



Priority Standards

ELA Priority Standards – Grade 2

Below is a table of the priority standards.

Priority Standards	Description
W.2.1	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.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	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.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
RI.2.1	Ask and answer such questions 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.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RL.2.1	Ask and answer such questions 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	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words.

Priority Standards	Description
	<ul style="list-style-type: none"> • RF.2.3.b Know correspondences for additional common vowel teams (e.g., steak). RF.2.3.c Decode regularly spelled two-syllable words with long vowels. • RF.2.3.d Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller). • RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). • RF.2.3.f Recognize and read grade-appropriate words.
SL.2.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • SL.2.1.a 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.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others. • SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.3	<p>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.</p>
SL.2.4	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.</p>