

Main Criteria: Classroom Supplement Units Grade 2

Secondary Criteria: Iowa Core

Subject: Language Arts

Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Iowa Core

Language Arts

Grade 2 - Adopted: 2012

STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1) (DOK 1,2)
DETAILED DESCRIPTOR	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2) (DOK 2)
DETAILED DESCRIPTOR	RL.2.3.	Describe how characters in a story respond to major events and challenges. (RL.2.3) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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.2.4) (DOK 2)
DETAILED DESCRIPTOR	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.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. (RL.2.7) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.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. (RL.2.10) (DOK 2)
STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1) (DOK 1,2)
STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4) (DOK 2)
DETAILED	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer,

DESCRIPTOR		explain, or describe. (RI.2.6) (DOK 2)
STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.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. (RI.2.10) (DOK 2)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3.) (DOK 1)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension
GRADE LEVEL EXPECTATION	RF.2.4.a.	Read on-level text with purpose and understanding. (RF.2.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4.) (DOK 1)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	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.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others. (SL.2.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1.) (DOK 2,3)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.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. (SL.2.3.) (DOK 2)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas

DETAILED DESCRIPTOR	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4.) (DOK 1,2)
DETAILED DESCRIPTOR	SL.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 specific expectations.) (SL.2.6.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1.a.	Use collective nouns (e.g., group). (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves). (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.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). (L.2.1.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (L.2.2.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3.a.	Compare formal and informal uses of English. (L.2.3.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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.
GRADE LEVEL EXPECTATION	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.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). (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (L.2.4.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (L.2.5.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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., <i>When other kids are happy that makes me happy</i>). (L.2.6.) (DOK 2)

Unit 1

Iowa Core
Language Arts

Grade 2 - Adopted: 2012

STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1) (DOK 1,2)
DETAILED DESCRIPTOR	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2) (DOK 2)
DETAILED DESCRIPTOR	RL.2.3.	Describe how characters in a story respond to major events and challenges. (RL.2.3) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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.2.4) (DOK 2)
DETAILED DESCRIPTOR	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5) (DOK 2)
DETAILED DESCRIPTOR	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. (RL.2.6) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.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. (RL.2.7) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.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. (RL.2.10) (DOK 2)
STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1) (DOK 1,2)
DETAILED DESCRIPTOR	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3) (DOK 2)
STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or

DESCRIPTOR		subject area. (RI.2.4) (DOK 2)
DETAILED DESCRIPTOR	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6) (DOK 2)
STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.2.8.	Describe how reasons support specific points the author makes in a text. (RI.2.8) (DOK 2)
STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.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. (RI.2.10) (DOK 2)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words. (RF.2.3.) (DOK 1)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension
GRADE LEVEL EXPECTATION	RF.2.4.a.	Read on-level text with purpose and understanding. (RF.2.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.2.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4.) (DOK 1)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	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.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others. (SL.2.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1.) (DOK 2,3)

STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2.) (DOK 1,2)
DETAILED DESCRIPTOR	SL.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. (SL.2.3.) (DOK 2)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4.) (DOK 1,2)
DETAILED DESCRIPTOR	SL.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 specific expectations.) (SL.2.6.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1.a.	Use collective nouns (e.g., group). (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.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). (L.2.1.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (L.2.2.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3.a.	Compare formal and informal uses of English. (L.2.3.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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.

GRADE LEVEL EXPECTATION	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.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). (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (L.2.4.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (L.2.5.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (L.2.5.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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). (L.2.6.) (DOK 2)

Unit 2

Iowa Core
Language Arts

Grade 2 - Adopted: 2012

STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1) (DOK 1,2)
DETAILED DESCRIPTOR	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2) (DOK 2)
DETAILED DESCRIPTOR	RL.2.3.	Describe how characters in a story respond to major events and challenges. (RL.2.3) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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.2.4) (DOK 2)
DETAILED DESCRIPTOR	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5) (DOK 2)
DETAILED DESCRIPTOR	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. (RL.2.6) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.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. (RL.2.7) (DOK 2)

STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.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. (RL.2.10) (DOK 2)
STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1) (DOK 1,2)
DETAILED DESCRIPTOR	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3) (DOK 2)
STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4) (DOK 2)
DETAILED DESCRIPTOR	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6) (DOK 2)
STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.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. (RI.2.10) (DOK 2)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words. (RF.2.3.) (DOK 1)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension
GRADE LEVEL EXPECTATION	RF.2.4.a.	Read on-level text with purpose and understanding. (RF.2.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.2.4.) (DOK 1)

