

Reading Standards for Literature: Grade 2		Listening & Learning Domain												Skills Unit					
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>Key Ideas and Details</b>																			
<b>STD RL.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.																		
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction read-aloud	♦			♦								♦						
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	♦			♦								♦						
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently															♦		♦	♦
<b>STD RL.2.2</b>																			
	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.																		
	Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral	♦	♦	♦	♦								♦						
	Recount fables and folktales read independently, identifying specific features of the genre represented in the story, as well as the central message, lesson, or moral															♦			
<b>STD RL.2.3</b>																			
	Describe how characters in a story respond to major events and challenges.																		
	Describe how characters in a fiction read-aloud respond to major events and challenges	♦	♦		♦								♦						
	Describe how characters in a fiction text that has been read independently respond to major events and challenges															♦			♦

Reading Standards for Literature: Grade 2		Listening & Learning Domain												Skills Unit					
Craft and Structure		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RL.2.4</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.																		
	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	♦				♦		♦					♦						
	Read selections from stories, poems, and songs with fluency and prosody, making use of the manner in which words and phrases (e.g., regular beats, alliteration, rhymes, and refrains) supply rhythm and meaning to the text																		
<b>STD RL.2.5</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.																		
	Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action	♦	♦		♦										♦				♦
<b>STD RL.2.6</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.																		
	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud														♦		♦	♦	
Integration of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.																		
	Use information gained from the illustrations and words in a read aloud to demonstrate understanding of its characters, setting, or plot	♦	♦		♦					♦		♦							
	Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot														♦		♦	♦	
<b>STD RL.2.9</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.																		
	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more read-alouds	♦			♦														
Range of Reading and Level of Text Complexity		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RL.2.10</b>	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																		
	Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught													♦	♦		♦	♦	

Reading Standards for Informational Text: Grade 2		Listening & Learning Domain												Skills Unit					
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>Key Ideas and Details</b>																			
<b>STD RI.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.																		
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud		♦	♦		♦	♦	♦	♦	♦	♦	♦	♦						
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships		♦	♦		♦	♦	♦	♦	♦	♦	♦	♦						
	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently																♦		♦
<b>STD RI.2.2</b>																			
	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.																		
	Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text					♦	♦	♦	♦				♦						
	Identify the main topic of a multi-paragraph nonfiction/informational text read independently as well as the focus of specific paragraphs within the text																		♦
<b>STD RI.2.3</b>																			
	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.																		
	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud					♦	♦	♦	♦	♦	♦	♦	♦						♦
	Describe the connection between a series of historical events in a nonfiction/informational text read independently															♦			♦

Reading Standards for Informational Text: Grade 2		Listening & Learning Domain												Skills Unit					
Craft and Structure		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.																		
	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions		♦	♦		♦	♦	♦	♦	♦	♦	♦	♦						
	Determine the meaning of unknown words and phrases in nonfiction/informational texts read independently																		♦
<b>STD RI.2.5</b>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.																		
	Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational																♦		♦
<b>STD RI.2.6</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.																		
	Identify the main purpose of a nonfiction/informational read-aloud, including what the author wants to answer, explain, or describe								♦				♦						
	Identify the main purpose of a nonfiction/informational text read independently,																♦		♦
Integration of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.																		
	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud		♦	♦	♦		♦	♦		♦	♦	♦	♦						♦
	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text																♦	♦	♦
<b>STD RI.2.8</b>	Describe how reasons support specific points the author makes in a text.																		
	Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud			♦					♦				♦	♦					♦
	Describe how reasons or facts support specific points the author makes in a nonfiction text read independently																♦		♦
<b>STD RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.																		
	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds		♦	♦		♦	♦	♦	♦	♦	♦	♦	♦						
	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational text read independently or between two or more nonfiction/informational texts read independently																♦		

Reading Standards for Informational Text: Grade 2		Listening & Learning Domain												Skills Unit						
Range of Reading and Level of Text Complexity		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	
<b>STD RI.2.10</b>	By the end of 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.																			
	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4		♦	♦		♦	♦	♦	♦	♦	♦	♦	♦						♦	
	Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range													♦		♦			♦	
Reading Standards for Foundational Skills: Grade 2		Listening & Learning Domain												Skills Unit						
Phonics and Word Recognition		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	
<b>STD RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.																			
<b>STD RF.2.3a</b>	Distinguish long and short vowels when reading regularly spelled one-syllable words.																			
	Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words Unit 1: 'a' > /a/; 'e' > /e/; 'i' > /i/; 'o' > /o/; 'u' > /u/ Unit 2: 'a_e' > /ae/; 'ee' > /ee/; 'i_e' > /ie/; 'o_e' > /oe/; 'u_e' > /ue/													♦	♦	♦	♦	♦	♦	
<b>STD RF.2.3b</b>	Know spelling-sound correspondences for additional common vowel teams.																			
	Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' > /ae/; 'ea', 'ey', 'ee' > /ee/; 'oa', 'oe', 'ow' > /oe/; 'ie', 'igh' > /ie/; short vowel sounds: 'ou', 'o_e' > /u/; 'ea' > /e/; other vowel sounds: 'oi', 'oy' > /oi/; 'aw', 'au', 'augh', 'al' > /aw/; 'ow' > /ou/; r-controlled vowel sounds: 'er' > /er/; 'or' > /or/; 'ar' > /ar/																♦	♦	♦	♦
<b>STD RF.2.3c</b>	Decode regularly spelled two-syllable words with long vowels.																			
	Decode two-syllable words with any combination of the following syllable types: closed syllables; magic 'e' syllables; vowel digraph syllables; r-controlled syllables; open syllables; and consonant -LE syllables													♦	♦	♦	♦	♦	♦	
<b>STD RF.2.3d</b>	Decode words with common prefixes and suffixes.																			
	Read and write words with the following inflectional endings and suffixes:													♦	♦	♦		♦	♦	

