

Second Grade English/Language Arts 2016

| Indiana Academic Standards | Content Connectors |
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| Reading: Literature | |
| 2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end. | 2.RL.1.a.1: Read a variety of literature. |
| 2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text. | 2.RL.2.1.a.1: Choose, find, or label the story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text. |
| 2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | 2.RL.2.2.a.1: Choose, find, or label the beginning, middle, and ending of stories, including fables and folktales from diverse cultures. 2.RL.2.1.a.2: Identify the main idea, lesson or moral. |
| 2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot. | 2.RL.2.3.a.1: Identify the characters in a story. 2.RL.2.3.a.2: Identify the events in a story. |
| 2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why. | 2.RL.2.4.a.1: Make predictions about what will happen next in a story. 2.RL.2.4.a.2: Find text features in a given text (e.g., bolded words, headings, title, etc.) |
| 2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | 2.RL.3.1.a.1: Identify the beginning, middle, and ending of stories. |
| 2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks. | 2.RL.3.2.a.1: Identify dialogue as words spoken by characters, usually enclosed in quotation marks. 2.RL.3.2.a.2: Identify the difference between communication between characters and communication to self. |

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| 2.RL.4.1: 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.4.1.a.1: Identify the character(s) from the illustrations and words in a print or digital text. 2.RL.4.1.a.2: Identify the setting(s) from the illustrations and words in a print or digital text. |
| 2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world. | 2.RL.4.2.a.1: Compare and contrast the characters in versions of the same stories from different authors, time periods, or cultures from around the world. 2.RL.4.2.a.2: Compare and contrast the setting(s) in versions of the same stories from different authors, time periods, or cultures from around the world. |
| Reading: Nonfiction | |
| 2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end. | 2.RN.1.a.1: Read a variety of nonfiction texts. |
| 2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding. | 2.RN.2.1.a.1: Choose, find, or label details in a text. |
| 2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph. | 2.RN.2.2.a.1: Identify the main idea of a paragraph in a multiparagraph text. |
| 2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text. | 2.RN.2.3.a.1: Label Identify the first, middle, and last of a series of historical events, scientific ideas or concepts, in a text. |
| 2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text. | 2.RN.3.1.a.1: Define various text features (e.g., table of contents, index, headings, captions) in a text. |
| 2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. | 2.RN.3.2.a.1: Identify how a nonfiction text can be structured compare and contrast (e.g. events, characters or settings). 2.RN.3.2.a.2: Identify how a nonfiction text can be structured to describe a procedure (e.g. sequential order). 2.RN.3.2.a.3: Identify how a nonfiction text can be structured to explain a cause and effect relationship (e.g. first, then). |
| 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text. | 2.RN.3.3.a.1: With support, identify the author's purpose in a text (e.g., to <u>P</u> ersuade, to <u>I</u> nform, to <u>E</u> ntertain). |
| 2.RN.4.1: Describe how an author uses facts to support specific points in a text. | 2.RN.4.1.a.1: With guidance and support, recognize how an author uses facts to support specific points in a text. |

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| <p>2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic.</p> | <p>2.RN.4.2.a.1: Compare and contrast basic similarities in between two texts on the same topic. 2.RN.4.2.a.2: Compare and contrast basic differences between two texts on the same topic.</p> |
| <p>Reading: Vocabulary</p> | |
| <p>2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p> | <p>2.RV.1.a.1: Use and express vocabulary related to literature and nonfiction texts.</p> |
| <p>2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.</p> | <p>2.RV.2.1.a.1: With guidance and support, use context clues (e.g., words and sentence clues) to determine the meanings of unknown words.</p> |
| <p>2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).</p> | <p>2.RV.2.2.a.1: With guidance and support, match simple multiple-meaning words (e.g., change, duck, tank).</p> |
| <p>2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.</p> | <p>2.RV.2.4.a.1: Use a known root word as a clue to the meaning of an unknown word with the same root. 2.RV.2.4.a.2: Identify when an affix is added to a known root word.</p> |
| <p>2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</p> | <p>2.RV.2.5.a.1: Consult reference materials, both print and online (e.g., dictionary, picture dictionary), to determine or clarify the meanings of words and phrases.</p> |
| <p>2.RV.3.1: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.</p> | <p>2.RV.3.1.a.1: With guidance and support, recite or repeat the rhythm of a story, poem, or song.</p> |
| <p>2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</p> | <p>2.RV.3.2.a.1: With guidance and support, determine the meanings of words and phrases in a nonfiction text.</p> |

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| Indiana Academic Standards | Content Connectors |
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| Writing: Genres | |
| 2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts. | 2.W.1.a.1: With guidance and support, select a topic and write to share information in response to a topic in nonfiction text. |
| 2.W.2.1: Form letters correctly and space words and sentences properly so that writing can be read easily by another person. | 2.W.2.1.a.1: Write letters, words, and sentences. |
| 2.W.2.2: Students are expected to build upon and continue applying concepts learned previously. | 2.W.2.2.a.1: Students are expected to build upon and continue applying concepts learned previously. |
| 2.W.3.1: Write a logically connected paragraph or paragraphs, which introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed. | 2.W.3.1.a.1: With guidance and support, write multiple sentences related to the same topic. |
| 2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement. | 2.W.3.2.a.1: With guidance and support, a paragraph on a topic, providing details about the topic. |
| 2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that – <ul style="list-style-type: none"> • Include a beginning. • Use temporal words to signal event order (e.g., first of all). • Provide details to describe actions, thoughts, and feelings. • Provide an ending. | 2.W.3.3.a.1: With guidance and support, write a friendly letter, including a beginning, middle and end. |

