

Sheridan County School District #3
2019-2020

2nd Grade ELA Priority Standards

(9/17/19)

<i>Second Grade</i>	
Reading Foundational Skills 2.RF	
Phonics and Word Recognition	
2.RF.3 a-f	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 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.
Reading: Informational Text 2.RI	
Key Ideas and Details	
2.RI.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Craft and Structure	
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	
2.RI.8	Describe how reasons support specific points the author makes in a text.
Range of Reading and Level of Text Complexity	
2.RI.10	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: Literature 2.RL	
Key Ideas and Details	
2.RL.2	Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
2.RL.3	Describe how characters in a story respond to major events and challenges.
Range of Reading and Level of Text Complexity	

2.RL.10	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.
Writing 2.W	
Text Types and Purposes	
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, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
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.
Speaking and Listening 2.SL	
Presentation of Knowledge and Ideas	
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Language 2.L	
Conventions of Standard English	
2.L.1 a-e	Demonstrate command of conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns 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
2.L.2 a-e	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., cage-badge; boy-boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.
Vocabulary Acquisition and Use	
2.L.4 a-d	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. a. Use sentence level context as a clue to 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 (happy/unhappy or tell/retell)
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	c. Use a known root word as a clue to the meaning of an unknown word with the same root.
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	d. Use knowledge of the meaning of individual words to predict the meaning of compound words.
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