Reading Standards for Foundational Skills: Grade 2		Listening & Learning Domain												Skills Unit					
Phonics and Word Recognition		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RF.2.3e</b>	Identify words with inconsistent but common spelling-sound correspondences.																		
<b>SK</b>	Read and write words with the following letter-sound correspondences: 'a' as /a/ (hat), /æ/ (paper), /ə/ (about), or /aw/ (wall); 'i' as /i/ (hit), /ie/ (item), or /ee/ (ski); 'o' as /o/ (hop), /oe/ (open), or /u/ (son); 'e' as /e/ (pet), /ee/ (me), or /ə/ (debate); 'u' as /ue/ (unit) or /u/ (but); 'y' as /y/ (yes), /ie/ (try), /i/ (myth), or /ee/ (funny); 'ir' (bird), 'ur' (hurt), or 'er' as /er/ (her); 'ar' > /ar/ (car) or /or/ (war); 'al' > /ə/ + /l/ (animal); 'il' > /ə/ + /l/ (pencil); 'ul' > /ə/ + /l/ (awful); 'el' > /ə/ + /l/ (travel), 'le' > /ə/ + /l/ (apple); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (phone); 'ch' > /k/ (school); 'wa' > /o/ (water)													♦		♦	♦	♦	♦
<b>STD RF.2.3f</b>	Recognize and read grade-appropriate irregularly spelled words.																		
	Read the following tricky words <b>Unit 1:</b> he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word <b>Unit 2:</b> I, you, your, street, my, by, have, all, who, no, go, so, are, were, some, they, their <b>Unit 3:</b> minute <b>Unit 4:</b> people, walk, grownup, building, statue <b>Unit 5:</b> alphabet, kingdom, war, water, schwa, edge, father, ghost, again, bridge, eyes, death, wizard, break, against, friend, sure <b>Unit 6:</b> Great Britain, Europe, native, signature, soldier, iron, special, Washington, shoe, Fort McHenry, whose, broad, early, bomb, Andrew, new, Treaty of Ghent, knowledge, school, Virginia													♦	♦		♦	♦	♦
<b>Fluency</b>		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.																		
	Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension													♦	♦	♦	♦	♦	♦
<b>STD RF.2.4a</b>	Read grade-level text with purpose and understanding.																		
	Read and understand decodable text that incorporates letter-sound correspondences taught with purpose and understanding													♦	♦	♦	♦	♦	♦
<b>STD RF.2.4b</b>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																		
	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings													♦	♦				♦
<b>STD RF.2.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																		
	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary													♦	♦			♦	♦

Writing Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Text Types and Purposes		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD W.2.1</b>	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., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.																		
	Plan, draft, and edit 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., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section	♦		♦		♦							♦		♦		♦		
<b>STD W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.																		
	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section		♦			♦	♦	♦	♦										
	Plan, draft, and edit an informative/explanatory text that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section																		♦
<b>STD W.2.3</b>	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.																		
	Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure	♦		♦	♦								♦		♦	♦			
	Plan, draft, and edit a personal narrative with a title, recounting a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure																		♦
	Plan, draft, and edit a narrative retelling of a fiction text, creating a new ending for the story																		
<b>Production and Distribution of Writing</b>		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.																		
	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing		♦	♦	♦		♦		♦			♦	♦		♦	♦	♦		♦
<b>STD W.2.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.																		
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers				♦								♦		♦				

Writing Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Research to Build and Present Knowledge		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD W.2.7</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).																		
	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)	♦	♦	♦		♦		♦	♦			♦							
<b>STD W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.																		
	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds	♦	♦	♦	♦	♦		♦	♦	♦	♦	♦	♦						
	With assistance, categorize and organize facts and information within a given domain to answer questions	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦						
	Generate questions and gather information from multiple sources to answer questions	♦				♦		♦	♦										
<b>Range of Writing</b>		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD W.K.10</b>	(Begins in Grade 3)																		



