

## READINESS STANDARDS - Grade 2 English Language Arts

**(2.5)** Students understand new vocabulary and use it when reading and writing. Students are expected to:

(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words	Context, Multiple-meaning, Relevant
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**(2.9)** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(B) describe main characters in works of fiction, including their traits, motivations, and feelings	Character, Trait, Motivation, Feeling
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**(2.10)** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.

Fiction, Non-fiction
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**(Fig 19)** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(E) retell important events in stories in logical order	Retell, Event, Logical Order
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**(2.14)** Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:

(B) locate the facts that are clearly stated in a text	Fact, Locate
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(C) describe the order of events or ideas in a text	Describe, Order, Event
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# SUPPORTING STANDARDS - Grade 2 English Language Arts

**(2.3)** Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions	Illustration, Title, Topic sentence, Key word, Foreshadow, Predictions
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	Relevant, Clarification

**(2.5)** Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)	Prefix, Suffix, Base word
(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning	Opposite, Similar, Antonym, Synonym

**(2.6)** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) identify moral lessons as themes in well-known fables, legends, myths, or stories	Lesson, Theme, Fable, Legend, Myth
(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot	Folktale, Traditional, Contemporary, Character, Setting, Plot

**(2.7)** Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.

Rhyme, Rhythm, Repetition, Images, Poetry

**(2.8)** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.

Dialogue, Play

**(2.9)** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) describe similarities and differences in the plots and settings of several works by the same author	Similar, Different, Plot, Setting
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**(2.11)** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).

Literal, Non-literal, Phrase

**(2.13)** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.

Topic, Author's Response

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**(Fig. 19)** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(D) make inferences about text using textual evidence to support understanding	Inference, Textual Evidence
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**(2.14)** Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:

(A) identify the main idea in a text and distinguish it from the topic	Main Idea, Topic
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(D) use text features (e.g., table of contents, index, headings) to locate specific information in text	Text Feature, Table of contents, Index, Heading
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**(2.15)** Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) follow written multi-step directions	Direction, Procedural text
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(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations)	Graphic feature, Caption, Illustration
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**(2.16)** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

	Image, Graphic, Sound, Media
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(A) recognize different purposes of media (e.g., informational, entertainment)	Purpose, Media, Informational, Entertainment
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