

8.7.15

English Language Arts Grade 2

Reading Standards for Literature (RL)

Reading Standards for Informational Text (RI)

Reading Standards Foundational Skills (RF)

CCR Anchor Standard R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.

RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

- Apply appropriate strategies before reading, viewing, or listening to a text:
 - use prior knowledge to make connections
 - make predictions or ask questions about the text by examining title, cover, illustrations/photography/text, and familiar author or topic
 - set a purpose for reading and identify type of text
 - participate actively and appropriately in discussions
- Apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text:
 - recall and discuss what is understood
 - revisit, read on, and restate the difficult parts in your own words
 - make, confirm, or adjust predictions
 - periodically summarize while reading
 - visualize what is read
 - search for connections between and among ideas
 - draw conclusions
 - make inferences
 - participate actively and appropriately in discussions
- Demonstrate understanding after reading, viewing, or listening to a text:
 - confirm or refute predictions
 - retell and discuss the text
 - identify and explain what is directly stated and what is implied in the text
 - summarize the text orally
 - connect text to prior knowledge or personal experience

- draw conclusions
- make inferences
- use story elements to recall stories
 - setting (where and when)
 - main characters (who)
 - main ideas or theme
- participate actively and appropriately in discussion

RI2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text

- Apply appropriate strategies before reading, viewing, or listening to a text:
 - use prior knowledge to make connections
 - make predictions or ask questions about the text by examining title, cover, illustrations/photographs/text, and familiar author or topic
 - set a purpose for reading and identify type of text
- Apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text:
 - recall and discuss what is understood
 - reread, read on, and restate the difficult parts in your own words
 - make, confirm, or adjust predictions
 - summarize throughout reading
 - visualize what is read
 - draw conclusions
 - make inferences
- Demonstrate understanding after reading, viewing, or listening to a text:
 - confirm or refute predictions
 - retell and discuss the text
 - identify and explain what is directly stated and what is implied in the text
 - summarize the text orally
 - connect text to prior knowledge or personal experience
 - draw conclusions
 - make inferences

CCR Anchor Standard R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral

- Listen to, read, and discuss a variety of literary texts
 - fairy tales

- folktales
- realistic fiction
- fables
- myths
- poems
- fantasy

RI2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text

- identify key ideas in each paragraph
- connect key details to identify main idea

CCR Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL2.3 Describe how characters in a story respond to major events and challenges

- draw conclusions
- identify major events and challenges
- identify cause/effect relationships
- tell a story or recount an experience

RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

- identify and explain relationships between a series of events, ideas, or steps
 - cause/effect,
 - sequence,
 - time lines
 - compare & contrast
- recognize signal words and transition words that connect ideas

CCR Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song

- regular beats
- alliteration
- rhymes
- repeated lines

RI2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*

- identify unfamiliar words and phrases
- use prior knowledge and experiences to determine and clarify meaning of words and phrases
- determine and clarify meaning of words and phrases, choosing from a variety of strategies:
 - use context clues
 - use knowledge of prefixes and root words
 - Use text features
- use glossaries and beginning dictionaries, both print and digital

CCR Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action

- listen to, read, and examine a variety of literary texts
- retell a story in sequence

RI2.5 Know and use various text features to locate key facts or information in a text efficiently

- captions
- bold print
- subheadings
- glossaries
- indexes
- electronic menus
- icons

CCR Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text.

RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud

RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe

- identify the author's purpose
 - inform
 - persuade
 - entertain
- explain how someone might use the text

CCR Anchor Standard R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL2.7 Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot

- describe how text features and illustration aid in understanding

RI2.7 Explain how specific images contribute to and clarify a text

- use graphic aids used
 - graphs
 - diagrams
 - tables
 - charts
 - fact boxes

CCR Anchor Standard R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(Not applicable to literature)

RI2.8 Describe how reasons support specific points the author makes in a text

- author's purpose
- identify main idea
- locate and use specific details that are stated in text

CCR Anchor Standard R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures

- identify similarities and differences between characters, settings, and events in two or more versions of the same story (e.g., Cinderella stories)

RI2.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

CCR Anchor Standard R10: Read and comprehend complex literary and informational texts independently and proficiently.

RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range

- read a variety of self-selected and assigned literary texts
- read and comprehend text of steadily increasing complexity

RI.2.10 By the end of the 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

CCR Anchor Standard R11: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

RL.2.11 Make connections between self, text and the world around them

- text
- media
- social interaction

Foundational Skills (RF)

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words

- distinguish long and short vowels when reading regularly spelled one-syllable words
- know spelling-sound correspondences for additional common vowel teams
- decode regularly spelled two-syllable words with long vowels
- decode words with common prefixes and suffixes
- identify words with inconsistent but common spelling-sound correspondences
- recognize and read grade-appropriate irregularly spelled words

RF.2.4 Read with sufficient accuracy and fluency to support comprehension

- read grade-level text with purpose and understanding
- read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
- use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing (W)

CCR Anchor Standard W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W2.1 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 (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section
- differentiate between facts and opinions
 - form an opinion based on prior knowledge *and* information provided

CCR Anchor Standard W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
- gather facts and definitions from basic print and multimedia resources

CCR Anchor Standard W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W2.3 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
- define and identify temporal words
 - o first
 - o then
 - o next
 - o last

CCR Anchor Standard W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Begins in Grade 3)

CCR Anchor Standard W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing

CCR Anchor Standard W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

CCR Anchor Standard W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W2.7 Participate in shared research and writing projects

- read a number of books on a single topic
- produce a report
- record science observations
- use technology tools to find data/information

CCR Anchor Standard W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W2.8 Recall information from experiences or gather information from provided sources to answer a question

- record data/information in a variety of formats
- draw conclusions from the recorded data/information to create new understandings

CCR Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

(Begins in Grade 4)

CCR Anchor Standard W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

(Begins in Grade 3)

CCR Anchor Standard W11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

W2.11 Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed

Speaking & Listening (SL)

CCR Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups

- follow agreed-upon rules 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)
- build on others' talk in conversations by linking their comments to the remarks of others
- ask for clarification and further explanation as needed about the topics and texts under discussion
- seek to understand and communicate with individuals from different cultural backgrounds

CCR Anchor Standard SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

CCR Anchor Standard SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL2.3 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

CCR Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

CCR Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL2.5 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

CCR Anchor Standard SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 36 for specific expectations.)

Language (L)

CCR Anchor Standard L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- use collective nouns (*e.g., group*)
- form and use frequently occurring irregular plural nouns (*e.g., feet, children, teeth, mice, fish*)
- use reflexive pronouns (*e.g., myself, ourselves*)
- form and use the past tense of frequently occurring irregular verbs (*e.g., sat, hid, told*)
- use adjectives and adverbs, and choose between them depending on what is to be modified
- produce, expand, and rearrange complete simple and compound sentences (*e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*)

CCR Anchor Standard L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

- capitalize holidays, product names, and geographic names
- use commas in greetings and closings of letters
- use an apostrophe to form contractions and frequently occurring possessives
- generalize learned spelling patterns when writing words (*e.g., cage → badge; boy → boil*)
- consult reference materials, including beginning dictionaries, as needed to check and correct spellings

CCR Anchor Standard L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
- a. compare formal and informal uses of English

CCR Anchor Standard L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing.

- L2.4 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
- a. use sentence-level context as a clue to the meaning of a word or phrase
 - 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*)
 - c. use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*)
 - d. use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*)
 - e. use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

CCR Anchor Standard L5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- L2.5 Demonstrate understanding of word relationships and nuances in word meanings
- a. identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*)
 - b. distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*)

CCR Anchor Standard L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L2.6 Use words and phrases (as well as adjectives and adverbs) acquired through conversations and reading, to describe and respond to texts