

Second Grade

OREGON State Standards

English Language Arts and Literacy

Second Grade Foundational Skills (2.RF)

Print Concepts

2.RF.1	(There is not a grade 2 standard for this concept. Please see preceding grades for more information.)
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Phonological Awareness

2.RF.2	Demonstrate command of spoken words, syllables in familiar two and three- syllable words and phonemes.*
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2.RF.2a	Substitute medial vowels in one-syllable words.*
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2.RF.2b	Substitute, and delete parts of blends in the final position in one-syllable words.*
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Phonics and Word Recognition

2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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2.RF.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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2.RF.3b	Know spelling-sound correspondences for additional common vowel teams.
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2.RF.3c	Decode regularly spelled two-syllable words with long vowels.
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2.RF.3d	Decode words with grade-appropriate prefixes and suffixes.*
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2.RF.3e	Identify words with inconsistent but common spelling-sound correspondences.
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2.RF.3f	Recognize and read grade-appropriate irregularly spelled words.
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Second Grade Foundational Skills (cont)

Fluency

2.RF.4	Read with sufficient accuracy and fluency to support comprehension.
2.RF.4a	Read grade-level text with purpose and understanding.
2.RF.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
2.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Second Grade Reading Literature(2.RL)

Key Ideas and Details

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	Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.*

Craft and Structure

2.RL.4	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.*
2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action, 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.

Second Grade Reading Literature (2.RL)

Integration of Knowledge and Ideas

2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RL.8 (Not applicable to literature)

2.RL.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.*

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.

Second Grade Reading Informational Text (2.RI)

Key Ideas and Details

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

Craft and Structure

2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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.

Second Grade Reading Informational Text (1.RI)

Integration of Knowledge and Ideas

2.RI.7	Explain how specific images contribute to and clarify a text.*
2.RI.8	Describe how reasons support specific points the author makes in a text.
2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.

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.
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Second Grade Writing Standards (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 to connect opinion and reasons, and provide a concluding statement or section.*
2.W.2	Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.*
2.W.2a	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.*
2.W.2b	Develop the topic with facts, definitions, and details.
2.W.2c	Use linking words and phrases to connect ideas within categories of information.*
2.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*
2.W.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.*

Second Grade Writing Standards (cont)

2.W.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.*
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2.W.3c	Use temporal words and phrases to signal event order.*
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2.W.3d	Provide a sense of closure.*
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Production and Distribution of Writing

2.W.4	(Begins in grade 3)
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2.W.5	With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.*
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2..W.6	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.*
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Research to Build and Present Knowledge

2.W.7	Participate in shared research and writing projects.*
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2.W.8	Recall information from experiences or gather information from provided sources to answer a question.
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2.W.9	(Begins in grade 4)
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Range of Writing

2.W.10	(Begins in grade 3)
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Second Grade Language Standards (2.L)

Conventions of Standard English

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

2.L.1a Use collective nouns.*

2.L.1b Form and use frequently occurring irregular plural nouns.*

2.L.1c Use reflexive pronouns.*

2.L.1d Form and use the past tense of frequently occurring irregular verbs.*

2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

2.L.1f Produce, expand, and rearrange complete simple and compound sentences.*

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

2.L.2a Capitalize holidays, product names, and geographic names.

2.L.2b Use commas in greetings and closings of letters.

2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.

2.L.2d Generalize learned spelling patterns when writing words.*

2.L.2e Consult reference materials, including beginning dictionaries, both print and digital, as needed to check and correct spellings.*

Knowledge of Language

2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2.L.3a Compare formal and informal uses of English.

Second Grade Language Standards (cont)

Vocabulary Acquisition and Use

2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.
2.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase
2.L.4b	Determine the meaning of the new word formed when a known prefix is added to a known word.*
2.L.4c	Use a known root word as a clue to the meaning of an unknown word with the same root.*
2.L.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words.*
2.L.4e	Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the meaning of words and phrases.*
2.L.5	Demonstrate understanding of word relationships and nuances in word meanings.
2.L.5a	Identify real-life connections between words and their use.*
2.L.5b	Distinguish shades of meaning among closely related verbs and closely related adjectives.*
2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.*

Second Grade Speaking and Listening Standards (2.SL)

Comprehension and Collaboration

2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
2.SL.1a	Follow agreed-upon rules for discussions.*

Second Grade Speaking and Listening Standards (cont)

2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others.

2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

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 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

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 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.

2.SL.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.)