



SECOND GRADE

Reading Standards for the Archdiocese of Detroit

Literature

Key Ideas and Details

RL.2.1	<ul style="list-style-type: none">• Ask and answer questions such as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.2	<ul style="list-style-type: none">• Identify and describe a variety of narrative genre including: poetry, fantasy, legends, and drama.
RL.2.3	<ul style="list-style-type: none">• Recount stories, including fables and folktales from diverse cultures, and determine author's purpose, central message, lesson, or moral.
RL.2.4	<ul style="list-style-type: none">• Discuss and describe the similarities of plot and character in literature and other texts from around the world that have been recognized for quality and literary merit.
RL.2.5	<ul style="list-style-type: none">• Describe how characters in a story respond to major events and challenges.
RL.3.6	<ul style="list-style-type: none">• Activate prior knowledge.
RL.2.7	<ul style="list-style-type: none">• Connect personal knowledge and experiences to ideas in text.
RL.2.8	<ul style="list-style-type: none">• Make text-to-self and text-to-text connections and comparisons.
RL.2.9	<ul style="list-style-type: none">• Map story elements across texts.

Craft and Structure

RL.2.10	<ul style="list-style-type: none">• Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
RL.2.11	<ul style="list-style-type: none">• Describe the overall structure of a story, including describing how the beginning introduces the story, the ending concludes the action, and how each part relates to the whole story.
RL.2.12	<ul style="list-style-type: none">• Acknowledge differences in 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.2.13	<ul style="list-style-type: none">• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.14	<ul style="list-style-type: none">• Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.2.15	<ul style="list-style-type: none">• Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.
RL.2.16	<ul style="list-style-type: none">• Self-monitor comprehension when reading grade level appropriate text.
RL.2.17	<ul style="list-style-type: none">• Recognize when meaning is breaking down.
RL.2.18	<ul style="list-style-type: none">• Use strategies to increase comprehension such as predictions, visualizing, asking questions, making inferences, rereading, and summarizing
RL.2.19	<ul style="list-style-type: none">• Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.
RL.2.20	<ul style="list-style-type: none">• Determine which resources contain appropriate information using teacher- and

	student- generated criteria.
RI.2.21	<ul style="list-style-type: none"> Discuss which comprehension strategies worked and did not work with moderate teacher guidance.
RI.2.22	<ul style="list-style-type: none"> Discuss most important ideas and themes in a text by use of graphic organizers to compare and contrast, paragraphs to indicate sequencing events
RI.2.23	<ul style="list-style-type: none"> Use context as a basis for predicting meaning of unfamiliar words.
<i>Range of Reading and Level of Text Complexity</i>	
RI.2.24	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grade 2-3 text complexity band proficiently with scaffolding as needed.
Informational Text	
<i>Key Ideas and Details</i>	
RI.2.1	<ul style="list-style-type: none"> Ask and answer questions such as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
RI.2.2	<ul style="list-style-type: none"> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3	<ul style="list-style-type: none"> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures within a text.
RI.2.4	<ul style="list-style-type: none"> Activate prior knowledge.
RI.2.5	<ul style="list-style-type: none"> Connect personal knowledge and experiences to ideas in text.
RI.2.6	<ul style="list-style-type: none"> Make text-to-self and text-to-text connections and comparisons.
<i>Craft and Structure</i>	
RI.2.7	<ul style="list-style-type: none"> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.
RI.2.8	<ul style="list-style-type: none"> Know and use the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information within a text efficiently.
RI.2.9	<ul style="list-style-type: none"> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.10	<ul style="list-style-type: none"> Ask and answer questions while reading.
<i>Integration of Knowledge and Ideas</i>	
RI.2.11	<ul style="list-style-type: none"> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.12	<ul style="list-style-type: none"> Describe how the author supports specific points in a text.
RI.2.13	<ul style="list-style-type: none"> Compare and contrast the most important points presented by two texts on the same topic.
<i>Range of Reading and Level of Text Complexity</i>	
RI.2.14	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high level of the grade 2-3 text complexity band proficiently with scaffolding as needed.

RI.2.15	<ul style="list-style-type: none"> Engage in reading and writing during free time in school and at home.
Foundational Skills	
<i>Phonics and Word Recognition</i>	
RF.2.1	<ul style="list-style-type: none"> Demonstrates phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion
RF.2.2	<ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.2a	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.2b	b. Know spelling-sound correspondences for additional common vowel teams.
RF.2.2c	c. Decode regularly spelled two-syllable words with long vowels.
RF.2.2d	d. Decode words with common prefixes and suffixes.
RF.2.2e	e. Decode words with irregular vowels, blends, digraphs, and compound words.
RF.2.2f	f. Identify words with inconsistent but common spelling-sound correspondences.
RF.2.2g	g. Recognize and read grade-appropriate irregular words.
RF.2.2h	h. Homonyms/synonyms/antonyms
RF.2.3	<ul style="list-style-type: none"> Recognize grade two frequently encountered words in print automatically whether encountered in connected text or in isolation.
RF.2.4	<ul style="list-style-type: none"> Use strategies to identify unknown words and construct meaning: reread a sentence or paragraph when meaning is unclear, use context as a basis for predicting meaning of unfamiliar words, increase bank of known sight words, use sub-vocalization to sound out unknown words.
<i>Fluency</i>	
RF.2.5	<ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension.
RF.2.6a	a. Read grade-level text with purpose and understanding.
RF.2.6b	b. Read grade-level text orally with accuracy, appropriate rate, and expression, using punctuation and formatting clues.
RF.2.6c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.7	<ul style="list-style-type: none"> Automatically recognize identified grade-level high frequency words whether encountered in or out of context.
RF.2.8	<ul style="list-style-type: none"> Use context clues, mental pictures, and questioning.
RF.2.9	<ul style="list-style-type: none"> Read aloud using intonation, pauses and emphasis.
RF.2.10	<ul style="list-style-type: none"> Use punctuation cues (periods and question marks).
Writing	
Text Types and Purposes	
W.2.1	<ul style="list-style-type: none"> Write opinion pieces which introduce the topic or book that is being written about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinions and reasons, and provide a concluding statement or section.

