

***Pike County School District
Standards Mastery Document***

2nd Grade Reading and Writing
Revised 2019



Interdisciplinary Literacy Practices

1.	Recognize that text is anything that communicates a message.
2.	Employ, develop, and refine schema to understand and create text.
3.	View literacy experiences as transactional, interdisciplinary, and transformational.
4.	Utilize receptive and expressive language arts to better understand self, others, and the world.
5.	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6.	Collaborate with others to create new meaning.
7.	Utilize digital resources to learn and share with others.
8.	Engage in specialized, discipline-specific literacy practices.
9.	Apply high level cognitive processes to think deeply and critically about text.
10.	Develop a literacy identity that promotes lifelong learning.

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Table of Contents

Reading Literature	.....	4
Reading Informational	.....	15
Reading Foundational	.....	26
Handwriting	.....	31
Composition	.....	32
Language	.....	41

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Standards for Literature – Grade 2

KEY IDEAS AND DETAILS	
RL.2.1	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.
RL.2.2	Identify implicit and explicit information from a summary to determine the author’s message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.
RL.2.3	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.
CRAFT and STRUCTURE	
RL.2.4	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.
RL.2.5	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.
RL.2.6	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.
INTEGRATION OF KNOWLEDGE AND IDEAS	
RL.2.7	Use a story’s illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.
RL.2.8	(Not applicable to literature)
RL.2.9	Compare/contrast two or more versions of the same story by different authors or from different cultures.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RL.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Literature

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: RL.2.1 Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from text.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify key details in text.➤ Identify story elements.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Ask and answer questions. (who, what, when, why, and where)➤ Refer to text for answers.➤ Formulate inferences using text details.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students can respond to questions that ask who, what, where, when, why and how using the text details as support.</p>
---	---	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Literature

Guiding Principle 2: Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Standard: RL.2.2 Identify implicit and explicit information from a summary to determine the author’s message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.

Know: <i>What content do the students need to know to demonstrate this standard?</i>	Do: <i>What skill must the student demonstrate?</i>	Mastery: <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Details from stories (e.g., fables and folktales) ➤ Central message, lesson, or moral ➤ How to summarize a story ➤ How to identify the different genres including fables and folktale. ➤ Author’s purpose ➤ Understand the meaning and difference between implicit and explicit 	<ul style="list-style-type: none"> ➤ Recall details from stories (e.g., fables and folktales) ➤ Determine the central message or lesson in the text. ➤ Summarize the text ➤ Identify the text genre. ➤ Determine the author’s purpose and message to the reader. ➤ Define implicit and explicit. ➤ Implicit - implied though not plainly expressed. ➤ Explicit - stated clearly and in detail, leaving no room for confusion or doubt. 	<p>Use implicit and explicit information from the text to determine the central message, lesson, or moral in a story while relaying the author’s message to the reader.</p>

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Literature

Guiding Principle 3: Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Standard: RL2.3 Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Character➤ Major events➤ Cause and effect➤ Character analysis➤ Story elements – plot, problem and solution.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Describe how characters respond to major events or challenges➤ Describe the cause and effect that led to the characters reaction.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately describe how characters respond to major events and challenges within the text and how it changed the story development.</p>
--	--	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Literature

Guiding Principle 4: Students will 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.

Standard: RL2.4 Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Rhyming words ➤ Alliteration ➤ Figurative language ➤ Types of poetry ➤ Rhythm ➤ Text structure 	<p>Do: <i>What skill must the student demonstrate?</i></p> <p>Identify:</p> <ul style="list-style-type: none"> ➤ Alliteration ➤ Rhyming words ➤ Figurative language and how it changes the text meaning. ➤ Recognize regular beats and repeated lines in a story, poem, or song ➤ Types of poetry ➤ Text structure 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Describe how words and phrases supply rhythm or impact meaning, in a story, poem or song.</p>
--	---	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Literature

Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Standard: RL2.5 Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Text structure ➤ Plot <p>Linear – progressing from one stage to another in a single series of steps, sequential.</p> <p>Non-linear – not sequential or straight forward.</p> <p>Circular – already containing an assumption of what is to be proved.</p>	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Identify the text structure. ➤ Describe how the beginning introduces the story the action that takes place in the middle of the story how the ending concludes the action. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Describe the overall structure of the text, including describing how the beginning introduces the story and the ending concludes the action.</p>
--	---	--

