Essential Standards Grade 2 (2019-20)

Language

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

- 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*).
- g. Create readable documents with legible print.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

Speaking and Listening

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., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions for clarification and further explanation as needed about the topics and texts under discussion.

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

a. Give and follow three- and four-step oral directions.

6. 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.)

Writing

1. Write opinion pieces in which they introduce the topic or book they are writing about, state and 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. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

3. 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.

Reading Literature (RL)

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

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

Reading Informational Text

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

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

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

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

Reading Foundations

1. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- 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.