## 2nd Grade Standards Checklist

### Reading Literature Standards

**Key Ideas and Details**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.2.1</td>
<td><em>Ask and answer such questions</em> as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
</tr>
<tr>
<td>RL.2.2</td>
<td><em>Recount stories</em>, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
</tr>
<tr>
<td>RL.2.3</td>
<td>Describe how <em>characters</em> in a story respond to major events and challenges.</td>
</tr>
</tbody>
</table>

**Craft & Structure**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>RL.2.4</td>
<td>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</td>
</tr>
<tr>
<td>RL.2.5</td>
<td>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
</tr>
<tr>
<td>RL.2.6</td>
<td>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</td>
</tr>
</tbody>
</table>

**Integration of Knowledge and Ideas**

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

**Range of Reading and Level of Text Complexity**

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>RL.2.10</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Reading Informational Text Standards

**Key Ideas and Details**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.2.1</td>
<td><em>Ask and answer such questions</em> as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
</tr>
<tr>
<td>RI.2.2</td>
<td>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</td>
</tr>
<tr>
<td>RI.2.3</td>
<td>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedure in a text.</td>
</tr>
</tbody>
</table>

**Craft & Structure**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>RI.2.4</td>
<td>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
</tr>
</tbody>
</table>
### 2nd Grade Standards Checklist

<table>
<thead>
<tr>
<th>RI.2.5</th>
<th><em>Know and use various text features</em> (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.2.6</td>
<td><em>Identify</em> the <em>main purpose of a text</em>, including what the author wants to answer, explain or describe.</td>
</tr>
</tbody>
</table>

#### Integration of Knowledge and Ideas

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<thead>
<tr>
<th>RI.2.7</th>
<th>Explain how specific <em>images</em> (e.g., diagram showing how a machine works) <em>contribute to and clarify a text</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.2.8</td>
<td><em>Describe</em> how <em>reasons support specific points the author makes</em> in a text.</td>
</tr>
<tr>
<td>RI.2.9</td>
<td><em>Compare and contrast</em> the most important points presented by two texts on the same topic.</td>
</tr>
</tbody>
</table>

#### Range of Reading and Level of Text Complexity

| RI.2.10 | By the end of the year, *read and comprehend informational texts*, including history/social studies, science and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

### Writing Standards

#### Key Ideas and Details

<table>
<thead>
<tr>
<th>P W.2.1</th>
<th>Write <em>opinion pieces</em> in which they <em>introduce</em> the <em>topic</em> or the book they are writing about, <em>state an opinion</em>, <em>supply reasons</em> that support the opinion, <em>use linking words</em> (e.g., because, and, also) to connect opinion and reasons, and provide a <em>concluding statement</em> or section.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P W.2.2</td>
<td>Write <em>informative/explanatory</em> texts in which they <em>introduce a topic</em>, use <em>facts and definitions</em> to develop points, and provide a <em>concluding statement</em> or section.</td>
</tr>
<tr>
<td>P W.2.3</td>
<td>Write <em>narratives</em> in which they recount a <em>well-elaborated event or short sequence of events</em>, including <em>details</em> to describe action, thoughts, and feelings, <em>use temporal words</em> to signal event order, and <em>provide a sense of closure</em>.</td>
</tr>
</tbody>
</table>

#### Production and Distribution of Writing

<table>
<thead>
<tr>
<th>P W.2.5</th>
<th>With <em>guidance</em> and <em>support</em> from adults and peers, focus on a topic and <em>strengthen writing</em> as needed by <em>revising and editing</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.2.6</td>
<td>With <em>guidance</em> and <em>support</em> from adults, <em>use</em> a variety of <em>digital tools</em> to produce and publish writing, including in collaboration with peers.</td>
</tr>
</tbody>
</table>

#### Research to Build and Present Knowledge

<table>
<thead>
<tr>
<th>W.2.7</th>
<th><em>Participate</em> in <em>shared research</em> and <em>writing projects</em> (e.g., read a number of books on a single topic to produce a report; record science observations).</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.2.8</td>
<td><em>Recall information from experiences</em> or <em>gather information from provided sources</em> to answer a question.</td>
</tr>
</tbody>
</table>

### Speaking and Listening Standards
## 2nd Grade Standards Checklist

### Comprehension and Collaboration

| 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:
| | 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 topics and texts under discussion).
| | b. **Build** on others’ talk in conversations by linking their comments to the remarks of others.
| | c. **Ask** for clarification and further explanation as needed from the topics and texts under discussion.

| SL.2.2 | **Recount** or describe key ideas or details from a text read aloud or information presented orally or through the media.

| SL.2.3 | **Ask** and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.

### Presentation of Knowledge and Ideas

| SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

| SL.2.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

| SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Reading Foundational Skills Standards

#### Phonics and Word Recognition

| 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.
| | c. Decode regularly spelled two-syllable words with long vowels.
| | d. Decode words with common prefixes and suffixes.
| | e. Identify words with inconsistent but common spelling-sound correspondences.
| | f. Recognize and read grade-appropriate irregularly spelled words.