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Literature

Guiding Principle 6: Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Standard: RL2.6 With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Character point of view➤ Dialogue➤ Character analysis	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Read dialogue in text using voices for different characters.➤ Explain the characters point of view.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately read dialogue in text using appropriate voices for different characters and understand how the character's perspective shapes the text.</p>
--	--	--

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Literature

Guiding Principle 7: Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Standard: RL2.7 Use a story's illustrations and words in a print/non-print text to demonstrate understanding of characters, setting, and plot.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Story elements➤ Text features➤ Recognize non-text sources of text.	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify story elements➤ Identify digital and not text sources of text.➤ Identify text features.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will be able to use illustrations and print/non-print text to demonstrate understanding of characters, setting and plot.</p>
---	--	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Literature

Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Standard: RL2.8 N/A

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Literature

Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Compare and contrast➤ The meaning of culture and norms within them.➤ Story Elements	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Compare and contrast 2 or more versions of the same stories by different authors from different cultures.➤ Recall details and events from two or more versions of a story by different authors.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately compare and contrast 2 or more versions of the same stories by different authors from different cultures.</p>
--	--	--

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Literature

Guiding Principle 10: Students will read and comprehend complex literary texts independently and proficiently.

- **Standard: RL2.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade level appropriate, complex literacy texts independently and proficiently.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Comprehension strategies – questioning, monitoring, visualizing, inferencing, summarizing and how to use prior knowledge. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Identify/understand in literary text (stories and poetry): key ideas and details craft and structure integration of knowledge and ideas at appropriate grade level. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately comprehend independently in literary text (stories and poetry): key ideas and details craft and structure integration of knowledge and ideas at appropriate grade level.</p>
--	---	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Standards for Informational Text– Grade 2

KEY IDEAS AND DETAILS	
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.
RI.2.2	Identify implicit and explicit information from a summary to determine the central idea of a text.
RI.2.3	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.
CRAFT and STRUCTURE	
RI.2.4	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.
RI.2.5	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.
INTEGRATION OF KNOWLEDGE AND IDEAS	
RI.2.7	Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.
RI.2.8	Describe how reasons support specific claims the author makes in a text.
RI.2.9	Describe the relationship between information from two or more texts on the same theme or topic.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RI.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Informational Text

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: RI.2.1 Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Identify key details in text ➤ key details of the text using who, what, where, when, why and how ➤ Inferencing 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Ask and answer questions (who, what, when, why, where) ➤ Refer to text for answer ➤ Formulate inferences using text details. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students accurately determine the answers to questions about informational text using the questions who, what, when, where, why and how and make inferences based on the text information that they have read.</p>
--	---	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Informational Text

Guiding Principle 2: Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Standard: RI.2.2 Identify implicit and explicit information from a summary to determine the central idea of a text.

Know: <i>What content do the students need to know to demonstrate this standard?</i>	Do: <i>What skill must the student demonstrate?</i>	Mastery: <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Key details ➤ Main topic ➤ Central message, lesson, or moral ➤ How to summarize a story ➤ Understand the meaning and difference between implicit and explicit 	<ul style="list-style-type: none"> ➤ Recall details from the text. ➤ Determine the main topic of a multi-paragraph text. ➤ Determine the central idea of the text. ➤ Summarize the text ➤ Define implicit and explicit. ➤ Implicit - implied though not plainly expressed. ➤ Explicit - stated clearly and in detail, leaving no room for confusion or doubt. 	<p>Students will accurately identify implicit and explicit information from a summary of the text to determine the main idea.</p>

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Informational Text

Guiding Principle 3: Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Standard: RI 2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <p>Identify:</p> <ul style="list-style-type: none"> ➤ The historical events that occurred in a text. ➤ Scientific ideas or concepts that occur in a text. ➤ The steps in a procedure ➤ Cause and Effect 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>
---	--	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Informational Text

Guiding Principle 4: Students will 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.