GRADE LEVEL EXPECTATION	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4.) (DOK 1)
STRAND / COURSE	IA.W.2.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.2.3.) (DOK 2,3)
STRAND / COURSE	IA.W.2.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5.) (DOK 2,3)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	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.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others. (SL.2.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1.) (DOK 2,3)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.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. (SL.2.3.) (DOK 2)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4.) (DOK 1,2)
DETAILED DESCRIPTOR	SL.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. (SL.2.5.) (DOK 1,2)
DETAILED DESCRIPTOR	SL.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 specific expectations.) (SL.2.6.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1.a.	Use collective nouns (e.g., group). (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves). (L.2.1.) (DOK 1,2)

GRADE LEVEL EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.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). (L.2.1.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (L.2.2.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3.a.	Compare formal and informal uses of English. (L.2.3.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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.
GRADE LEVEL EXPECTATION	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.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). (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (L.2.4.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (L.2.5.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (L.2.5.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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). (L.2.6.) (DOK 2)

**Iowa Core
Language Arts
Grade 2 - Adopted: 2012**

STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1) (DOK 1,2)
DETAILED DESCRIPTOR	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2) (DOK 2)
DETAILED DESCRIPTOR	RL.2.3.	Describe how characters in a story respond to major events and challenges. (RL.2.3) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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.2.4) (DOK 2)
DETAILED DESCRIPTOR	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5) (DOK 2)
DETAILED DESCRIPTOR	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. (RL.2.6) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.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. (RL.2.7) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.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. (RL.2.10) (DOK 2)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words. (RF.2.3.) (DOK 1)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency

DETAILED DESCRIPTOR	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension
GRADE LEVEL EXPECTATION	RF.2.4.a.	Read on-level text with purpose and understanding. (RF.2.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.2.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4.) (DOK 1)
STRAND / COURSE	IA.W.2.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.2.3.) (DOK 2,3)
STRAND / COURSE	IA.W.2.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5.) (DOK 2,3)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	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.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others. (SL.2.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1.) (DOK 2,3)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.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. (SL.2.3.) (DOK 2)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4.) (DOK 1,2)
DETAILED DESCRIPTOR	SL.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. (SL.2.5.) (DOK 1,2)
DETAILED DESCRIPTOR	SL.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 specific expectations.) (SL.2.6.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.2.1.a.	Use collective nouns (e.g., group). (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.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). (L.2.1.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (L.2.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.2.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3.a.	Compare formal and informal uses of English. (L.2.3.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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.
GRADE LEVEL EXPECTATION	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.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). (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (L.2.4.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (L.2.5.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (L.2.5.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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). (L.2.6.) (DOK 2)

Unit 4

Iowa Core
Language Arts

Grade 2 - Adopted: 2012

STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1) (DOK 1,2)
DETAILED DESCRIPTOR	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2) (DOK 2)
DETAILED DESCRIPTOR	RL.2.3.	Describe how characters in a story respond to major events and challenges. (RL.2.3) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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.2.4) (DOK 2)
DETAILED DESCRIPTOR	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5) (DOK 2)
DETAILED DESCRIPTOR	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. (RL.2.6) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.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. (RL.2.7) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.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. (RL.2.10) (DOK 2)
STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1) (DOK 1,2)
DETAILED DESCRIPTOR	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (RI.2.2) (DOK 2)
DETAILED DESCRIPTOR	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3) (DOK 2)
STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4) (DOK 2)
DETAILED DESCRIPTOR	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6) (DOK 2)

STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.2.8.	Describe how reasons support specific points the author makes in a text. (RI.2.8) (DOK 2)
STRAND / COURSE	IA.RI.2.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.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. (RI.2.10) (DOK 2)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words. (RF.2.3.) (DOK 1)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension
GRADE LEVEL EXPECTATION	RF.2.4.a.	Read on-level text with purpose and understanding. (RF.2.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.2.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4.) (DOK 1)
STRAND / COURSE	IA.W.2.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.2.3.) (DOK 2,3)
STRAND / COURSE	IA.W.2.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5.) (DOK 2,3)
STRAND / COURSE	IA.W.2.	Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. (W.2.8.) (DOK 1,2)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	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.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others. (SL.2.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1.) (DOK 2,3)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2.) (DOK 1,2)
DETAILED DESCRIPTOR	SL.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. (SL.2.3.) (DOK 2)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4.) (DOK 1,2)
DETAILED DESCRIPTOR	SL.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. (SL.2.5.) (DOK 1,2)
DETAILED DESCRIPTOR	SL.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 specific expectations.) (SL.2.6.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1.a.	Use collective nouns (e.g., group). (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves). (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.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). (L.2.1.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English

