

Grade 2 Maryland College and Career Readiness Standards

READING	
Reading Literature	Reading Informational Text
Key Ideas and Details	
RL.2.1 Ask and answer such questions as <u>who, what, where, when, why, and how</u> to demonstrate understanding of key details in a text.	RI.2.1 Ask and answer such questions as <u>who, what, where, when, why, and how</u> to demonstrate understanding of key details in a text.
RL.2.2 Recount stories, including fables and folktales, from diverse cultures, and determine their <u>central message, lesson, or moral</u> .	RI.2.2 Identify the <u>main topic</u> of a multiparagraph text as well as the focus of specific paragraphs within the text.
RL.2.3 Describe <u>how characters</u> in a story <u>respond to major events and challenges</u> .	RI.2.3 Describe the <u>connection</u> between a series of <u>historical events, scientific ideas or concepts, or steps</u> in technical procedures in a text.
Craft and Structure	
RL.2.4 Describe <u>how words and phrases</u> (e.g., regular beats, alliteration, rhymes, repeated lines) <u>supply rhythm and meaning</u> in a story, poem, or song.	RI.2.4 Determine the <u>meaning of words and phrases</u> in a text relevant to a grade 2 topic or subject area.
RL.2.5 Describe the <u>overall structure of a story</u> , including describing how the beginning introduces the story and the ending concludes the action.	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RL.2.6 Acknowledge <u>differences in the points of view of characters</u> , including by speaking in a different voice for each character when reading dialogue aloud.	RI.2.6 Identify the <u>main purpose of a text</u> , including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	
RL.2.7 Use information gained from the illustrations and <u>words</u> in print or digital text to demonstrate understanding of its characters, setting, or plot.	RI.2.7 Explain <u>how specific images</u> (e.g., a diagram showing how a machine works) contribute to and <u>clarify a text</u> .
RL.2.8 (Not applicable to literature.)	RI.2.8 Describe <u>how reasons support specific points</u> the author makes in a text.
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RI.2.9 Compare and contrast the most important <u>points</u> presented by two texts on the same topic.
Range of Reading/Level of Text Complexity	
RL.2.10 By the end of the year, <u>read and comprehend</u> literature, including stories and poetry, <u>in the grades 2-3 text complexity band proficiently</u> , with scaffolding as needed at the high end of the range.	RI.2.10 By the end of the year, <u>read and comprehend</u> informational texts, including history/social studies, science, and technical texts, <u>in the grades 2-3 text complexity band proficiently</u> , with scaffolding as needed at the high end of the range.
Reading Foundational Skills	
Phonics and Word Recognition	Fluency
RF.2.3 Know and apply <u>grade-level phonics and word analysis skills</u> in decoding words.	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
RF.2.3.a Distinguish <u>long and short vowels</u> when reading regularly spelled one-syllable words.	RF.2.4.a Read on-level text <u>with purpose and understanding</u> .
RF.2.3.b Know spelling-sound correspondences for additional <u>common vowel teams</u> .	RF.2.4.b Read on-level text orally with <u>accuracy, appropriate rate, and expression</u> on successive readings.
RF.2.3.c Decode <u>regularly spelled two-syllable words</u> with <u>long vowels</u> .	RF.2.4.c Use context to <u>confirm or self-correct word recognition and understanding</u> , rereading as necessary.
RF.2.3.d Decode words with common <u>prefixes and suffixes</u> .	
RF.2.3.e Identify words with <u>inconsistent but common spelling-sound correspondences</u> .	
RF.2.3.f Recognize and read <u>grade-appropriate irregularly spelled words</u> .	