W.2.2	<ul style="list-style-type: none"> Write informative/explanatory texts which introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	<ul style="list-style-type: none"> Write narratives including realistic fiction, fantasy, and/or a personal narrative which recounts a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure.
W.2.4	<ul style="list-style-type: none"> Write poetry based on reading a wide variety of grade-level appropriate published poetry.
W.2.5	<ul style="list-style-type: none"> Write a prayer using sentences with drawings as support if needed.
W.2.6	<ul style="list-style-type: none"> Use a teacher-selected topic to: write two research questions, locate and begin to gather information from resources (electronic and/or print), organize information using key ideas; use the writing process to produce and present the final project.
Production and Distribution of Writing	
W.2.7	<ul style="list-style-type: none"> With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.
W.2.8	<ul style="list-style-type: none"> With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.9	<ul style="list-style-type: none"> Consider audience and purpose for writing.
W.2.10	<ul style="list-style-type: none"> Begin to use styles and patterns derived from studying authors.
W.2.11	<ul style="list-style-type: none"> Develop a plan for writing that may include graphic organizers that represent a specific organizational pattern: problem/solution, sequence, description, compare and contrast.
W.2.12	<ul style="list-style-type: none"> Write in first and third person based on genre type and purpose.
W.2.13	<ul style="list-style-type: none"> Build and demonstrate writing skills.
Research to Build and Present Knowledge	
W.2.14	<ul style="list-style-type: none"> 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.2.15	<ul style="list-style-type: none"> Recall information from experiences or gather information from provided sources to answer a question.
Handwriting	
W.2.16	<ul style="list-style-type: none"> Fluently and legibly write upper and lower case manuscript letters
W.2.17	<ul style="list-style-type: none"> Recognize the upper and lower case cursive alphabet.
Speaking and Listening	
Comprehension and Collaboration	
SL.2.1	<ul style="list-style-type: none"> Participate in collaborative conversations with partners about topics and texts in small and larger groups.
SL.2.1a	<ol style="list-style-type: none"> 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)
SL.2.1b	<ol style="list-style-type: none"> Build on oral conversations by linking their comments to the remarks

	of others.
SL.2.1c	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	<ul style="list-style-type: none"> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	<ul style="list-style-type: none"> 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.
SL.2.4	<ul style="list-style-type: none"> Give, restate, and follow three- and four-step directions.
SL.2.5	<ul style="list-style-type: none"> Select, listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
SL.2.6	<ul style="list-style-type: none"> Distinguish between fact and opinion (advertising hype, propaganda).
Presentation of Knowledge and Ideas	
SL.2.7	<ul style="list-style-type: none"> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly with appropriate tone of voice and intonation patterns while using coherent sentences.
SL.2.8	<ul style="list-style-type: none"> Use more complex conjunctions (although, instead of, so that), and appropriate grammar while speaking.
SL.2.9	<ul style="list-style-type: none"> 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.
SL.2.10	<ul style="list-style-type: none"> Begin discerning appropriate viewing habits (ie. Social media, TV, internet)that are in line with Catholic teaching.
SL.2.11	<ul style="list-style-type: none"> Produce complete sentences when appropriate to task and situation in order to prove requested detail or clarification.
SL.2.12	<ul style="list-style-type: none"> Explore and use language to communicate effectively with a variety of audiences and for different purposes: questions and answers, discussions, social interactions, prayer.
SL.2.13	<ul style="list-style-type: none"> Be aware that language is to be used in appropriate and respectful ways.
SL.2.14	<ul style="list-style-type: none"> Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).
SL.2.15	<ul style="list-style-type: none"> Use effective and respectful listening and viewing behaviors in large and small group settings.
Oral Prayer	
SL.2.16	<ul style="list-style-type: none"> Engage in daily spoken prayers while maintaining appropriate posture and eye contact.
Language	
Conventions of Standard English	
L.2.1	<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1a	a. Use collective nouns (e.g., <i>group</i>)
L.2.1b	b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>)

L.2.1c	c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).
L.2.1d	d. Form and use the past tense of frequently occurring irregular verbs e.g., <i>sat, hit, told</i>).
L.2.1e	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1f	f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.2	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2a	a. Capitalize holidays, product names, and geographic names.
L.2.2b	b. Use commas in greetings and closing of letters.
L.2.2c	c. Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2d	d. Generalize learned spelling patterns when writing words (e.g., <i>cage/badge; boy/boil</i>).
L.2.2e	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	
L.2.3	<ul style="list-style-type: none"> • Demonstrate knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.3a	a. Compare formal and informal uses of English.
Vocabulary Acquisitions and Use	
L.2.4	<ul style="list-style-type: none"> • 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.
L.2.4a	a. Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4b	b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy; tell/retell</i>).
L.2.4c	c. Use a known root word as a clue to the meaning of and unknown word with the same root (e.g., <i>addition/additional</i>).
L.2.4d	d. Use knowledge of the meaning of individual words to predict the meaning of compound words.
L.2.4e	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words.
L.2.5	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.5a	a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).
L.2.5b	b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
L.2.6	<ul style="list-style-type: none"> • 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., <i>When other kids are happy that makes me happy</i>).
L.2.7	<ul style="list-style-type: none">• For less frequently used words, students will use structural cues and environmental sources (word walls, word lists).