

**ENGLISH LANGUAGE ARTS
Second Grade
PRIORITY STANDARDS**

Second Grade Reading Foundational Skills (K.RF)

Print Concepts

2.RF.1	(There is not a grade 2 standard for this concept. Please see preceding grades for more information.)
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Phonological Awareness

2.RF.2	Demonstrate command of spoken words in familiar two and three syllable words.*
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2.RF.2a	Substitute medial vowels in one-syllable words.*
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2.RF.2b	Substitute and delete parts of blends in the final position in one-syllable words.*
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Phonics and Word Recognition

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

2.RF.4	Read with sufficient accuracy and fluency to support comprehension.
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2.RF.4a	Read grade-level text with purpose and understanding.
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2.RF.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
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2.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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Second Grade Reading Literature (2.RL)

Key Ideas and Details

2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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2.RL.3	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.*
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Craft and Structure

2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action, and the ending concludes the action.*
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Integration of Knowledge and Ideas

2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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Range of Reading and Level of Text Complexity

2.RL.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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Second Grade Reading Informational Text (2.RI)

Key Ideas and Details

2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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Craft and Structure

2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
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2.RI.5	Know and use various text features to locate key facts or information in a text efficiently.*
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2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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Second Grade Writing (2.W)

Text Types and Purposes

2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.*
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2.W.2	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.*
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2.W.2a	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.*
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2.W.2b	Develop the topic with facts, definitions, and details.*
2.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*
2.W.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.*
2.W.3c	Use temporal words and phrases to signal event order.*
2.W.3d	Provide a sense of closure.*
<i>Production and Distribution of Writing</i>	
2.W.5	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.*
<i>Research to Build and Present Knowledge</i>	
2.W.7	Participate in shared research and writing projects.*
Second Grade Language (2.L)	
<i>Conventions of Standard English</i>	
2.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2.L.2a	Capitalize holidays, product names, and geographic names.
<i>Knowledge of Language</i>	
2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<i>Vocabulary Acquisition and Use</i>	
2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of Strategies.
2.L.5	Demonstrate understanding of word relationships and nuances in word meanings.
Second Grade Speaking and Listening (2.SL)	
<i>Comprehension and Collaboration</i>	
2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<i>Presentation of Knowledge and Ideas</i>	
2.SL.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 for specific expectations.)
* Denotes a revision has been made to the original Common Core State Standard.	