

# North Dakota English Language Arts & Literacy Content Standards

## Grade 2 Prioritized Standards

Northeast Education Services Cooperative (NESC) - 2017



## How to Read This Document

Example: 2.RL.1

“2.RL.1” references the grade level followed by the content strand and then the code for the anchor. The code “RL.1” is taken directly from the North Dakota Department of Public Instruction’s standards document. The “2” at the beginning was added by the NESC for clear referencing of grade levels when working with the prioritized standards documents.

## Prioritized Standards

### Reading Standards for Literature/Fiction

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.RL.1	Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key/supporting details in a text before, during, and after reading.	✓	✓	✓	✓	✓	5
2.RL.2	Recount stories from a variety of genres and diverse cultures, and determine their central message, lesson, or moral. <i>Central message = can be theme, a moral, or a specific kind of lesson to be learned.</i>	✓	✓	✓	✓	✓	5
2.RL.3	Describe settings and how characters in a story respond to major events and challenges.	✓	✓	✓	✓	✓	5

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### Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	✓	✓	✓	✓	✓	5
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.	✓	✓	✓	✓	✓	5

### Integration of Knowledge and Ideas:

No standards were prioritized within this cluster.

### Range of Reading and Level of Text Complexity:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.RL.10	By the end of the year, read and comprehend literature, including stories and poetry, on grade level proficiently and independently.	✓		✓	✓	✓	4

### Reading Standards for Informational/Nonfiction Text

#### Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.RI.1	Ask and answer who, what, where, when, why, and how to demonstrate understanding of key/supporting details in a text.	✓	✓	✓	✓	✓	5
2.RI.2	Identify the main topic of a multi-paragraph text and retell key/supporting details that support the main topic.	✓	✓	✓	✓	✓	5

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### Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	✓	✓	✓	✓	✓	5
2.RI.6	Identify the main purpose of a text, including the author's point of view, explanation, or description.	✓	✓	✓	✓		4

### Integration of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.RI.10	Proficiently read and comprehend informational texts, including history/social studies, science, and technical texts on grade level.	✓	✓	✓	✓	✓	5

### Reading Standards: Foundational Skills

#### Phonics and Word Recognition:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	✓	✓	✓	✓	✓	5

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### Fluency:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade level text with purpose and understanding. b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓	✓	5

### Writing

#### Text Types and Purposes:

No standards were prioritized within this cluster.

#### Production, Distribution, and Range of Writing:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	✓	✓	✓	✓	✓	5
2.W.6	Use a variety of digital tools to produce and publish writing, including collaboration with peers.	✓	✓	✓	✓	✓	5

#### Research to Build and Present Knowledge:

No standards were prioritized within this cluster.

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## Speaking and Listening

### Comprehension and Collaboration:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
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. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	✓	✓	✓		✓	4

### Presentation of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.SL.4	Tell a story or recount an experience with appropriate facts and relevance, descriptive details, speaking audibly in coherent sentences.	✓	✓	✓		✓	4
2.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	✓	✓	✓		✓	4

## Language

### Conventions of Standard English:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.L.1	Within the context of authentic English writing and speaking... <u>Introduce:</u> a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	✓	✓	✓	✓	✓	5

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<p>b. Use collective nouns.  c. Use abstract nouns (e.g., childhood).  d. Use possessive nouns.  e. Form and use the past tense of frequently occurring irregular verbs.  f. Use verbs to convey a sense of past, present, and future.  g. Form and use regular and irregular verbs.  h. Use reflexive pronouns (e.g., myself, ourselves).  i. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.  j. Use adverbs depending on what is to be modified.  k. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.  l. Use coordinating and subordinating conjunctions.  m. Use and explain interjections.  <u>Practice:</u>  n. Correctly use common homophones (e.g., to, too, two, there, their).  o. Ensure subject verb-agreement.  p. Produce compound sentences.  q. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).  r. Form and use regular and irregular plural nouns.  s. Use demonstratives (that, those, these, this).  <u>Display proficiency in:</u>  t. Use question words (interrogatives).  u. Produce complete sentences in shared language activities.  v. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  w. Common and proper nouns.  x. Use regular plural nouns orally by adding /s/ or /es/.  y. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).</p>						
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	<p>z. Use personal, possessive, and indefinite pronouns.</p> <p>aa. Use frequently occurring adjectives.</p> <p>bb. Use articles.</p> <p>cc. Use adjectives depending on what is to be modified.</p>						
2.L.2	<p>Within the context of authentic English writing and speaking...</p> <p><u>Introduce:</u></p> <p>a. Use commas in addresses.</p> <p>b. Use commas and quotation marks in dialogue.</p> <p>c. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>d. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>e. Use a comma to separate an introductory element from the rest of a sentence.</p> <p>f. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?).</p> <p>g. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p><u>Practice:</u></p> <p>h. Use commas in greetings and closings of letters.</p> <p>i. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>j. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>k. Form and use possessives.</p> <p>l. Use conventional spelling for high-frequency and other studied words.</p> <p>m. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>n. Use punctuation to separate items in a series.</p> <p>o. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns,</p>	✓	✓	✓	✓		4

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<p>ending rules, meaningful word parts).  <u>Display proficiency in:</u>  p. Capitalize dates and names of people.  q. Use end punctuation for sentences.  r. Use commas in dates and to separate single words in a series.  s. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  t. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  u. Capitalize holidays, product names, and geographic names.  v. Capitalize important words in titles.</p>						
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Knowledge of Language:

No standards were prioritized within this cluster.

Vocabulary Acquisition and Use:

No standards were prioritized within this cluster.

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