WRITING		SPEAKING & LISTENING	
Text Types and Purposes		Comprehension and Collaboration	
W.2.1	Write <u>opinion pieces</u> in which they introduce the topic or book they are writing about, <u>state an opinion, supply reasons</u> that support the opinion, <u>use linking words</u> (e.g., <i>because, and, also</i>) to connect opinion and reasons, and <u>provide a concluding statement</u> or section.	SL.2.1	Participate in <u>collaborative conversations</u> with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
W.2.2	Write <u>informative/explanatory texts</u> in which they <u>introduce a topic, use facts and definitions</u> to develop points, and <u>provide a concluding statement</u> or section.	SL.2.1.a	<u>Follow agreed-upon rules for discussion</u> (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).
W.2.3	Write <u>narratives</u> in which they <u>recount</u> a well-elaborated event or short sequence of events, <u>include details</u> to describe actions, thoughts, and feelings, <u>use temporal words</u> to signal event order, and <u>provide a sense of closure</u> .	SL.2.1.b	<u>Build on others' talk in conversations</u> by linking their comments to the remarks of others.
Production and Distribution of Writing		SL.2.1.c	<u>Ask for clarification and further explanation</u> as needed about the topics and texts under discussion.
W.2.4	(Begins in Grade 3.)	SL.2.2	<u>Recount or describe key ideas or details</u> from a text read aloud or information presented orally or through other media.
W.2.5	With guidance and support from adults and peers, focus on a topic and <u>strengthen writing</u> as needed by <u>revising and editing</u> .	SL.2.3	<u>Ask and answer questions</u> about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
W.2.6	With guidance and support from adults, <u>use a variety of digital tools to produce and publish writing</u> , including in collaboration with peers.	Presentation of Knowledge and Ideas	
Research to Build & Present Knowledge		SL.2.4	<u>Tell a story or recount an experience</u> with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
W.2.7	Participate in <u>shared research and writing projects</u> (e.g., read a number of books on a single topic to produce a report; record science observations).	SL.2.5	<u>Create audio recordings</u> of stories or poems; <u>add drawings or other visual displays</u> to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
W.2.8	<u>Recall</u> information from experiences <u>or gather information</u> from provided sources <u>to answer a question</u> .	SL.2.6	<u>Produce complete sentences</u> when <u>appropriate</u> to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
W.2.9	(Begins in Grade 4.)		
Range of Writing			
W.2.10	(Begins in Grade 3.)		
LANGUAGE			
Conventions of Standard English		Vocabulary Acquisition and Use	
L.2.1	Demonstrate <u>command</u> of the conventions of standard English <u>grammar and usage</u> when writing or speaking.	L.2.4	Determine or clarify the <u>meaning of unknown and multiple-meaning words and phrases</u> based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
L.2.1.a	Use <u>collective nouns</u> (e.g., <i>group</i>).	L.2.4.a	<u>Use sentence-level context</u> as a clue to the meaning of a word or phrase.
L.2.1.b	Form and use frequently occurring <u>irregular plural nouns</u> . (e.g., <i>feet, children, teeth, mice, fish</i>).	L.2.4.b	<u>Determine the meaning of the new word formed when a known prefix is added</u> to a known word (e.g., <i>happy/unhappy, tell/retell</i>).
L.2.1.c	Use <u>reflexive pronouns</u> (e.g., <i>myself, ourselves</i>).	L.2.4.c	<u>Use a known root word</u> as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).
L.2.1.d	Form and use the <u>past tense</u> of frequently occurring <u>irregular verbs</u> (e.g., <i>sat, hid, told</i>).	L.2.4.d	<u>Use knowledge of the meaning of individual words to predict the meaning of compound words</u> (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).
L.2.1.e	Use <u>adjectives and adverbs</u> , and choose between them depending on what is to be modified.	L.2.4.e	<u>Use glossaries and beginning dictionaries</u> , both print and digital, to determine or clarify the meaning of words and phrases.
L.2.1.f	<u>Produce, expand, and rearrange complete simple and compound sentences</u> (e.g., <i>The boy watched the movie.; The action movie was watched by the little boy.</i>).	L.2.5	Demonstrate <u>understanding of word relationships</u> and nuances in word meanings.
L.2.2	Demonstrate <u>command</u> of the conventions of standard English <u>capitalization, punctuation, and spelling</u> when writing.	L.2.5.a	Identify <u>real-life connections</u> between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).
L.2.2.a	<u>Capitalize holidays, product names, and geographic names</u> .	L.2.5.b	Distinguish <u>shades of meaning</u> among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
L.2.2.b	Use <u>commas in greetings and closings of letters</u> .	L.2.6	<u>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</u> , including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy.</i>)
L.2.2.c	Use an <u>apostrophe</u> to form <u>contractions</u> and frequently occurring <u>possessives</u> .		
L.2.2.d	<u>Generalize learned spelling patterns</u> when writing words. (e.g., <i>cage to badge; boy to boil</i>).		
L.2.2.e	<u>Consult reference materials</u> , including beginning dictionaries, as needed to check and correct spellings.		
Knowledge of Language			
L.2.3	Use <u>knowledge of language and its conventions</u> when writing, speaking, reading, or listening.		
L.2.3.a	Compare <u>formal and informal uses</u> of English.		