Speaking and Listening Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Comprehension and Collaboration		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD SL.2.1</b>	Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and large groups.																		
<b>STD SL.2.1a</b>	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).																		
	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦							
<b>STD SL.2.1b</b>	Build on others’ talk in conversations by linking their comments to the remarks of others.																		
	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦							
<b>STD SL.2.1c</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.																		
	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦							
<b>STD SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.																		
	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud	♦	♦	♦	♦	♦	♦	♦	♦			♦	♦						
	Summarize (orally or in writing) text content and/or oral information presented by others	♦	♦	♦	♦					♦			♦						
<b>STD SL.2.3</b>	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.																		
	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue	♦	♦	♦	♦	♦	♦	♦	♦			♦	♦						

Speaking and Listening Standards: Grade 2		Listening & Learning Domain												Skills Unit							
Presentation of Knowledge and Ideas		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6		
<b>STD SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.																				
	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences		♦	♦	♦	♦		♦	♦	♦	♦	♦	♦								
<b>STD SL.2.5</b>	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.																				
	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	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦								
<b>STD SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)																				
	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦		♦		♦	♦	♦	
Language Standards: Grade 2		Listening & Learning Domain												Skills Unit							
Conventions of Standard English		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6		
<b>STD L.2.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																				
<b>STD L.2.1a</b>	Use collective nouns (e.g., <i>group</i> ).																				
	Use collective nouns (e.g., <i>group</i> )																	♦	♦		
<b>STD L.2.1b</b>	Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i> ).																				
	Form and use irregular plural nouns orally and in own writing																	♦	♦		
<b>STD L.2.1c</b>	Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).																				
	Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ) orally and in own writing																				
<b>STD L.2.1d</b>	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i> ).																				
	Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing															♦	♦		♦	♦	♦
<b>STD L.2.1e</b>	Use adjectives and adverbs, and choose between them depending on what is to be																				
	Use adjectives appropriately orally and in own writing																♦		♦	♦	♦
	Use adverbs appropriately orally and in own writing																				♦
<b>STD L.2.1f</b>	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie</i> ; <i>The little boy watched the movie</i> ; <i>The action movie was watched by the little boy</i> ).																				
	Use and expand complete simple and compound sentences orally and in own writing															♦	♦				♦

Language Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Conventions of Standard English		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD L.2.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																		
<b>STD L.2.2a</b>	Capitalize holidays, product names, and geographic names.														♦	♦	♦	♦	
	Capitalize holidays, product names, and geographic names																		
<b>STD L.2.2b</b>	Use commas in greetings and closings of letters.																	♦	
	Use commas in greetings and closings of letters																		
<b>STD L.2.2c</b>	Use an apostrophe to form contractions and frequently occurring possessives.														♦				♦
	Use an apostrophe to form contractions and frequently occurring possessives																		
<b>STD L.2.2d</b>	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).																		
	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed													♦	♦				♦
<b>STD L.2.2e</b>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.														♦	♦	♦	♦	
	Consult the Individual Code Chart and simple dictionaries to check spelling																		
Knowledge of Language		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD L.2.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.																		
<b>STD L.2.3a</b>	Compare formal and informal uses of English.																	♦	
	Compare formal and informal uses of English																		

Language Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Vocabulary Acquisition and Use		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD L.2.4</b>	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.																		
<b>STD L.2.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.																		
	Use sentence-level context as a clue to the meaning of a word or phrase																♦	♦	♦
<b>STD L.2.4b</b>	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy /unhappy</i> , <i>tell /retell</i> ).																		
	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions	♦	♦	♦								♦	♦						
<b>STD L.2.4c</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).																		
	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions	♦	♦	♦		♦		♦		♦		♦							
<b>STD L.2.4d</b>	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).																		
	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> , <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> )																♦		
<b>STD L.2.4e</b>	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.																		
	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases																		♦
<b>STD L.2.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.																		
<b>STD L.2.5a</b>	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).																		
	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦						
	Provide synonyms and antonyms of selected core vocabulary words	♦	♦	♦	♦	♦		♦	♦	♦		♦							
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦						
<b>STD L.2.5b</b>	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).																		
	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> )		♦	♦		♦													♦

Language Standards: Grade 2		Listening & Learning Domain												Skills Unit					
Vocabulary Acquisition and Use		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<b>STD L.2.6</b>	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., <i>When other kids are happy that makes me happy</i> ).																		
	Learn the meaning of common sayings and phrases	♦	♦	♦	♦	♦		♦	♦	♦	♦	♦	♦						
	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., <i>When other kids are happy that makes me happy</i> )	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦						

Key To Listening & Learning Domain Numbers:
1 Fairy Tales and Tall Tales
2 Early Asian Civilizations
3 Ancient Greek Civilizations
4 Greek Myths
5 War of 1812
6 Cycles in Nature
7 Westward Expansion
8 Insects
9 U.S. Civil War
10 Human Body
11 Immigration
12 Fighting for a Cause