

## Second Grade

### **Reading Standards for Literature**

#### Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

#### Craft and Structure

1. Describe how words and phrases supply rhythm and meaning in a story, poem or song.
2. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
3. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### Integration of Knowledge and Ideas

1. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2. Compare and contrast two or more versions of the same story, by different authors or from different cultures.

#### Range of Reading and Text Complexity

1. With prompting and support, read prose and poetry of appropriate complexity for grade 2.

### **Reading Standards for Informational Text**

#### Key Ideas and Details

1. Ask and answer such questions as who, what where, when and why to demonstrate understanding of key ideas in a text.
2. Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.

3. Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

## Craft and Structure

1. Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area.
2. Know and use various text features to locate key facts or information in a text efficiently.
3. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

## Integration of Knowledge of Ideas

1. Explain how specific images contribute to and clarify a text.
2. Describe how reasons support specific points the author makes in a text.
3. Compare and contrast the most important points presented by two texts on the same topic.

## Range of Reading and Level of Text Complexity

1. By the end of the year, read and comprehend informational texts, including history/ social studies, science and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Reading Standards: Foundational Skills

### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - b. Know spelling-sound correspondences for additional common vowel teams.
  - c. Decode regularly spelled two syllable words with long vowels.
  - d. Decode words with common prefixes and suffixes.
  - e. Identify words with inconsistent but common spelling-sound correspondences.
  - f. Recognize and read grade-appropriate irregularly spelled words.

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.
  - b. Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Writing Standards

### Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words, and provide a concluding statement or section.
2. Write informative/explanatory pieces in which they name a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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 words to signal event order, and provide a sense of closure.

### Production and Distribution of Writing

4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed.
6. With guidance and support, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

### Research to Build and Present Knowledge

7. Participate in shared research and writing projects
8. Recall information from experiences or gather information to answer a question

## Speaking and Listening

### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade two topics and texts with peers and adults in small and larger groups.
  - a. Follow rules for discussions
  - b. Continue conversations
  - c. ask questions to continue conversations
2. Recount or describe key ideas details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood or to deepen understanding of a topic or issue.

## Presentation of Knowledge and Ideas

1. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and in coherent sentences.
2. 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.
3. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Language

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns.
  - b. Form and use regularly occurring irregular plural nouns.
  - c. Use reflexive pronouns.
  - d. Form and use the past tense of regularly occurring irregular verbs.
  - e. Use adjectives and adverbs and choose between them depending on what is being modified.
  - f. Produce and expand complete simple and compound sentences
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize holidays, product names, and geographic names.
  - b. Use commas in greetings and closings of letters.
  - c. Use an apostrophe to form contractions and possessives
  - d. Generalize learned spelling patterns.
  - e. Consult reference materials including dictionaries to check spelling.

### Knowledge of Language

1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Compare formal and informal uses in English.

### Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on Grade Two reading and content, choosing flexibly from an array of strategies.
2. Demonstrate understanding of word relationships and nuances in word meanings.
  - a. Identify real-life connections between words and their use.
  - b. Distinguish shades of meaning among closely related verbs and closely related adjectives.
3. Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe.