

Grade 2 ENGLISH/LA AERO STANDARDS

READING

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Fluency is defined as the ability to read with speed, accuracy, and proper expression.

In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. Fluent reading encompasses three key elements: *accurate* reading of connected text at a conversational *rate* with appropriate expression (Hudson, Mercer, & Lane, 2000). Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

READING LITERATURE - RL

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Key Ideas and Details

RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade 2

a. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade 2

a. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade 2

- a. Describe how characters in a story respond to major events and challenges.

Craft and Structure

RL.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade 2

- a. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade 2

- a. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.6 Assess how point of view or purpose shapes the content and style of a text.

Grade 2

- a. 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

RL.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.

Grade 2

- a. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade 2

(Not applicable to literature)

RL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade 2

a. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.10 Read and comprehend complex literary and informational texts independently and proficiently.

Grade 2

a. 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.

READING INFORMATIONAL TEXTS - RI

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Key Ideas and Details

RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade 2

a. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade 2

a. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade 2

a. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade 2

a. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade 2

a. 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.

RI.6 Assess how point of view or purpose shapes the content and style of a text.

Grade 2

a. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.

Grade 2

a. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade 2

a. Describe how reasons support specific points the author makes in a text.

RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade 2

a. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.10 Read and comprehend complex literary and informational texts independently and proficiently.

Grade 2

a. 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.

READING FOUNDATIONAL SKILLS - RF

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Print Concepts

RF.1 Demonstrate understanding of the organization and basic features of print.

Grade 2

NA

Phonological Awareness

RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **Grade 2**

NA

Phonics and Word Recognition

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Grade 2

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling sound correspondences 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.4 Read with sufficient accuracy and fluency to support comprehension.

Grade 2

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
- c. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

WRITING

The fundamental aim of writing is to communicate. However, its purpose, audience, form, and subject matter vary according to the specific writing situation. Good writers can communicate well in a range of situations. They can perform a variety of writing tasks, ranging from business letters to stories, reports, and essays. To become good writers students need expert instruction, frequent practice, and constructive feedback. The National Council of Teachers of English Commission on Composition noted that writing is a powerful instrument of thought. In the act of composing, writers learn about

themselves and their world and communicate their insights to others. Writing fosters the power to grow personally and to effect change in the world.

WRITING - W

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Text Type and Purposes

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 2

a. 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 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade 2

a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade 2

a. 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.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade 2

Begins in Grade 3

Production and Distribution of Writing

W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade 2

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

W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grade 2

a. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade 2

a. 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).

W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grade 2

a. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 2

Begins in Grade 4

Range of Writing

W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 2

Begins in Grade 3

LISTENING AND SPEAKING

Besides being an essential aspect of communication, listening and speaking are necessary fundamentals of reading and writing.

Research shows that oral language competence is a strong indicator of how easily students learn to read and write (Pence and Justice, 2007). Students should be able to acquire, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking. Listening and speaking skills are ones that must be explicitly taught. In order for students to be college and career ready, they must have the skills of collaboration, discussion, and problem solving as never before. An important focus of listening and speaking is performance in diverse academic settings—including one-on-one, small-group, and whole-classroom. Although formal presentations are important for communication, informal discussions that take place as students collaborate to answer questions, build understanding, and solve problems are critical as well.

LISTENING AND SPEAKING - LS

Students use speaking, listening, and information literacy to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Comprehension and Collaboration

LS.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grade 2

a. 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 the topics and texts under discussion).

- Build on others' talk in multiple exchanges.

- Ask questions to clear up any confusion about the topics and texts under discussion.

LS.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 2

a. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LS.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Grade 2

a. 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

LS.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Grade 2

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

LS.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Grade 2

a. 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.

LS.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade 2

a. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Foundations standards 1 and 3 for specific expectations.)

LANGUAGE FOUNDATION

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn

other ways to use language to convey meaning effectively.

The Language strand includes the essential “rules” of standard written and spoken English. To ensure development of effective reading and writing, students must gain an understanding of the conventions of language. Explicit teaching of the features of language enables students to describe how language works, to make meaning as they read and to be able to use language to make meaning as they write. Knowledge about the conventions of language is critical and must be supported by practical implementation of students' knowledge and skills as they construct meaning.

Language skills are essential tools not only because they serve as the necessary basis for further learning but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation.

LANGUAGE FOUNDATIONS - L

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Conventions of Standard English

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grade 2

a. Use collective nouns (e.g., *group*).

b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

c. Use reflexive pronouns (e.g., *myself, ourselves*).

- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade 2

- a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., *cage* → *_badge*; *boy* → *_boil*).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Grade 2

- a. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Grade 2

a. 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.

- Use sentencelevel context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. *happy/unhappy, tell/retell*).
- Use a known root word as a clue to the meaning of an unknown word with the same root
(e.g., *addition, additional*).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- Use glossaries and beginning Dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.5 Demonstrate understanding of word relationships and nuances in word meanings.

Grade 2

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

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

L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge

when considering a word or phrase important to comprehension or expression.

Grade 2

a. 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*).