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| <p>2.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. • Use available technology to publish legible documents. | <p>2.W.4.a.1: Use a graphic organizer or template to outline the beginning, middle, and end to a story.</p> <p>2.W.4.a.2: Select the correct spelling, capitalization, and punctuation of words and phrases from a list of up to three choices.</p> <p>2.W.4.a.3: Use available technology to publish legible documents.</p> |
| <p>2.W.5: With support, conduct short research on a topic.</p> <ul style="list-style-type: none"> • Find information on a topic of interest (e.g., cardinals). • Identify various visual and text reference sources. • Organize, summarize, and present the information, choosing from a variety of formats. | <p>2.W.5.a.1: With guidance and support, select a topic and find information using various visual and text reference sources.</p> <p>2.W.5.a.2: Use graphic organizer or other aids to show information on topic.</p> |
| <p>2.W.6.1: Nouns/Pronouns - Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p> | <p>2.W.6.1a.1: Nouns/Pronouns - Write sentences that include a variety of nouns and pronouns.</p> |
| <p>2.W.6.1b: Verbs -</p> <ul style="list-style-type: none"> • Writing sentences that use the past tense of frequently occurring irregular verbs. • Understanding the functions of different types of verbs (e.g., action, linking) in sentences. | <p>2.W.6.1b.a.1: Verbs - Write a sentence that uses the past tense of an irregular verbs (e.g. break, broke).</p> <p>2.W.6.1b.a.2: With guidance and support, understand the functions of an action verb and a linking verb.</p> |
| <p>2.W.6.1c: Adjectives/Adverbs - Writing sentences that use adjectives and adverbs.</p> | <p>2.W.6.1c.a.1: Adjectives/Adverbs - sentence that include a variety of adjectives</p> <p>2.W.6.1c.a.2: With guidance and support, write a sentence that include a variety of adverbs.</p> |

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| <p>2.W.6.1e: Usage - Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p> | <p>2.W.6.1e.a.1: With guidance and support, write simple sentences.</p> <p>2.W.6.1e.a.2: With guidance and support, write compound sentences.</p> <p>2.W.6.1e.a.3: Label declarative, interrogative, imperative, and exclamatory sentences with appropriate symbols.</p> |
| <p>2.W.6.2a: Capitalization - Capitalizing greetings, months, and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p> | <p>2.W.6.2a.a.1: Capitalize greetings.</p> <p>2.W.6.2a.a.2: Capitalize months and days of the week.</p> <p>2.W.6.2a.a.3: Capitalize titles and initials in names.</p> <p>2.W.6.2a.a.4: Capitalize proper nouns, including holidays and geographic names.</p> |
| <p>2.W.6.2b: Punctuation -</p> <ul style="list-style-type: none"> • Correctly using a period, question mark, or exclamation mark at the end of a sentence. • Using an apostrophe to form contractions and singular possessive nouns. • Using commas in greetings and closings of letters, dates, and to separate items in a series. | <p>2.W.6.2b.a.1: Use a period, question mark, or exclamation mark at the end of a sentence.</p> <p>2.W.6.2b.a.2: Use an apostrophe to form contractions and singular possessive nouns.</p> <p>2.W.6.2b.a.3: Locate and identify a comma in a sentence.</p> |
| <p>2.W.6.2c: Spelling -</p> <ul style="list-style-type: none"> • Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. • Generalizing learned spelling patterns (e.g., word families) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words. | <p>2.W.6.2c.a.1: Correctly spell common high frequency words and apply knowledge of word families.</p> |
| <p>Speaking and Listening</p> | |
| <p>2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> | <p>2.SL.1.a.1: Attend to and adjust the use of language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> |
| <p>2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> | <p>2.SL.2.1.a.1: Have direct communication opportunities with adults and same-aged peers in small and larger groups.</p> |

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| 2.SL.2.2: Standard begins in third grade. | 2.SL.2.2.a.1: Be prepared to participate in discussions with multiple exchanges. |
| 2.SL.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion. | 2.SL.2.3.a.1: Participate in multiple turn communication exchanges. |
| 2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion. | 2.SL.2.4.a.1: Ask questions about a topic. |
| 2.SL.2.5: Build on others' talk in conversations by linking comments to the remarks of others. | 2.SL.2.5.a.1: Adding comments to a discussion. |
| 2.SL.3.1: Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media. | 2.SL.3.1.a.1: Demonstrate an emerging understanding of familiar text, presented auditorially, visually, or information presented through media by answering questions. |
| 2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. | 2.SL.3.2.a.1: Ask and answer question about a provided topic. |
| 2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace. | 2.SL.4.1.a.1: Using preferred mode of communication, tell a story or an experience. |
| 2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings. | 2.SL.4.2.a.1: With guidance and support, create a simple presentation on a clear topic, using various media. |
| 2.SL.4.3: Give and follow multi-step directions. | 2.SL.4.3.a.1: Follow multi-step directions. 2.SL.4.3.a.2: Give multi-step directions. |

Second Grade English/Language Arts 2016

| Indiana Academic Standards | Content Connectors |
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| Media Literacy | |
| 2.ML.1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture. | 2.ML.1.a.1: Recognize that the role of media is to inform, entertain, or persuade the audience. |
| 2.ML.2.1: Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. | 2.ML.2.1.a.1: Recognize that people, use different media sources for different purposes. (E.g. a magazine entertains, the weather informs.) |