound sentences. **2.W.7.P**
 - P. Edit writing to include K-2 language conventions for publishing. **2.W.8.P**
 - P. Participate in shared research projects to gather information from experiences and/or provided sources to produce writing. **2.W.9.P**
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Collaborative Communication

Oral Language

- OL. Participate in collaborative conversations following class created discussion guidelines to expand upon conversations. **2.CC.1.OL**
 - OL. Ask and answer questions about what a speaker says to gather additional information and clarify understanding. **2.CC.2.OL**
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Presentation

- P. Use relevant, descriptive details to orally share a story or experience that includes appropriate facts. **2.CC.3.P**
 - P. Use visual displays to clarify ideas, thoughts, and feelings. **2.CC.4.P**
 - P. Speak audibly in collaborative communication and presentations. **2.CC.5.P**
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Language

Structures

- S. Use abstract nouns (e.g., love, peace, joy). 2.L.1.S
 - S. Use regular and irregular plural nouns (e.g., branches, elves; geese, sheep). 2.L.2.S
 - S. Use singular possessive common and proper nouns. 2.L.3.S
 - S. Use subject pronouns (e.g., I, he, she). 2.L.4.S
 - S. Use possessive pronouns (e.g., mine, his, hers) 2.L.5.S
 - S. Use pronoun/antecedent agreement. 2.L.6.S
 - S. Use common adjectives. 2.L.7.S
 - S. Recognize words adjectives modify. 2.L.8.S
 - S. Use irregular verbs (e.g., sang, came). 2.L.9.S
 - S. Use subject/verb agreement for singular and plural nouns. 2.L.10.S
 - S. Use adverbs. 2.L.11.S
 - S. Use conjunctions (and, but, or) in compound sentences. 2.L.12.S
 - S. Expand and combine simple sentences to create compound sentences, using two independent clauses. 2.L.13.S
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Conventions

- C. Capitalize holidays. 2.L.14.C
- C. Capitalize product names. 2.L.15.C
- C. Use all end punctuation marks. 2.L.16.C
- C. Use commas with words and items in a series. 2.L.17.C
- C. Use commas in greetings. 2.L.18.C
- C. Use commas in closing of letters. 2.L.19.C
- C. Use commas before a coordinating conjunction in a compound sentence. 2.L.20.C