Standard: RI 2.4 Determine the meaning of **general academic** words and phrases **and how those words and phrases shape meaning in a grade-level text.**

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Content vocabulary➤ Figurative Language	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify words and phrases in a text relevant to a grade 2 topic or subject area.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area and understand that words and phrases can shape the meaning of the text.</p>
--	---	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Informational Text

Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Standard: RI 2.5 Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Text features and structure ➤ Sequencing/Putting events into chronological order ➤ Paragraph structure ➤ Sentence structure 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Determine how readers use different text features ➤ Identify various text features ➤ Use various text features to locate key facts or information in a text ➤ Put events into chronological order 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will be able to identify and describe informational text structures and sequence events in the text to make logical connections.</p>
---	--	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Informational Text

Guiding Principle 6: Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Standard: RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe, and how that purpose shapes the content of the text.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Author's point of view ➤ Main idea ➤ Author's purpose 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Identify the author's purpose ➤ Identify the main idea ➤ Identify what the author wants to answer, explain or describe 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately:</p> <ol style="list-style-type: none"> a. Identify the main idea and author's purpose. b. Identify what the author wants to answer, explain or describe. c. Identify how the author's point of view and purpose shapes the content of the text.
--	--	--

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Informational Text

Guiding Principle 7: Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Standard: RI 2.7 Identify information gained from visuals and words in the text, and explain how that information contributes to understanding the text.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <p>➤ Text structure</p>	<p>Do: <i>What skill must the student demonstrate?</i></p> <p>➤ Identify images in an informational text</p> <p>➤ Identify how the illustrations adds to the text meaning and understanding.</p>	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately:</p> <ol style="list-style-type: none">Identify images in an informational text.Discuss how specific images add to and clarify informational text.
--	---	--

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Informational Text

Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Standard: RI 2.8 Describe how reasons support specific claims the author makes in a text.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Define and understand claims.➤ Key details➤ Text support	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify the key claims in a text and Identify details that support the author's claims.	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately:</p> <ul style="list-style-type: none">a. Describe how reasons support the author's specific point.
---	--	--

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Informational Text

Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Standard: RI 2.9 Describe the relationship between information from two or more texts on the same theme or topic.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Compare and contrast➤ Key points	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Identify the important points presented in two informational texts on the same topic	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately:</p> <ul style="list-style-type: none">a. Identify the important points presented in two informational texts on the same topic.
--	--	--

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Informational Text

Guiding Principle 10: Students will read, comprehend and analyze complex informational texts independently and proficiently.

Standard: RI 2.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts, independently and proficiently.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Key ideas and details ➤ Craft and structure ➤ Comprehension strategies: questioning, monitoring, visualizing, inferencing, summarizing, and applying prior knowledge to text. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Identify/understand in an informational text: key ideas and details using comprehension strategies. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will be able to use various comprehension strategies to accurately comprehend and analyze informational text.</p>
--	---	--

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Foundations – Grade 2

Print Concepts	
	No Print Concepts Standard 1 for grade 2.
Phonological Awareness	
	No Phonological Awareness Standard for grade 2.
Phonics and Word Recognition	
RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency	
RL.2.4	<p>Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Foundations

Standard: RF.2.1 N/A

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Foundations

Standard: RF.2.2 N/A

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Foundations

Standard: RF.2.3 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. **Identify**, decode and know the meaning **of** words with **the most** common prefixes and **derivational** suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

Know: <i>What content do the students need to know to demonstrate this standard?</i>	Do: <i>What skill must the student demonstrate?</i>	Mastery: <i>How does the student demonstrate the learning of the standard?</i>
<ul style="list-style-type: none"> ➤ Rules for long and short vowels ➤ Vowel teams ➤ Decoding ➤ Prefixes and suffixes ➤ Irregularly spelled words ➤ Syllables 	<ul style="list-style-type: none"> ➤ Decode regularly spelled one and two syllable words with long and short vowels. ➤ Identify common vowel teams. ➤ Decode words with common prefixes and suffixes. ➤ Identify words with inconsistent but common spelling-sound correspondences. ➤ Recognize and read grade-appropriate irregularly spelled words. 	<p>Students will accurately apply grade-level phonics and word analysis skills in decoding words while reading.</p>

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Reading Foundations

Standard: RF.2.4 Standard Read **fluently (accuracy, speed and prosody) on grade-level to support comprehension.**

- a. Read on-level text with purpose and understanding.
- b. **Orally** read grade level text fluently on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Context Clues 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings. ➤ Confirm or self-correct word recognition and understanding by using context clues. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will read with sufficient accuracy and fluency to support comprehension.</p>
--	--	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Handwriting