#### Fluency

| RF.2.4 | Read with sufficient **accuracy** and **fluency** to support comprehension.
| | a. Read grade level text with purpose and understanding.
### 2nd Grade Standards Checklist

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<th>Requirement</th>
<th>Notes</th>
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<tr>
<td>b. <strong>Read</strong> grade level text <strong>orally with accuracy, appropriate rate, and expression.</strong></td>
<td></td>
</tr>
<tr>
<td>c. <strong>Use context to confirm or self-correct</strong> word recognition and understanding, rereading as necessary.</td>
<td></td>
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### Language Standards

#### Conventions of Standard English

<table>
<thead>
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<th>Standard</th>
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<tbody>
<tr>
<td><strong>P.2.1</strong></td>
<td><strong>Demonstrate command</strong> of the <em>conventions</em> of standard English <em>grammar</em> and usage when <em>writing</em> or <em>speaking</em>.</td>
</tr>
<tr>
<td>a.</td>
<td>Use <strong>collective nouns</strong> (e.g., group).</td>
</tr>
<tr>
<td>b.</td>
<td><strong>Form</strong> and <em>use</em> frequently occurring <strong>irregular plural nouns</strong> (e.g., feet, children, teeth, mice, fish).</td>
</tr>
<tr>
<td>c.</td>
<td><strong>Use reflexive pronouns</strong> (e.g., myself, ourselves).</td>
</tr>
<tr>
<td>d.</td>
<td><strong>Form</strong> and <em>use</em> the <strong>past tense</strong> of frequently occurring <strong>irregular verbs</strong> (e.g., sat, hid, told).</td>
</tr>
<tr>
<td>e.</td>
<td><strong>Use adjectives</strong> and <strong>adverbs</strong>, and choose between them depending on what is to be modified.</td>
</tr>
<tr>
<td>f.</td>
<td><strong>Produce, expand, and rearrange complete simple and compound sentences</strong> (e.g., The boy watched he movie; The little boy watched the movie; The action movie was watched by the little boy).</td>
</tr>
<tr>
<td>g.</td>
<td><strong>Fluently, independently</strong> and <em>legibly write all upper-and-lowercase letters</em>.</td>
</tr>
<tr>
<td>h.</td>
<td><strong>Produce</strong> grade-appropriate <em>text using legible writing</em>.</td>
</tr>
<tr>
<td>i.</td>
<td>Understand that <strong>cursive is different from the manuscript</strong>.</td>
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<tr>
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<tbody>
<tr>
<td><strong>P.2.2</strong></td>
<td><strong>Demonstrate command</strong> of the <em>conventions</em> of Standard English <em>capitalization, punctuation</em>, and <em>spelling</em> when <em>writing</em>.</td>
</tr>
<tr>
<td>a.</td>
<td><strong>Capitalize holidays, product names, and geographic names.</strong></td>
</tr>
<tr>
<td>b.</td>
<td><strong>Use commas in greetings and closings of letters.</strong></td>
</tr>
<tr>
<td>c.</td>
<td><strong>Use an apostrophe to form contractions and frequently occurring possessives.</strong></td>
</tr>
<tr>
<td>d.</td>
<td><strong>Generalize learned spelling patterns when writing words</strong> (e.g., cage-badge, boy-boil).</td>
</tr>
<tr>
<td>e.</td>
<td><strong>Consult reference materials</strong>, including <em>beginning dictionaries</em>, as needed to check and correct spellings.</td>
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<tr>
<td>L.2.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td>a.</td>
<td><strong>Compare formal</strong> and <strong>informal</strong> uses of <em>English</em>.</td>
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### Vocabulary Acquisition and Use

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<tr>
<td><strong>P.2.4</strong></td>
<td><strong>Determine or clarify</strong> the meaning of unknown and multiple—meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</td>
</tr>
<tr>
<td>a.</td>
<td><strong>Use sentence-level context</strong> as a clue to the meaning of a word or phrase.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>b. <strong>Determine the meaning of the new word formed when a known prefix</strong> is added to a known word (e.g., happy/unhappy, tell/retell).</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. <strong>Use a known root word as a clue to the meaning of an unknown word</strong> with the same root (e.g., addition, additional).</td>
</tr>
<tr>
<td>d. Use knowledge of the meaning of individual words to predict the meaning of <strong>compound words</strong> (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</td>
</tr>
<tr>
<td>e. <strong>Use glossaries and beginning dictionaries</strong>, both print and digital, to determine or clarify the meaning of words or phrases.</td>
</tr>
</tbody>
</table>

#### L.2.5

Demonstrate understanding of **word relationships and nuances in word meanings**.

| a. **Identify real-life connections between words and their use** (e.g., describe foods that are spicy or juicy). |
| b. **Distinguish shades of meaning** among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., think, slender, skinny, scrawny). |

#### L.2.6

**Use words and phrases acquired through conversations, reading and being read to, and responding to texts**, including **using adjectives and adverbs** to describe (e.g., When other kids are happy that makes me happy).