

**ELA Second Grade
Reading Standards for Literature**

Standards	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
Cluster: Key Ideas and Evidence										
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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RL.2.3 Describe how characters in a story respond to major events and challenges.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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Cluster: Craft and Structure										
RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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Cluster: Integration of Ideas										
RL.2.7 Use information gained from the illustrations and words in a print or digital text to						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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demonstrate understanding of its characters, setting, or plot.										
RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Range of Reading and Level of Complexity										
RL.2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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ELA Second Grade Reading Standards for Instructional Text										
Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
Cluster: Key Ideas and Evidence										
RI.2.1 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Craft and Structure										
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.						1 2 3 4
RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.						1 2 3 4
Cluster: Integration of Ideas and Analysis						
RI.2.7 Explain how specific images contribute to and clarify a text.						1 2 3 4
RI.2.8 Identify the reasons an author gives to support ideas in a text.						1 2 3 4
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.						1 2 3 4
Cluster: Range of Reading and Level of Complexity						
RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.						1 2 3 4

ELA Second Grade Reading Standards for Foundational Skills						
Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed
Cluster: Handwriting						
RF.2.2 Print all upper- and lowercase letters legibly and proportionally.						1 2 3 4
Cluster: Phonics and Word Recognition						

<p>RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade appropriate irregularly spelled words.</p>						<table border="1" data-bbox="1258 157 1485 220"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>a,c,f b,c,f b,c,f c,e,f</p>	1	2	3	4
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Cluster: Fluency

<p>RF.2.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self correct word recognition and understanding, rereading as necessary.</p>						<table border="1" data-bbox="1258 934 1485 997"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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ELA Second Grade Writing Standards

Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed
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Cluster: Text Types, Purposes and Publishing

<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to</p>						<table border="1" data-bbox="1258 1711 1485 1774"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>connect opinion and reasons, and provide a concluding statement or section. a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>										
<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>						<table border="1" data-bbox="1260 600 1484 657"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure. a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>						<table border="1" data-bbox="1260 1157 1484 1213"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in</p>						<table border="1" data-bbox="1260 1772 1484 1829"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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collaboration with peers.										
Cluster: Research										
W.2.5 Participate in shared research and writing projects.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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W.2.6 Recall information from experiences or gather information from provided sources to answer a question.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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ELA Second Grade Speaking and Listening										
Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
Cluster: Collaboration and Communication										
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> a,b a,b a,b	1	2	3	4
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SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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SL.2.3 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.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Presentation of Knowledge and Ideas										
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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SL.2.5 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.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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ELA Second Grade Language Standards										
Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
Cluster: Conventions of Standard English										
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Knowledge of Language										
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Vocabulary Acquisition and Use

<p>L.2.4 Determine and/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: context clues, word parts, word relationships, and reference materials.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>L.2.5 Demonstrate understanding of nuances in word meanings. a. Distinguish shades of meaning among closely related verbs and closely related adjectives</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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