Standard: HW. 2.1 Introduce formation of all upper and lowercase cursive letters.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <p>➤ Letters – uppercase and lowercase</p>	<p>Do: <i>What skill must the student demonstrate?</i></p> <p>➤ Write all uppercase and lowercase letters in cursive.</p>	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately write all uppercase and lowercase letters in cursive.</p>
---	--	--

Note: Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Composition – Grade 2

Text Types and Purposes	
C.2.1	<p>Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.2.2	<p>Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
Text Types and Purposes	
C.2.3	<p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

	ideas. c. Include details which describe actions, thoughts, emotions. d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
Production and Distribution	
C.2.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.
Research to Build and Present Knowledge	
C2.5	Conduct shared research and writing projects that build knowledge about a topic.
C2.6	Collect information from real-world experiences or provided sources to answer or generate questions.

Range of Writing	
-------------------------	--

C2.7	(Begins in Grade 3)
------	---------------------

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Composition

Guiding Principle 1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standard: C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
 - Introduce the topic, followed by opinion statement, and create an organizational structure.
 - Provide reasons with details to support the opinion.
 - Use grade-appropriate transitions.
 - Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ What is an opinion? ➤ How to use print and digital resources ➤ How to use supporting reasons to support an opinion that is expressed. ➤ How to work with peers to improve writing pieces. ➤ Introduce a topic followed by an opinion statement. ➤ Write a conclusion. ➤ Text structures-Illustrations ➤ Plan, revise and edit their writing. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Formulate and articulate an opinion about a text or topic ➤ Generate supporting reasons for stated opinions ➤ Introduce the topic, followed by an opinion statement. ➤ Link ideas with effective words in order to connect opinions and reasons ➤ Use peer collaboration to strengthen the writing by adding illustrations and revising. ➤ Provide a concluding section. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Write an opinion piece which:</p> <ol style="list-style-type: none"> a. introduces the topic or an opinion, b. supplies at least 2 supporting reasons, c. uses effective words to link opinions and reasons, d. provides a concluding statement. e. Incorporated information from both print and digital sources.
--	---	--

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Notes:

Composition

Guiding Principle 1: Students will compose informative and explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Standard: C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about a topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, But not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate transitions to develop text structure across paragraphs.
- e. Provide concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ What is an informative text or explanatory text ➤ Topic sentence ➤ Develop the topic by adding details. ➤ Concluding statement ➤ Peer collaboration ➤ Grade appropriate transitions ➤ Plan, revise and edit. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Use facts and definitions appropriately to develop points. ➤ Determine an appropriate concluding statement or section. ➤ Use peer collaboration to revise writing. ➤ Use digital and print text ➤ Use grade appropriate transitions. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will compose an informative/explanatory text by using both print and digital text and use detail to develop the topic which will include a concluding section.</p>
---	--	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Composition

Guiding Principle 3: Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences.

Standard: C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Recount a single event or multiple events, memories or ideas.
- c. Include details which describe actions, thoughts, emotions.
- d. Use temporal words and phrases to signal event order.
- e. Create a sense of closure.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

<p>Know: What content do the students need to know to demonstrate this standard?</p> <ul style="list-style-type: none"> ➤ Components of a narrative ➤ (Beginning , middle, end, sequence of events, and details related to event.) ➤ Temporal words ➤ The process of planning, revising, and editing. 	<p>Do: What skill must the student demonstrate?</p> <ul style="list-style-type: none"> ➤ Choose relevant details and reflect on an event ➤ Apply appropriate temporal words in order to signal change of events in narrative. ➤ Create relevant and elaborated details to support events of the narrative ➤ How to use digital tools correctly. 	<p>Mastery: How does the student demonstrate the learning of the standard?</p> <p>Students will compose narratives using both print and digital text that develop real or imagined events using descriptive details and temporal words that clearly develop the story.</p>
--	--	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Composition

Guiding Principle 4: Students will use digital resources to publish products as well as to interact and collaborate with others.

