

Standard Code	Standard Code and Standard	Keep or Propose Change	Change: Removed, Re-written, Broken Up	Quality Standard Rule #	Reason for Proposed Change
2.RL.1	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.	Keep			
2.RL.2	2.RL.2 Recount <b>Retell</b> stories, including fables and folktales <b>those</b> from diverse cultures, and determine their central message/ <b>theme</b> , lesson, or moral.	change	eliminated wording that was limiting and added words to clarify	3	wording demonstrates better alignment with other grades language
2.RL.3	2.RL.3 Describe how characters in a story respond to major events and challenges.	keep			
2.RL.4	2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply <b>create</b> rhythm and meaning in a story, poem, or song.	change	removed examples	3	eliminated examples because they were limiting and caused confusion
2.RL.5	2.RL.5 Describe <b>Identify</b> the overall structure of a story <b>stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution)</b> , including describing how the beginning introduces a story and the ending concludes the action.	change	rewrite	3	Clarified that the purpose of the standard is craft and not retell.
2.RL.6	2.RL.6 Acknowledge <b>Express</b> differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	change	reworded	3	Better articulates that students can both explain verbally and in written form. The change increases the rigor.
2.RL.7	2.RL.7 Use <del>information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</del>	change	eliminated extra words	3	Simplified by getting rid of unnecessary words
2.RL.8	2.RL.8 (Not applicable to literature)				
2.RL.9	2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	keep			

2.RL.10	<b>2.RL.10 By the end of the year, read and comprehend a variety of literary text.</b> <b>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).</b> <b>b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.</b>	change	reworded	2, 3	consistency K-12
2.RI.1	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.	keep			
2.RI.2	2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	keep			
2.RI.3	2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	keep			
2.RI.4	2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	keep			
2.RI.5	2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	change	took out examples	3	feel examples are limiting and best placed in unpacked standards document or explained at the bottom of the page indicated by an *
2.RI.6	2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	keep			
2.RI.7	2.RI.7 Explain how specific images (e.g., <b>photographs, charts, a-diagrams showing how a machine works</b> ) contribute to and clarify a text.	change	added terms	3	added more examples
2.RI.8	2.RI.8 Describe how reasons <b>details/evidence</b> support specific points the author makes in a text.	change	changed wording	3	clearer language
2.RI.9	2.RI.9 Compare and contrast the <del>most important points</del> <b>main ideas</b> presented by two texts on the same topic.	change	revised wording	3	language better fits with 3rd grade's standard

2.RI.10	<p><b>2.RI.10 By the end of the year, read and comprehend a variety of informational text.</b></p> <p><b>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, knowledge demands).</b></p> <p><b>b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.</b></p>	change	got rid of extra, unnecessary wording	2, 3	k-12 consistency
2.RF.1	2.RF.1 There is not a grade 2 standard for this concept. Please see preceding grades for more information.				
2.RF.2	2.RF.2 There is not a grade 2 standard for this concept. Please see preceding grades for more information.				
2.RF.3	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels <b>and short vowels.</b> .</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled <b>high frequency words.</b></p>	keep	rewrite	2,3	We changed c to a more accurate reflection of what it taught. We work on both short and long vowel two-syllable words. We changed irregularly spelled to high frequency for alignment across grades and clarity.
2.RF.4	<p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression <b>prosody (stress, phrasing, intonation, and expression)</b> on successive <b>consecutive</b> readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	change	rewrite	2,3	prosody is more inclusive. consecutive is a more common term.

