

2nd Grade Standards Snapshot

Key Standards	
P RL.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
P RL.2.2	Recount stories , including fables and folktales from diverse cultures, and determine their central message, lesson, or moral .
P RI.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text .
P RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
P W.2.1	Write opinion pieces in which they introduce the topic or the 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.
P W.2.2	Write informative/explanatory texts in which they introduce a topic , use facts and definitions to develop points, and provide a concluding statement or section.
P W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure .
P W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing .
P SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups:
	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 topics and texts under discussion).
	Build on others' talk in conversations by linking their comments to the remarks of others.
	Ask for clarification and further explanation as needed from the topics and texts under discussion.
P SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through the media.
P RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	a. Distinguish long and short vowels when reading regularly spelled one-syllable words .
	b. Know spelling-sound correspondence for additional common vowel teams .

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	c. Decode regularly spelled <i>two-syllable words with long vowels</i> .
	d. Decode words with <i>common prefixes and suffixes</i> .
	e. Identify words with <i>inconsistent but common spelling-sound correspondences</i> .
	f. Recognize and read <i>grade-appropriate irregularly spelled words</i> .
P L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking .
	a. Fluently, independently and legibly write all upper-and-lowercase letters .
	b. Produce grade-appropriate text using legible writing .
	c. Understand that <i>cursive is different from the manuscript</i> .
	d. Use collective nouns (e.g., <i>group</i>).
	e. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).
	f. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).
	g. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).
	h. Use adjectives and adverbs , and choose between them depending on what is to be modified.
	i. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched he movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
P L.2.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	a. Capitalize holidays, product names, and geographic names .
	b. Use commas in greetings and closings of letters .
	c. Use an apostrophe to form contractions and frequently occurring possessives .
	d. Generalize learned spelling patterns when writing words (e.g., <i>cage-badge, boy-boil</i>).
e. Consult reference materials , including beginning dictionaries , as needed to check and correct spellings.	

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P L.2.4

Determine or clarify the meaning of unknown and multiple—meaning words and phrases based on grade 2 reading and content, choosing

a. **Use sentence-level context** as a clue to the meaning of a word or phrase.

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*).

c. **Use a known root word as a clue to the meaning of an unknown word** with the same root (e.g., *addition, additional*).

d. Use knowledge of the meaning of individual words to predict the meaning of **compound words** (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark*).

e. **Use glossaries and beginning dictionaries**, both print and digital, to determine or clarify the meaning of words or phrases.