Main Criteria: Classroom Supplement Units Grade 2
Secondary Criteria: Washington DC Learning Standards

Subject: Language Arts
Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Washington DC Learning Standards Language Arts

		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry,

EXPECTATION / ESSENTIAL SKILL		in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD <i>I</i> ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	2.SL.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).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD <i>I</i> ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT EXPECTATION <i>I</i> ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD <i>I</i> ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION <i>I</i> ESSENTIAL SKILL	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
STUDENT EXPECTATION <i>I</i> ESSENTIAL SKILL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD <i>I</i> ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION <i>I</i> ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

		boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.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.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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 (e.g., When other kids are happy that makes me happy).

Washington DC Learning Standards Language Arts

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD /	DC.CC.2. RI.	Reading Standards for Informational Text

STRAND / DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.8.	Describe how reasons support specific points the author makes in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.

EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION I ESSENTIAL SKILL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION I ESSENTIAL SKILL	2.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	2.SL.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).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT EXPECTATION I ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas

STUDENT EXPECTATION /	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	2.L.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.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.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

EXPECTATION	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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 (e.g., When other kids are happy that makes me happy).

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION /	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD / STRAND / DISCIPLINE		Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND /	DC.CC.2. SL.	Speaking and Listening Standards

STANDARD /		Comprehension and Collaboration
ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topic and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.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 und discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION <i>I</i> ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT EXPECTATION <i>I</i> ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD <i>I</i> ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION <i>I</i> ESSENTIAL SKILL	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptiv details, speaking audibly in coherent sentences.
STUDENT EXPECTATION <i>I</i> ESSENTIAL SKILL	2.SL.5.	Create audio recordings of stories or poems; add drawings or other visual displays stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
STUDENT EXPECTATION <i>I</i> ESSENTIAL SKILL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD <i>I</i> ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION <i>I</i> ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth mice, fish).
EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

EXPECTATION	2.L.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.a.	Capitalize holidays, product names, and geographic names.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION I ESSENTIAL SKILL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.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.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION I ESSENTIAL SKILL	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD /	DC.CC.2. L.	Language Standards

STRAND / DISCIPLINE	
STANDARD / ESSENTIAL SKILL	Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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).

$Washington\ DC\ Learning\ Standards$ **Language Arts**

	Grade 2 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details	
STUDENT EXPECTATION / ESSENTIAL SKILL	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.	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature	
STANDARD / ESSENTIAL SKILL		Craft and Structure	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
STUDENT EXPECTATION / ESSENTIAL SKILL	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.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature	
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas	
STUDENT EXPECTATION / ESSENTIAL SKILL	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.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature	

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	2.SL.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).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	2.L.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT	DC.CC.2.	Language Standards

STANDARD / STRAND / DISCIPLINE	L.	
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
EXPECTATION	2.L.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.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.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL		Vocabulary Acquisition and Use

SKILL	
STUDENT EXPECTATION / ESSENTIAL SKILL	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).

Washington DC Learning Standards Language Arts

		Grade 2 - Adopted. 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.8.	Describe how reasons support specific points the author makes in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION /	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

ESSENTIAL SKILL		
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards

ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	2.SL.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).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	2.L.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The

		boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.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.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD /		Vocabulary Acquisition and Use

ESSENTIAL SKILL	
STUDENT EXPECTATION / ESSENTIAL SKILL	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).

Washington DC Learning Standards Language Arts

Grade 2 - Adopted: 2010			
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature	
STANDARD / ESSENTIAL SKILL		Key Ideas and Details	
STUDENT EXPECTATION / ESSENTIAL SKILL	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.	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature	
STANDARD / ESSENTIAL SKILL		Craft and Structure	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
STUDENT EXPECTATION / ESSENTIAL SKILL	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.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature	
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas	
STUDENT EXPECTATION / ESSENTIAL SKILL	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.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature	
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity	

CTUDENT		
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
		iteau on-level text with purpose and understanding.
EXPECTATION	2.RF.4.b.	
EXPECTATION EXPECTATION		Read on-level text orally with accuracy, appropriate rate, and expression on
	2.RF.4.c.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding,
EXPECTATION CONTENT STANDARD / STRAND /	2.RF.4.c. DC.CC.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	2.RF.4.c. DC.CC.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	2.RF.4.c. DC.CC.2. W.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts in which they introduce a topic, use facts and
EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	2.RF.4.c. DC.CC.2. W. 2.W.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 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
EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	2.RF.4.c. DC.CC.2. W. 2.W.2. DC.CC.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 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.
EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	2.RF.4.c. DC.CC.2. W. 2.W.2. DC.CC.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 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. Writing Standards

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	2.SL.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).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage

EXPECTATION / ESSENTIAL SKILL		when writing or speaking.
EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	2.L.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.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.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that

		are spicy or juicy).
EXPECTATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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 (e.g., When other kids are happy that makes me happy).

Washington DC Learning Standards Language Arts

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION /	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.

ESSENTIAL SKILL		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
EXPECTATION	2.SL.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).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION I ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	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.
STUDENT EXPECTATION / ESSENTIAL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SKILL		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	2.L.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.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.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD /	DC.CC.2. L.	Language Standards

STRAND / DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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 (e.g., When other kids are happy that makes me happy).

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