2.W.1	2.W.1 Write opinion pieces <del>in which they</del> <b>that:</b> <b>a. Introduce an opinion about a topic or book. they are writing about.</b> <b>b. Supply reasons that support the opinion.</b> <b>c. Use grade level appropriate linking words (e.g., because, and, also) to connect the opinion and reasons.</b> <b>d. Provide a concluding statement or section</b>	change	Restructured	2	Got rid of examples and restructured points -a, b,c,d
2.W.2	2.W.2 Write informative/explanatory texts in which they <del>–</del> <b>that:</b> <b>a.</b> Introduce a topic. <b>b.</b> Use facts and definitions to develop points. <b>c. Use grade level appropriate linking words and phrases to connect ideas.</b> <b>d.</b> Provide a concluding statement or section.	change	Restructured	2	Broke apart key elements - a, b, c, d
2.W.3	2.W.3 Write narratives <b>(e.g., story, poetry)</b> <del>in which they</del> <b>that:</b> <b>a. Recount a well-elaborated event or short sequence of events.</b> <b>b. Include details to describe actions, thoughts, and feeling.s</b> <b>c. Use temporal words to signal event order. andd.</b> <b>Provide a sense of closure.</b>	change	Restructured	2	Broke apart key elements - a, b, c, d
2.W.4	2.W.4 (Begins in grade 3)				
2.W.5	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	keep			
2.W.6	2.W.6 With guidance and support <del>from adults</del> , use a variety of digital tools to produce and publish writing, <b>both Individually and collaboratively.</b> <del>including in collaboration with peers.</del>	change	removed "from adults"	2	to keep consistent language across grade levels
2.W.7	2.W.7 Participate in shared research and writing projects. <del>(e.g., read a number of books on a single topic to produce a report; record science observations).</del>	change	Removed examples	2	Got rid of examples
2.W.8	2.W.8 <del>Recall information from experiences or gather information from provided sources to answer a question.</del> Use background knowledge and/or information gathered from sources to respond in writing to a question.	change	Reworded	3	Clarified the action we are asking students to do and write about.

2.W.9	2.W.9 (Begins in grade 4)				
2.W.10	2.W.10 (Begins in grade 3)				
2.SL.1	2.SL.1 Participate in collaborative conversations with diverse partners about grade-2 <b>level</b> 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 <b>to better understand</b> as needed about the topics and texts under discussion.	change	removed unnecessary word	3,2	removed and clarified language, got rid of examples
2.SL.2	2.SL.2 Recount or describe key ideas or details from a text read aloud, or information presented orally, or through other media.	change	removed unnecessary word	3	getting rid of "or" and using commas flowed better
2.SL.3	2.SL.3 Ask and answer <b>appropriate</b> questions <b>in response to</b> about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	change	reworded	3	revised language to clarify
2.SL.4	2.SL.4 Tell a story or recount an experience with <del>appropriate</del> <b>relevant</b> facts and descriptive details, speaking audibly in coherent sentences.	change	rearranged language	3	clarified without being so redundant
2.SL.5	2.SL.5 Create audio recordings, <del>of stories or poems; add drawings or other visual displays,</del> <b>performances, or media presentations</b> <del>to of stories or recounts of experiences-poems when appropriate to clarify to express ideas, thoughts, and feelings.</del>	change	reworded	3	clarified without being so redundant
2.SL.6	2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	keep			

2.L.1	<p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>a. Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others. b. Use collective nouns (e.g., group, herd, class).c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</b></p> <p><b>d. Use reflexive pronouns (e.g., myself, ourselves).</b></p> <p><b>e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</b></p> <p><b>f. Use adjectives and adverbs, and choose between them depending on what is to be modified.</b></p> <p><b>g. 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).</b></p>	change	Added handwriting piece Added two more examples	3	K-4 alignment with handwriting We felt point 'A' needed more examples like the other points in order to clarify.
2.L.2	<p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters. <b>Use commas to separate single words in a series.</b></p> <p>c. Use an apostrophe to form contractions and frequently-occurring <b>singular</b> possessives. <b>d. Spell grade appropriate high frequency words correctly.</b></p> <p>e. Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil).</p> <p>f. Consult <b>print and digital</b> reference materials, including <del>beginning</del> dictionaries, as needed to check and correct spellings.</p>	change	Added expectations	1,2	More appropriate for 2nd grade
2.L.3	<p>2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, <b>including</b> <del>a-</del> compare <b>making comparisons between</b> formal and informal uses of English.</p>	change	got rid of "a" since didn't have a "b"	2,3	restructured language

2.L.4	<p>2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content 2-reading and, choosing flexibly from an array of strategies <b>using flexible strategies</b>.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new <b>words</b> formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use <b>print and digital reference materials</b> glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	change	rewrote to simplify	3	got rid of unnecessary words that clouded the intent of the standard
2.L.5	<p>2.L.5 Demonstrate understanding of word relationships and nuances <b>subtle differences</b> in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning <b>subtle differences</b> among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	change	language switch	2	used language aligned with 1st and 3rd grade
2.L.6	<p>2.L.6 Use <b>acquired</b> 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). <b>to convey ideas precisely</b>.</p>	change	eliminated unnecessary words	3	New wording is much more clear.