

# Grade 2

## Language Domain

### Foundational Skills: Reading Language

#### 3 Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. [L.RF.2.3](#)

A Know spelling-sound correspondences for common vowel teams. [L.RF.2.3.A](#)

B Decode regularly spelled two-syllable words with long vowels. [L.RF.2.3.B](#)

C Decode words with common prefixes and suffixes. [L.RF.2.3.C](#)

D Identify words with inconsistent but common spelling-sound correspondences. [L.RF.2.3.D](#)

E Recognize and read grade-appropriate irregularly spelled words. [L.RF.2.3.E](#)

F Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). [L.RF.2.3.F](#)

G Identify the parts of high-frequency words that are regular and the parts that are irregular. [L.RF.2.3.G](#)

#### 4 Fluency

4. Read with sufficient accuracy and fluency to support comprehension. [L.RF.2.4](#)

A Read grade-level text with purpose and understanding. [L.RF.2.4.A](#)

B Read grade-level text orally with accuracy, appropriate rate, and expression. [L.RF.2.4.B](#)

C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [L.RF.2.4.C](#)

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## Foundational Skills: Writing Language

### 1 Sound-Letter Basics

1. Demonstrate command of the conventions of writing. **L.WF.2.1**

**A** Write legibly and with sufficient fluency to support composition. **L.WF.2.1.A**

**B** Write the most common graphemes (letters or letter groups) for each phoneme, for example: i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck.ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a\_e, ai, ay, eigh. **L.WF.2.1.B**

### 2 Spelling

2. Demonstrate command of the conventions of encoding and spelling. **L.WF.2.2**

**A** Regular, single-syllable words that include: i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ii. Complex consonant blends (scr, str, squ). iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue). iv. Vowel-r combinations (turn, star, third, four/for). v. Contractions (we'll; I'm; they've; don't). vi. Homophones (bear, bare; past, passed). vii. Plurals and possessives (its, it's). **L.WF.2.2.A**

**B** Regular two- and three-syllable words that: i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand). ii. Are compounds comprising familiar parts (houseboat; yellowtail). iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). **L.WF.2.2.B**

**C** Words with suffixes that require: i. consonant doubling (penning, slimmed). ii. dropping silent-e (smiled, paving). **L.WF.2.2.C**

**D** Most often used words in English: i. Irregular words (against, many, enough, does). ii. Pattern-based words (which, kind, have). **L.WF.2.2.D**

### 3 Sentence Composition (Grammar, Syntax, and Punctuation)

3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. **L.WF.2.3**

**A** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. **L.WF.2.3.A**

**B** Capitalize holidays, product names and geographic names. **L.WF.2.3.B**

**C** Supply adjectives in noun phrases to make them more precise or engaging. **L.WF.2.3.C**

**D** Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. **L.WF.2.3.D**

**E** Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. **L.WF.2.3.E**

**F** Use an apostrophe to form contractions and frequently occurring possessives. **L.WF.2.3.F**

**G** With assistance, link sentences into a simple, cohesive paragraph with a main idea. **L.WF.2.3.G**

1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.KL.2.1**
  - A Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **L.KL.2.1.A**
  - B Compare formal and informal uses of English. **L.KL.2.1.B**
2. 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. **L.VL.2.2**
  - A Use sentence-level context as a clue to the meaning of a word or phrase. **L.VL.2.2.A**
  - B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). **L.VL.2.2.B**
  - C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). **L.VL.2.2.C**
  - D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). **L.VL.2.2.D**
  - E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **L.VL.2.2.E**
3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. **L.VI.2.3**
  - A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). **L.VI.2.3.A**
  - B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). **L.VI.2.3.B**
  - C Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **L.VI.2.3.C**

## Reading Domain

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Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive

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Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. [RI.TS.2.4](#)

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Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. [RL.PP.2.5](#)

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Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe. [RI.PP.2.5](#)

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With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.MF.2.6](#)

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Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [RI.MF.2.6](#)

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**Describe and identify the logical connections of how reasons support specific points the author makes in a text.** [RI.AA.2.7](#)

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**7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.** [RI.AA.2.7](#)

**Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.** [RL.CT.2.8](#)

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**Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.** [RI.CT.2.8](#)

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#### Writing Domain

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**With prompts and support, write opinion pieces to present an idea with reasons or information.** [W.AW.2.1](#)

**A Introduce an opinion.** [W.AW.2.1.A](#)

**B Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.** [W.AW.2.1.B](#)

**C Provide a conclusion.** [W.AW.2.1.C](#)

**Write informative/explanatory texts to examine a topic and convey ideas and information.** [W.IW.2.2](#)

**A Introduce a topic clearly.** [W.IW.2.2.A](#)

**B Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.** [W.IW.2.2.B](#)

**C Provide a conclusion.** [W.IW.2.2.C](#)

**Write narratives based on real or imagined experiences or events with basic story elements.** [W.NW.2.3](#)

**A Orient the reader by establishing a situation and introducing characters; organize an event sequence.** [W.NW.2.3.A](#)

**B Provide dialogue and description of experiences and events and/or show the responses of characters to situations.** [W.NW.2.3.B](#)

**C Use transitional words to manage the sequence of events.** [W.NW.2.3.C](#)

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**D Use concrete words and phrases and sensory details to convey experience and events.** W.NW.2.3.D

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**E Provide a conclusion or sense of closure related to the narrated experiences or events.** W.NW.2.3.E

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**With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.** W.WP.2.4

**A Identify audience and purpose before writing.** W.WP.2.4.A

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**B Participate in self-evaluation of written work.** W.WP.2.4.B

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**C With feedback and digital or print tools such as a primary dictionary, find and correct errors.** W.WP.2.4.C

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**Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.** W.WR.2.5

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**Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.** W.SE.2.6

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**Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.** W.RW.2.7

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**Speaking and Listening Domain**

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**Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in**

**A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).** SL.PE.2.1.A

**small and larger groups.** [SL.PE.2.1](#)

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**B Build on others' talk in conversations by linking their explicit comments to the remarks of others.** [SL.PE.2.1.B](#)

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**C Ask for clarification and further explanation as needed about the topics and texts under discussion.** [SL.PE.2.1.C](#)

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**Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.** [SL.II.2.2](#)

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**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.** [SL.ES.2.3](#)

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**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.** [SL.PI.2.4](#)

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**Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.** [SL.UM.2.5](#)

**5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.** [SL.UM.2.5](#)

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**Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.** [SL.AS.2.6](#)

**6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.** [SL.AS.2.6](#)