Grade Band K-2
Reading Standards for Literature (RL)  K—2

Key Ideas and Details (KID)

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

   **Essence: Ask and answer questions about text**
   - E1: Ask questions with prompting and support and independently answer text-based questions.
   - E2: Independently answer text-based questions.
   - E3: With prompting and support, answer text-based questions.

2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

   **Essence: Recount story and identify the main idea**
   - E1: Retell a familiar story with a few details and demonstrate an understanding of its main idea.
   - E2: Retell a familiar story with a few details.
   - E3: Identify the main idea of a story.

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

   **Essence: Character development**
   - E1: Identify events or challenges related to a character.
   - E2: Describe a character.
   - E3: Identify a character.

Craft and Structure (CS)

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.

   **Essence: Identify patterns in text**
   - E1: Identify repeated words, phrases, or rhymes in a story, poem, or song.
   - E2: Identify words or phrases in a story or poem that suggest feelings.
   - E3: Identify familiar words and phrases.

2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

   **Essence: Text structure**
   - E1: Describe the beginning and ending of a story.
   - E2: Sequence events related to a story.
   - E3: Identify the beginning and/or ending of a story.

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.

   **Essence: Point of view**
   - E1: Identify the point of view of a character.
   - E2: Identify which character is speaking.
   - E3: Name one or more character(s).
Integration of Knowledge and Ideas (IKI)

2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
   - **Essence: Connect illustrations to text**
     - E1: Use an illustration and details from a story to describe the characters, setting, or events.
     - E2: Tell what is happening in an illustration.
     - E3: Identify a given component of an illustration.

2.8 (Not applicable to literature)

2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
   - **Essence: Compare versions of the same story**
     - E1: Describe differences between two versions of a story.
     - E2: Describe similarities between two versions of a story.
     - E3: Identify characters that are part of both story versions.

Range of Reading and Level of Text Complexity (RRLTC)

2.10 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.
   - **Essence: Reading comprehension**
     - No extensions available - grade-level reading materials should be adapted to the student’s reading level.
Key Ideas and Details (KID)

2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
   **Essence: Ask and answer questions about text**
   E1: Answer questions including who, what, where, when, why, and how.
   E2: Answer literal questions including who, what, where, and when.
   E3: Identify who, what, and where within text.

2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
   **Essence: Locate main idea**
   E1: Identify the main idea of a text.
   E2: Identify the topic and retell key details of a text.
   E3: Identify the topic of a text.

2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
   **Essence: Connect events, concepts, or steps**
   E1: Identify connections between two events or procedures.
   E2: Describe steps or events.
   E3: Sequence steps or events.

Craft and Structure (CS)

2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
   **Essence: Word meaning**
   E1: Make connections with other key words in a text to determine their meanings.
   E2: Ask and answer questions about unknown words in a text.
   E3: Match a word with a picture/object that indicates its meaning.

2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
   **Essence: Identify elements of informational text**
   E1: Use captions, bold print, subheadings, glossaries, indexes, electronic menus, or icons to locate key information.
   E2: Locate the elements (e.g., headings, tables of contents, glossaries) within informational text.
   E3: Identify the front cover, back cover, and title page of a book.

2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
   **Essence: Author’s purpose**
   E1: Describe how the pictures or words are related to the author’s purpose.
   E2: Identify the main purpose of a text.
   E3: Identify the topic of a text.
Integration of Knowledge and Ideas (IKI)

2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

   **Essence: Connect images to text**
   
   E1: Use an image to clarify the meaning of a text.
   E2: Describe an image from a text.
   E3: Match text to an image.

2.8 Describe how reasons support specific points the author makes in a text.

   **Essence: Connect supporting details to the author’s point**
   
   E1: Locate a reason/detail that supports the author’s point.
   E2: Identify the author’s point.
   E3: Identify the topic of a text.

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

   **Essence: Compare and contrast points of two texts**
   
   E1: Describe differences in graphic or written sources.
   E2: Describe similarities in graphic or written sources.
   E3: Given two texts or graphic sources, determine whether or not the topics are the same.

Range of Reading and Level of Text Complexity (RRLTC)

2.10 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.

   **Essence: Reading comprehension**
   
   No extensions available - grade-level reading materials should be adapted to the student's reading level.
Reading Standards: Foundational Skills (RF) K—2

Print Concepts (PC)

1.1 Demonstrate understanding of the organization and basic features of print.
   
   **Essence: Organization of print**
   
   E1: Identify a sentence in print.
   E2: Track words from left to right.
   E3: Orient print media correctly.

Phonological Awareness (PA)

1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   
   **Essence: Understand words and sounds**
   
   E1: Divide a word into syllables.
   E2: Add or substitute individual sounds in simple, one-syllable words to make new words.
   E3: Identify rhyming words.

