



## ELA PRIORITY AND SUPPORTING STANDARDS GRADE 2

List of Priority Standards as Shown on Report Card			Notes on Supporting Standards
<b>Reading: Literature</b>			
2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
		2.RL.3	<i>Describe how characters in a story respond to major events and challenges supports standard 2.RL.1</i>
		2.RL.4	<i>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song supports standard 2.RL.1</i>
2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		
2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
		2.RL.7	<i>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot supports standard 2.RL.1</i>
2.RL.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.		
		2.RL.10	<i>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 supports ALL standards.</i>
<b>Reading: Informational Text</b>			
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
2.RI.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		
		2.RI.3	<i>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text supports standard 2.RI.1.</i>
2.RI.4	Determine the meaning of words and phrases in a text.		



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2.RI.5	Know and use various text features to locate key facts or information in a text efficiently.		
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
		2.RI.7	<i>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text supports standard 2.RI.5.</i>
		2.RI.8	<i>Describe how reasons support specific points the author makes in a text supports standard 2.RI.1.</i>
		2.RI.9	<i>Compare and contrast the most important points presented by two texts on the same topic supports standard 2.RI.1.</i>
		2.RI.10	<i>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 supports ALL standards.</i>
<b>Reading: Foundational Skills</b>			
2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
2.RF.4	Read with sufficient accuracy and fluency to support comprehension.		
<b>Writing</b>			
2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion.		
2.W.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.		
2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events.		
		2.W.5	<i>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing supports standards 2.W.1, 2.W.2, and 2.W.3.</i>
		2.W.6	<i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers supports standards 2.W.1, 2.W.2, and 2.W.3.</i>



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		2.W.7	<i>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) supports standard 2.W.2.</i>
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.		
<b>Speaking and Listening</b>			
2.SL.1	Participate in collaborative conversations with diverse partners with peers and adults in small and larger groups.		
2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
		2.SL.3	<i>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 supports standard 2.SL.2.</i>
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		
		2.SL.5	<i>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 supports standard 2.SL.4.</i>
		2.SL.6	<i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) supports standard 2.SL.4.</i>
<b>Language</b>			
2.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
		2.L.3	<i>Use knowledge of language and its conventions when writing, speaking, reading, or listening supports standard 2.L.1 and 2.L.2.</i>
2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.		



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		2.L.5	<i>Demonstrate understanding of word relationships and nuances in word meanings supports standard 2.L.4.</i>
		2.L.6	<i>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) supports standard 2.L.4.</i>