

Grade 2  
Reading Literature

Standard	Grade 1	Grade 2
RL.1	Provides questions and/or answers that show understanding of key details in a text.	Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as who, what, where, when, why, and how.
RL.2	Provides a retelling of a story, including key details.  Provides an identification of the central message or lesson in a text.	Provides a recounting of stories, including fables, folktales and folktales from diverse cultures.  Provides an identification of the central message, lesson or moral in a text.
RL.3	Provides a description of <b>characters</b> in a story using key details.  Provides a description of the <b>setting</b> of a story using key details.  Provides a description of the <b>major events</b> in a story using key details.	Provides a description of how characters in a story respond to major events.  Provides a description of how characters in a story respond to challenges.
RL.4	Provides an identification of words and phrases in a story or a poem that suggests feelings or that appeal to the senses.	Provides a description of how words and phrases supply rhythm and meaning in a story, poem, or song.

	Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text.	
RL.5	Provides an explanation of the major differences between books that tell stories and books that give information.	Provides a description of the overall structure of a story, including how the beginning introduces the story and how the ending concludes the action.
RL.6	Provides an identification of who is telling the story at various points in a text.	Provides a statement about the differences in the points of view of characters.  Speaks in a different voice for each character when reading dialogue aloud to show understanding of the difference in the point of view of characters.
RL.7	Provides a description of characters, setting, or events from a story using illustrations and details from a story.	Demonstrates understanding of characters, setting, or plot of a print or digital text by using information gained from the illustrations and words of the text.
RL.9	Provides a comparison and contrast of the adventures and experiences of characters in two or more stories.	Provides a comparison and contrast of two or more versions of the same story written by different authors.  Provides a comparison and contrast of two or

		more versions of the same story written from different cultures.
Grade 2 Reading Informational		
Standard	Grade 1	Grade 2
RI.1	Provides questions and answers that show understanding of the key details in a text.	Provides questions and answers to question such as <i>who, what, where, when, why and how</i> to demonstrate understanding of key details in text.
RI.2	Provides an identification of the topic of a text. Provides a retelling of key details in a text.	Provides an identification of the main topic of a multi-paragraph text.  Provides an identification of the focus of specific paragraphs within a multi-paragraph text.
RI.3	Provides a description of the connection between two <b>individuals</b> in a text. Provides a description of the connections between two <b>events</b> in a text. Provides a description of the connections between <b>two ideas or pieces of information</b> .	Provides a description of the connection between a <b>series of historical events</b> in a text.  Provides a description of the connection between a series of <b>scientific concepts or steps in technical procedures</b> in a text.

RI.4	Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text.	Demonstrates the ability to determine the meaning of words or phrases in a text relevant to a grade 2 topic or subject area.
RI.5	Demonstrates knowledge and use of text features to locate key facts or information in a text (e.g., headings, table of contents, glossaries, electronic menus, icons).	Demonstrates knowledge and use of text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text.
RI.6	Provides an identification of the difference between information provided by pictures or other illustrations and information provided by the works in a text.	Provides an identification of the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.7	Demonstrates use of the illustration and details in a text to describe the key ideas in the text.	Provides an explanation of how specific images contribute to and/or clarify a text.
RI.8	Provided an identification of the reasons an author gives to support points in a text.	Provides a description of how the reasons in a text support specific points made by the author.
RI.9	Provides an identification of the similarities and differences between two text on the same topic (e.g. in illustrations, descriptions, or procedures).	Provides a comparison and contrast of the most important points presented by two texts on the same topic.

Grade 2  
Reading Foundational Skills

Standard	Grade 1	Grade 2
RF.1	<p><b>Print Concepts:</b></p> <p>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	
RF.2	<p><b>Phonological Awareness:</b></p> <p>Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	

	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
RF.3	<p><b>Phonics and Word Recognition:</b></p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Decode regularly spelled one-syllable words.</p> <p>Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>Phonics and Word Recognition:</b></p> <p>Identify words with inconsistent but common spelling-sound correspondences.</p> <p>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Decode regularly spelled two-syllable words with long vowels.</p> <p>Know spelling-sound correspondences for additional common vowel teams.</p> <p>Decode words with common prefixes and suffixes.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>
RF.4	<b>Fluency:</b>	<b>Fluency:</b>