Phonics and Word Recognition (PWR)

2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
   
   **Essence: Use phonics to decode words**
   
   E1: Decode consonant-vowel-consonant (CVC) words.
   E2: Recognize sight words.
   E3: Imitate letter sounds.

Fluency (FL)

2.4 Read with sufficient accuracy and fluency to support comprehension.
   
   **Essence: Read fluently**
   
   E1: Read orally with accuracy.
   E2: Recognize sight words.
   E3: Identify familiar sight words.
Writing Standards (W) K—2

Text Types and Purposes (TTP)

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.
   **Essence: Write opinion pieces**
   E1: Describe an opinion and provide reasons.
   E2: Describe an opinion.
   E3: Describe a personal preference.

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.
   **Essence: Write informative pieces**
   E1: Write about a topic and provide supporting facts.
   E2: Write about a topic.
   E3: Choose a writing topic.

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.
   **Essence: Write narrative pieces**
   E1: Write about events and provide details to describe actions, thoughts, or feelings.
   E2: Write about events.
   E3: Sequence events.

Production and Distribution of Writing (PDW)

2.4 (Begins in grade 3)

2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
   **Essence: Revise and edit**
   E1: Revise writing to maintain focus on a topic.
   E2: Add detail(s) to strengthen writing.
   E3: Respond to questions/suggestions about writing.

2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
   **Essence: Use digital tools to produce and publish writing**
   E1: Select and use a digital tool to produce writing.
   E2: Use a digital tool to produce writing.
   E3: Explore digital tools to produce writing.
2.7 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).

**Essence: Participate in shared research**
- E1: Recall details from research to share with the group.
- E2: Select a detail from research to share with the group.
- E3: Identify sources for information on a designated topic.

2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Essence: Recall and gather information**
- E1: Recall details from experiences or research.
- E2: Select a detail from experiences or research.
- E3: Answer a question about experiences or research.

2.9 (Begins in grade 4)

**Range of Writing (RW)**

2.10 (Begins in Grade 3)
Comprehension and Collaboration (CC)

2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  
**Essence: Participate in collaborative conversations**
- E1: Participate in discussions by connecting group members’ comments.
- E2: Continue a conversation through multiple exchanges.
- E3: Follow rules for conversation (e.g., turn-taking).

2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  
**Essence: Recall key ideas from a presentation**
- E1: Recall two or more ideas from a presentation.
- E2: Identify one idea from a presentation.
- E3: Identify the topic of a presentation.

2.3 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.  
**Essence: Ask and answer questions about a speaker’s topic**
- E1: Ask questions for comprehension/clarification.
- E2: Answer questions about a given topic.
- E3: Answer questions about a familiar topic.

Presentation of Knowledge and Ideas (PKI)

2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  
**Essence: Tell a story or recount an experience**
- E1: Tell a story.
- E2: Describe a person, place, thing, or event related to a story or experience.
- E3: Describe a familiar person, place, thing, or event.

2.5 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.  
**Essence: Add visual displays to stories/experiences**
- E1: Add drawings/visuals to enhance a presentation and clarify details.
- E2: Add drawings/visuals to enhance a story.
- E3: Choose drawings/visuals related to a story.

2.6 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.)  
**Essence: Speak with complete sentences**
- E1: Express thoughts in complete sentences.
- E2: Express thoughts in one-word responses.
- E3: Respond appropriately with yes/no.
Conventions of Standard English (CSE)

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

   *Essence: English grammar and usage*
   
   E1: Form a sentence using a subject, verb, and predicate.
   E2: Identify a noun and describe using adjectives.
   E3: Print or identify upper or lower case letters.

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

   *Essence: Conventions of writing*
   
   E1: Write a simple sentence beginning with a capital letter and ending with punctuation.
   E2: Produce words using phonetic spelling.
   E3: Use familiar sight words to express a thought.

Knowledge of Language (KL)

2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

   *Essence: Language conventions*
   
   E1: Demonstrate appropriate use of English (formal vs. informal) when speaking.
   E2: Participate in discussion using appropriate language.
   E3: Participate in discussion.

Vocabulary Acquisition and Use (VAU)

2.4 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.

   *Essence: Word meaning*
   
   E1: Use context clues to determine the meanings of unknown words.
   E2: Identify new meanings of familiar words with multiple meanings.
   E3: Identify the meanings of familiar words.

2.5 Demonstrate understanding of word relationships and nuances in word meanings.

   *Essence: Word relationships*
   
   E1: Identify real-life connections between words and their uses.
   E2: Sort words into categories.
   E3: Sort common objects into categories.

2.6 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., *When other kids are happy that makes me happy*).

   *Essence: Generalize words and phrases*
   
   E1: Use words/phrases acquired from familiar stories when speaking.
   E2: Identify familiar words/phrases.
   E3: Match adjectives to nouns introduced in text or conversation.