DETAILED DESCRIPTOR	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (L.2.2.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3.a.	Compare formal and informal uses of English. (L.2.3.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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.
GRADE LEVEL EXPECTATION	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.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). (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (L.2.4.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (L.2.5.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (L.2.5.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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). (L.2.6.) (DOK 2)

Unit 5

Iowa Core
Language Arts

Grade 2 - Adopted: 2012

STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1) (DOK 1,2)

DETAILED DESCRIPTOR	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2) (DOK 2)
DETAILED DESCRIPTOR	RL.2.3.	Describe how characters in a story respond to major events and challenges. (RL.2.3) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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.2.4) (DOK 2)
DETAILED DESCRIPTOR	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5) (DOK 2)
DETAILED DESCRIPTOR	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. (RL.2.6) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.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. (RL.2.7) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.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. (RL.2.10) (DOK 2)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words. (RF.2.3.) (DOK 1)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension
GRADE LEVEL EXPECTATION	RF.2.4.a.	Read on-level text with purpose and understanding. (RF.2.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.2.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4.) (DOK 1)
STRAND / COURSE	IA.W.2.	Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.2.3.) (DOK 2,3)
STRAND / COURSE	IA.W.2.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5.) (DOK 2,3)
STRAND / COURSE	IA.W.2.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. (W.2.8.) (DOK 1,2)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	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.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others. (SL.2.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1.) (DOK 2,3)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.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. (SL.2.3.) (DOK 2)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4.) (DOK 1,2)
DETAILED DESCRIPTOR	SL.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. (SL.2.5.) (DOK 1,2)
DETAILED DESCRIPTOR	SL.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 specific expectations.) (SL.2.6.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1.a.	Use collective nouns (e.g., group). (L.2.1.) (DOK 1,2)
GRADE LEVEL	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves). (L.2.1.) (DOK 1,2)

EXPECTATION		
GRADE LEVEL EXPECTATION	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.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). (L.2.1.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (L.2.2.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3.a.	Compare formal and informal uses of English. (L.2.3.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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.
GRADE LEVEL EXPECTATION	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.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). (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (L.2.4.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (L.2.5.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (L.2.5.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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). (L.2.6.) (DOK 2)

**Iowa Core
Language Arts
Grade 2 - Adopted: 2012**

STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1) (DOK 1,2)
DETAILED DESCRIPTOR	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2) (DOK 2)
DETAILED DESCRIPTOR	RL.2.3.	Describe how characters in a story respond to major events and challenges. (RL.2.3) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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.2.4) (DOK 2)
DETAILED DESCRIPTOR	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5) (DOK 2)
DETAILED DESCRIPTOR	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. (RL.2.6) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.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. (RL.2.7) (DOK 2)
STRAND / COURSE	IA.RL.2.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.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. (RL.2.10) (DOK 2)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.d.	Decode words with common prefixes and suffixes. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words. (RF.2.3.) (DOK 1)
STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT		Fluency

AND/OR SKILL		
DETAILED DESCRIPTOR	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension
GRADE LEVEL EXPECTATION	RF.2.4.a.	Read on-level text with purpose and understanding. (RF.2.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.2.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4.) (DOK 1)
STRAND / COURSE	IA.W.2.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.2.1.) (DOK 2,3)
DETAILED DESCRIPTOR	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.2.3.) (DOK 2,3)
STRAND / COURSE	IA.W.2.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5.) (DOK 2,3)
STRAND / COURSE	IA.W.2.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question. (W.2.8.) (DOK 1,2)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
GRADE LEVEL EXPECTATION	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.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others. (SL.2.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1.) (DOK 2,3)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.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. (SL.2.3.) (DOK 2)
STRAND / COURSE	IA.SL.2.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.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. (SL.2.5.) (DOK 1,2)

DETAILED DESCRIPTOR	SL.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 specific expectations.) (SL.2.6.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1.a.	Use collective nouns (e.g., group). (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves). (L.2.1.) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.2.1.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). (L.2.1.) (DOK 1,2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (L.2.2.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3.a.	Compare formal and informal uses of English. (L.2.3.) (DOK 1)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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.
GRADE LEVEL EXPECTATION	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.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). (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (L.2.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (L.2.4.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (L.2.5.) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.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). (L.2.6.) (DOK 2)

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