

Grade 2 ELA - Critical Standards

Defined by the ALSDE Academic Continuity Plan

Standard

Reading Structures for Literature

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [RL.2.1] a. Infer the main idea and supporting details in narrative texts.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]
3. Describe how characters in a story respond to major events and challenges. [RL.2.3]

Craft and Structure

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]
8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [RL.2.9]

Reading Standards for Informational Text

Key Ideas and Details

10. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [RI.2.1]
11. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [RI.2.2]
12. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3]

Craft and Structure

15. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [RI.2.6]

Integration of Knowledge and Ideas

18. Compare and contrast the most important points presented by two texts on the same topic. [RI.2.9]

Reading Standards: Foundational Skills

Phonics and Word Recognition

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
- a. Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]
 - b. Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]
 - c. Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]
 - d. Decode words with common prefixes and suffixes. [RF.2.3d]
 - e. Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]
 - f. Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]

Fluency

21. Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]
- a. Read on-level text with purpose and understanding. [RF.2.4a]
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]

Writing Standards

Text Types and Purposes

22. 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. [W.2.1]
- a. Write free verse poetry to express ideas.
23. Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. [W.2.2]
24. 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. [W.2.3]

Production and Distribution of Writing

25. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]

Speaking and Listening Standards

Comprehension and Collaboration

29. Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. [SL.2.1]
- a. 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). [SL.2.1a]
 - b. Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]

Language Standards

Conventions of Standard English

35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]
- a. Use collective nouns (e.g., group). [L.2.1a]
 - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [L.2.1b]
 - c. Use reflexive pronouns (e.g., myself, ourselves). [L.2.1c]
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). [L.2.1d]
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]
 - f. 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). [L.2.1f]
36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]
- a. Capitalize holidays, product names, and geographic names. [L.2.2a]
 - b. Use commas in greetings and closings of letters. [L.2.2b]
 - c. Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]
 - d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). [L.2.2d]
 - e. Form uppercase and lowercase letters in cursive.
 - f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.2.2e]

Knowledge of Language

37. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3] a. Compare formal and informal uses of English. [L.2.3a]

Vocabulary Acquisition and Use

38. 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. [L.2.4]
- a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]
 - 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). [L.2.4b]
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [L.2.4c]
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [L.2.4d]
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [L.2.4e]
39. Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]
- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [L.2.5a]
 - b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [L.2.5b]