

Grade 2

Adopted 2023

Grade 2

Speaking and Listening

1. Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts. **2.SL.1**
 - a. Initiate and build on a conversation through multiple exchanges while using appropriate tone and body language. **2.SL.1.A**
 - b. Seek other's opinions or thoughts and identify other's perspectives. **2.SL.1.B**
2. Speak clearly and audibly while asking and answering questions about a topic and key details. **2.SL.2**
3. Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting. **2.SL.3**
 - a. Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details. **2.SL.3.A**

Reading

1. Mastered in preschool. **2.R.1**
2. Demonstrate mastery of age-appropriate phonological awareness skills. **2.R.2**
 - a. Add, delete, and substitute initial, medial, and final sounds in 5-6 phoneme words including blends. **2.R.2.A**
 - b. Isolate, pronounce, blend, and segment phonemes in 5-6 phoneme words. **2.R.2.B**
3. Demonstrate mastery of age-appropriate phonics skills. **2.R.3**
 - a. Identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words. **2.R.3.A**
 - b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling. **2.R.3.B**
 - c. Blend words with 5-6 phonemes when reading. **2.R.3.C**
 - d. Decode words with common prefixes and suffixes. **2.R.3.D**
 - e. Read and spell age-appropriate compound words. **2.R.3.E**
 - f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/). **2.R.3.F**
 - g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/). **2.R.3.G**
 - h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-. **2.R.3.H**
 - i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u). **2.R.3.I**
 - j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind). **2.R.3.J**
 - k. Read and spell common irregular words. **2.R.3.K**
4. Read grade-level text with accuracy and fluency to support comprehension. **2.R.4**
5. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **2.R.5**
6. Read a variety of texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea. **2.R.6**
- RL.** Describe how characters respond to major events and challenges. **2.R.7.RL**
- RI.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **2.R.7.RI**
8. Explain how specific words and phrases express emotion, appeal to the senses, or determine the meaning of content-specific words within a text. **2.R.8**
9. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. **2.R.9**

- a. Use sentence-level context as a clue to the meaning of a word. **2.R.9.A**
 - b. Determine the meaning of a new word when a known prefix or root is used. **2.R.9.B**
 - c. Predict the meaning of compound words using knowledge of the meaning of the individual words. **2.R.9.C**
 - d. Use glossaries and dictionaries to determine the meaning of words and phrases. **2.R.9.D**
- 10.** Describe the overall literary and informational text structure to locate facts, details, and information efficiently. **2.R.10**
- 11.** Begins in grade 4. **2.R.11**
- 12.** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. **2.R.12**
- RL.** Not applicable for RL. **2.R.13.RL**
- RI.** Explain how specific points an author or illustrator makes in a text are supported by relevant reasons and evidence. **2.R.13.RI**
- 14.** Compare two or more versions of the same text from different cultures and the most important points presented by two texts on the same topic. **2.R.14**

Writing

1. Write opinion pieces that introduce the topic, state an opinion, supply evidence that supports the opinion, use linking words to connect opinion and evidence, and provide a concluding statement. **2.W.1**
 - a. Write, produce, expand, and rearrange complete simple and compound sentences. **2.W.1.A**
 - b. Use appropriate conventions when writing. **2.W.1.B**
2. Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement. **2.W.2**
 - a. Write, produce, expand, and rearrange complete simple and compound sentences. **2.W.2.A**
 - b. Use appropriate conventions when writing. **2.W.2.B**
3. Write narrative pieces in which they retell an elaborated event or short sequence of events; include details to describe actions, thoughts, and emotions using temporal words in sequential order; and provide a concluding statement. **2.W.3**
 - a. Write, produce, expand, and rearrange complete simple and compound sentences. **2.W.3.A**
 - b. Use appropriate conventions when writing. **2.W.3.B**
4. Participate in shared research and writing projects on a topic. **2.W.4**
 - a. Recall and gather information from provided sources to answer a question about the topic. **2.W.4.A**
 - b. Interact and collaborate with others throughout the writing process. **2.W.4.B**
5. Fluently write all upper- and lowercase manuscript letters. **2.W.5**