	<p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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Grade 2 Language		
Standard	Grade 1	Grade 2
L.4	<p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring affixes as a clue to the meaning of the word.</p> <p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring root words and their inflectional forms.</p>	<p>Demonstrates the ability to determine <b>or clarify</b> the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrases.</p> <p>Demonstrates the ability to determine <b>or clarify</b> the meaning of unknown and multiple-meaning words and phrases <b>when a known prefix is added to a known word.</b></p> <p>Demonstrates the ability to determine <b>or clarify</b> the meaning of unknown and multiple-meaning words and phrases <b>by using a known root word as a clue to the meaning of the known word with the same root.</b></p>

		<p>Demonstrates the ability to determine or clarify the meaning of the unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words.</p> <p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries.</p>
L.5	<p>Demonstrates understanding of word relationships and nuances in word meanings by sorting words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>Demonstrates understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes.</p> <p>Demonstrates understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their uses.</p> <p>Provides a statement that defines the different shades of meaning among verbs differing in manner and by adjectives differing in intensity.</p> <p>Acts out the different shades of meaning among verbs differing in manner and/or by adjectives differing in intensity.</p>	<p>Provides a statement showing understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use.</p> <p>Provides a statement showing understanding of the shades of meaning among closely related verbs and adjectives.</p>



Grade 2  
Writing

Standard	Grade 1	Grade 2
W.2.1	<p>States an opinion in writing.</p> <p>Includes the topic or name of the book they are writing about when sharing an opinion in writing.</p> <p>Includes a reason when sharing an opinion in writing.</p> <p>Provides some sense of closure when sharing an opinion in writing.</p>	<p>States and opinion in writing.</p> <p>Includes the topic of the book they are writing about when sharing an opinion in writing.</p> <p>Supplies supportive reasons when sharing an opinion in writing.</p> <p>Uses linking words to connect an opinion with reasons when sharing an opinion in writing.</p>

		Provides a concluding statement or section when sharing an opinion in writing.
W.2.2	<p>Names the topic they are writing about in an informational or explanatory writing.</p> <p>Includes some facts about a topic in an informational or explanatory writing.</p> <p>Provides some sense of closure in an informational or explanatory writing.</p>	<p>Introduces a topic in an informational or explanatory text.</p> <p>Uses facts and definitions to develop points in an informational or explanatory text.</p> <p>Provides a concluding statement or section in an informational or explanatory text.</p>
W.2.3	<p>Recounts two or more appropriately sequenced events in a narrative writing.</p> <p>Includes details regarding what happened in a narrative writing.</p> <p>Uses temporal words to signal event order in a narrative writing.</p> <p>Provides some sense of closure in a narrative writing.</p>	<p>Recounts a well-elaborated event in a narrative writing.</p> <p>Recounts a short sequence of events in a narrative writing.</p> <p>Includes details to describe actions, thoughts, and feelings in a narrative writing.</p> <p>Uses temporal words to signal event order in a narrative writing.</p> <p>Provides a sense of closure when writing a narrative.</p>
W.2.5	<p>Provides writing that is focused on a topic.</p> <p>Provides a response to questions and suggestions from peers.</p> <p>Adds details that strengthen writing as needed after review of drafts.</p>	<p>Provides writing that is focused on a topic.</p> <p>Strengthens writing as needed when revising and editing.</p>

W.2.6	Uses a variety of digital tools to produce and publish writing.  Collaborates with peers to produce and publish writing using a variety of digital tools.	Uses a variety of digital tools to produce and publish writing.  Collaborates with peers to produce and publish writing, using a variety of digital tools.
W.2.7	Participates in shared research and writing projects.	Participates in shared research and writing projects.
W.2.8	Recalls information from experiences to answer questions in writing.  Gathers information from provided sources to answer a question in writing.	Recalls information from experiences to answer a question in writing.  Gathers information from provided sources to answer a question in writing.

<b>Assessments</b>	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
<b>21st Century Skills and Career Integration</b>	Informational sources, text features, versions of stories,
<b>Technology Integration</b>	Digital tools, online series, research, provide sources,
<b>Interdisciplinary Connections</b>	Social Studies- Informational Text about historical events Science- scientific concepts or steps in technical procedures in a text
<b>Core Instructional and Supplemental Materials</b>	Core Instruction: Project Read, Reading Street Series, Wonders Series Supplemental: picture books, fictional and non-fictional books, videos
<b>Modifications/Accommodations</b>	ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction; chapter books