Standard: C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Peer collaboration➤ Digital tools➤ What is publishing	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Use a variety of digital tools to produce writing	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will use digital tools to produce writing and collaborate with peers.</p>
--	---	--

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Composition

Guiding Principle 5: Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard: C.2.5 Conduct shared research and writing projects that build knowledge about a topic.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Research skills	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Revise writing pieces➤ Edit writing pieces➤ Research a topic	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>With guidance and support from adults and peers, students will accurately research and complete writing projects to build knowledge on a topic.</p>
--	--	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Composition

Guiding Principle 6: Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Standard: C.2.6 Collect information from real-world experiences or provided sources to answer or generate questions.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools)➤ Research skills	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ With guidance and support: choose digital tools or text for producing and publishing writing	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>With guidance and support from adults, students will accurately use a variety of digital tools to answer or generate questions.</p>
--	--	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Composition

Guiding Principle 7: Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Standard: C.2.7 (Begins in grade 3)

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Standards for Language – Grade 2

Conventions of Standard English	
L.2.1	In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences.
L.2.2	When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling.
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.
Vocabulary Acquisition and use	
L.2.4	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. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Comprehension & Collaboration

Language

Guiding Principle 1: Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

Standard: L 2.1 In writing and speaking, demonstrate appropriate use of:

- a. Use collective nouns
- b. Frequently occurring irregular nouns.
- c. Reflexive pronouns.
- d. Past tense of frequently occurring irregular verbs.
- e. Adjectives and adverbs **in sentence formation**.
- f. Producing, expanding, and rearranging complete simple and compound sentences.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <p>What are:</p> <ul style="list-style-type: none"> ➤ collective nouns ➤ irregular plural ➤ nouns reflexive pronouns ➤ past tense forms of irregular verbs ➤ adjectives and adverbs 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ use collective nouns ➤ form irregular plural nouns ➤ use reflexive pronouns ➤ use past tense of irregular verbs ➤ choose between adjectives and adverbs 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately:</p> <ol style="list-style-type: none"> a. demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
---	---	--

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Language

Guiding Principle 2: Students will demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

Standard: L 2.2 When writing:

- a. Capitalize proper nouns, including but not limited to holidays, product names and geographic locations.
- b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, clogs).
- c. Use an apostrophe to form contractions and possessives.
- d. Generalize spelling patterns.
- e. Use reference materials to self-check and correct spelling.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ When do I apply correct capitalization and punctuation ➤ Use spelling rules and patterns ➤ Use reference materials, including beginning dictionaries, as needed to check and correct spelling ➤ Proper nouns 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Capitalize and punctuate correctly. ➤ Recognize spelling patterns. ➤ Use reference materials correctly. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately:</p> <ol style="list-style-type: none"> a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
--	---	---

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Language

Guiding Principle 3: Students will 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.

Standard: L 2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ The difference in formal and informal writing. ➤ Recognize and Identify conventions of language for formal and informal use of English. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Use conventions in writing, speaking, reading, or listening. ➤ Compare formal and informal uses of English. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately:</p> <ul style="list-style-type: none"> a. Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare formal and informal uses of English.
--	--	--

Notes:

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

Language

Guiding Principle 4: Students will use a variety of strategies to determine or clarify the meaning of words or phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and language in order to be transition ready.

Standard: L.2.4 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.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root.
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words.
- e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.
- f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ context clues to construct meaning of unknown words ➤ prefixes and suffixes ➤ root words and their meanings ➤ compound words and define individual words within the compound word ➤ Use print or digital glossaries and beg. dictionaries to determine meaning of words. ➤ Apply ABC order to approp. resources. ➤ Adjectives and adverbs 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Apply knowledge of common root words to problem solve novel words with same root ➤ Predict the meaning of compound words by using meaning of individual parts. (e.g., birdhouse and bookmark) ➤ Choose to use a glossary or dictionary (print or digital) to determine meaning of an unknown word ➤ Choose flexibly from an array of vocabulary strategies. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately 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.</p>
---	--	--

Pike County School District
Standards Mastery Document - Revised 2019
2nd Grade Reading and Writing

	➤ Use words and phrases to respond to text that include adjectives and adverbs.	
--	---	--

Language

Guiding Principle for Language 5: Students will demonstrate understanding of word relationships and nuances in word meanings.

Standard: L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Demonstrate understanding of words by relating them to their synonyms and antonyms.
- b. Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender)

<p>Know: <i>What content do the students need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Demonstrate understanding: word relationships nuances in word meanings ➤ Identify : verbs adjectives ➤ Identify real life connections between words and their use. ➤ Synonyms and antonyms. 	<p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Distinguish meaning between closely related: verbs adjectives ➤ Demonstrate understanding of words by relating them to synonyms and antonyms. 	<p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <p>Students will accurately demonstrate understanding of word relationships and nuances in word meanings.</p>
--	---	--

Notes: