

# Grade 2

Adopted 2020

## Oral Expression and Listening OL.1

- 1. Engage in dialogue and learn new information through active listening. 2.1.1**
    - a. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.1.1.A
      - i. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2.1.1.A.I
      - ii. Build on others' talk in conversations by linking their comments to the remarks of others. 2.1.1.A.II
      - iii. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.1.1.A.III
    - b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.1.1.B
    - c. 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 2.1.1.C

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  - 2. Deliver presentations while maintaining focus on topic and be prepared to discuss. 2.1.2**
    - a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2.1.2.A
    - b. Contribute knowledge to a small group or class discussion to develop a topic. 2.1.2.B
    - c. Maintain focus on the topic. 2.1.2.C
    - d. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 2.1.2.D
    - e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 2.1.2.E
    - f. Use content-specific vocabulary to ask questions and provide information. 2.1.2.F
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**Reading for All  
Purposes** RAP.2

**1. Apply specific skills to comprehend and fluently read literary texts.** 2.2.1

- a. Use Key Ideas and Details to: 2.2.1.A
  - i. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences. 2.2.1.A.I
  - ii. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.2.1.A.II
  - iii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2.2.1.A.III
  - iv. Describe how characters in a story respond to major events and challenges. 2.2.1.A.IV
- b. Use Craft and Structure to: 2.2.1.B
  - i. Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 2.2.1.B.I
  - ii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 2.2.1.B.II
  - iii. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 2.2.1.B.III
  - iv. Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry. 2.2.1.B.IV
- c. Use Integration of Knowledge and Ideas to: 2.2.1.C
  - i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2.2.1.C.I
  - ii. Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. 2.2.1.C.II
- d. Use Range of Reading and Level of Text Complexity to: 2.2.1.D
  - i. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.2.1.D.I

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## 2. Apply specific skills to comprehend and fluently read informational texts. 2.2.2

- a. Use Key Ideas and Details to: 2.2.2.A
  - i. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.2.2.A.I
  - ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 2.2.2.A.II
  - iii. Summarize the main idea using relevant and significant details in a variety of texts. 2.2.2.A.III
  - iv. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.2.2.A.IV
- b. Use Craft and Structure to: 2.2.2.B
  - i. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.2.2.B.I
  - ii. Know and use various text features (for example: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 2.2.2.B.II
  - iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 2.2.2.B.III
  - iv. Read text to perform a specific task such as follow a recipe or play a game. 2.2.2.B.IV
- c. Use Integration of Knowledge and Ideas to: 2.2.2.C
  - i. Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. 2.2.2.C.I
  - ii. Describe how reasons support specific points the author makes in a text. 2.2.2.C.II
- d. Use Range of Reading and Level of Text Complexity to: 2.2.2.D
  - i. Adjust reading rate according to type of text and purpose for reading. 2.2.2.D.I
  - ii. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2.2.2.D.II

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**3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. 2.2.3**

- a. Know and apply grade-level phonics and word analysis skills in decoding words. 2.2.3.A
  - i. Distinguish long and short vowels when reading regularly spelled one syllable words. 2.2.3.A.I
  - ii. Know spelling-sound correspondences for additional common vowel teams. 2.2.3.A.II
  - iii. Read multisyllabic words accurately and fluently. 2.2.3.A.III
  - iv. Decode regularly spelled two-syllable words with long vowels. 2.2.3.A.IV
  - v. Decode words with common prefixes and suffixes. 2.2.3.A.V
  - vi. Identify words with inconsistent but common spelling-sound correspondences. 2.2.3.A.VI
  - vii. Read grade-appropriate irregularly spelled words. 2.2.3.A.VII
- b. Read with sufficient accuracy and fluency to support comprehension. 2.2.3.B
  - i. Read grade-level text with purpose and understanding. 2.2.3.B.I
  - ii. Read grade-level text orally with accuracy, appropriate rate, and expression. 2.2.3.B.II
  - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 2.2.3.B.III
  - iv. Read grade-level text accurately and fluently, attending to phrasing, intonation, and punctuation. 2.2.3.B.IV
- c. Compare formal and informal uses of English. 2.2.3.C
- d. 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. 2.2.3.D
  - i. Use sentence-level context as a clue to the meaning of a word or phrase. 2.2.3.D.I
  - ii. Determine the meaning of the new word formed when a known prefix is added to a known word (for example: happy/unhappy, tell/retell). 2.2.3.D.II
  - iii. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: addition, additional). 2.2.3.D.III
  - iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 2.2.3.D.IV
  - v. Create new words by combining base words with affixes to connect known words to new words. 2.2.3.D.V
  - vi. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 2.2.3.D.VI

- e. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. **2.2.3.E**
    - i. Identify real-life connections between words and their use (for example: describe foods that are spicy or juicy). **2.2.3.E.I**
    - ii. Distinguish shades of meaning among closely related verbs (for example: toss, throw, hurl) and closely related adjectives (for example: thin, slender, skinny, scrawny). **2.2.3.E.II**
  - f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: When other kids are happy that makes me happy). **2.2.3.F**
  - g. Determine which strategies should be used to decode multisyllabic words **2.2.3.G**
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## Writing and Composition **WC.3**

### **1. Write pieces on a topic or book that state opinions and give supporting reasons. 2.3.1**

- a. Introduce the topic or book they are writing about. **2.3.1.A**
  - b. State an opinion. **2.3.1.B**
  - c. Supply reasons that support the opinion. **2.3.1.C**
  - d. Use linking words (for example: because, and, also) to connect opinion and reasons. **2.3.1.D**
  - e. Provide a concluding statement or section. **2.3.1.E**
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### **2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions. 2.3.2**

- a. Introduce a topic. **2.3.2.A**
- b. Use facts and definitions to develop points, including relevant details when writing to questions about texts. **2.3.2.B**
- c. Provide a concluding statement or section. **2.3.2.C**
- d. Write letters and "how-to's" (for example: procedures, directions, recipes) that follow a logical order and appropriate format. **2.3.2.D**
- e. Organize informational texts using main ideas and specific supporting details. **2.3.2.E**
- f. Apply appropriate transition words to writing. **2.3.2.F**
- g. Writers use technology to support the writing process. **2.3.2.G**

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- 3. Write real or imagined narratives that describe events in sequence and provide a sense of closure.** 2.3.3
- a. Include details to describe actions, thoughts, and feelings. 2.3.3.A
  - b. Use temporal words to signal event order. 2.3.3.B
  - c. Provide a sense of closure. 2.3.3.C
  - d. Write simple, descriptive poems. 2.3.3.D
  - e. Write with precise nouns, active verbs, and descriptive adjectives. 2.3.3.E
  - f. Apply knowledge about structure and craft gained from mentor text to narrative writing. 2.3.3.F
  - g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing). 2.3.3.G

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- 4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.** 2.3.4
- a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2.3.4.A
    - i. Use collective nouns (for example: group). 2.3.4.A.I
    - ii. Use reflexive pronouns (for example: myself, ourselves). 2.3.4.A.II
    - iii. Form and use the past tense of frequently occurring irregular verbs (for example: sat, hid, told). 2.3.4.A.III
    - iv. Use adjectives and adverbs, and choose between them depending on what is to be modified. 2.3.4.A.IV
    - v. Apply accurate subject-verb agreement while writing. 2.3.4.A.V
    - vi. Produce, expand, and rearrange complete simple and compound sentences (for example: The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 2.3.4.A.VI
    - vii. Vary sentence beginnings. 2.3.4.A.VII
    - viii. Spell high-frequency words correctly. 2.3.4.A.VIII
  - b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 2.3.4.B
    - i. Capitalize holidays, product names, and geographic names. 2.3.4.B.I
    - ii. Use commas in greetings and closings of letters. 2.3.4.B.II
    - iii. Use an apostrophe to form contractions and frequently occurring possessives. 2.3.4.B.III
    - iv. Generalize learned spelling patterns when writing words (for example: cage → badge; boy → boil). 2.3.4.B.IV
    - v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 2.3.4.B.V
  - c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2.3.4.C
  - d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2.3.4.D
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## Research Inquiry and Design RID.4

- 1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions. 2.4.1**
  - a. Participate in shared research and writing projects. For example: read a number of books on a single topic to produce a report; record science observations. 2.4.1.A
  - b. Identify a variety of resources and the information they might contain (for example: dictionary, trade book, library databases, internet web page). 2.4.1.B
  - c. Identify a specific question and gather information for purposeful investigation and inquiry. 2.4.1.C
  - d. Use text features to locate and interpret information. For example: table of contents, illustrations, diagrams, headings and bold type. 2.4.1.D
  - e. Use a variety of multimedia sources to answer questions of interest. 2.4.1.E
  - f. Ask primary questions of depth and breadth. 2.4.1.F
  - g. Recall information from experiences or gather information from provided sources to answer a question. 2.4.1.G