

North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 2

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction K-2	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.	key detail, questions, characters, setting, plot, problem/solution
	2. RL. 2	Recount stories from a variety of genres and diverse cultures, and determine their central message, lesson, or moral. Central message = can be theme, a moral, or a specific kind of lesson to be learned.	beginning/middle/end, characters, problem/solution, lesson, retell/recount, central message
	2. RL.10	By the end of the year, read and comprehend literature, including stories and poetry, on grade level proficiently and independently.	proficient, independent
Reading Standards for Informational/Nonfiction Text K-2	2. RI. 1	Ask and answer who, what, where, when, why, and how to demonstrate understanding of key/supporting details in a text.	key details, questions, who, what, when, where, information, headings, subheading, captions
	2. RI. 2	Identify the main topic of a multi-paragraph text and retell key/supporting details that support the main topic.	key details, focus, paragraph, main topic, retell, information
	2. RI. 6	Identify the main purpose of a text, including the author's point of view, explanation, or description.	main idea, author's purpose, supporting details
	2. RI. 10	Proficiently read and comprehend informational texts, including history/social studies, science, and technical texts on grade level.	proficient, independent



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Reading Standards: Foundational Skills K-2	2. RF. 3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. 	short/long vowel, vowel team, consonant, strategy, decode, one-syllable, two-syllable, base word, irregularly spelled word, prefix/suffix, inflectional ending, phonics, chunking
	2. RF. 4	<p>Read with sufficient accuracy and fluency to support comprehension. Read grade level text with purpose and understanding.</p> <ul style="list-style-type: none"> a) Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. b) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	fluency, accuracy, rate, poetry, prose, expression
Writing Standards K-2	2. W.1	<p>Write opinion pieces.</p> <ul style="list-style-type: none"> a) Introduce the topic or book they are writing about. b) State an opinion. c) Supply reasons that support the opinion. d) Use linking words (e.g., because, and, also) to connect opinion and reasons. e) Provide a concluding statement or section. 	opinion, structure, opening, closing, linking words, reason, support, introduction, conclusion
	2. W. 2	<p>Write informative/explanatory texts.</p> <ul style="list-style-type: none"> a) Introduce a topic. b) Use facts and definitions to develop points. c) Use transitional words when appropriate. d) Provide a concluding statement or section. 	information, research, facts, details, opening, closing, topic, explanatory
	2. W. 3	<p>Write narratives.</p> <ul style="list-style-type: none"> a) Recount a well-elaborated event or short sequence of events. b) Include details to describe actions, thoughts, and feelings. c) Use transitional words to signal event order. d) Provide a sense of closure. 	narrative, character, feeling, temporal words, sequence, opening, closing, situation, event, details, thoughts, actions, feelings, begin, middle, end



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<p>Language Standards</p>	<p>2.L.1 Standard L.1 Within the context of authentic English writing and speaking... Introduce:</p> <ul style="list-style-type: none"> a) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 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. <p>Practice:</p> <ul style="list-style-type: none"> 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). <p>Demonstrate proficiency in:</p> <ul style="list-style-type: none"> 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). z) Use personal, possessive, and indefinite pronouns. aa) Use frequently occurring adjectives. bb) Use articles. cc) Use adjectives depending on what is to be modified. 	<p>list, collective nouns, irregular plural nouns, reflexive nouns, past tense, irregular verbs, adjectives, adverbs, simple sentences, compound sentences</p>
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2.L.2	<p>Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none">a) Use commas in addresses.b) Use commas and quotation marks in dialogue.c) Use commas and quotation marks to mark direct speech and quotations from a text.d) Use a comma before a coordinating conjunction in a compound sentence.e) Use a comma to separate an introductory element from the rest of a sentence.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?)g) Use underlining, quotation marks, or italics to indicate titles of works. <p>Practice:</p> <ul style="list-style-type: none">h) Use commas in greetings and closings of letters.i) Use an apostrophe to form contractions and frequently occurring possessives.j) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).k) Form and use possessives.l) Use conventional spelling for high-frequency and other studied words.m) Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).n) Use punctuation to separate items in a series.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, ending rules, meaningful word parts) <p>Display proficiency in:</p> <ul style="list-style-type: none">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.	capitalization, punctuation, comma, spelling pattern, high-frequency word
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Speaking and Listening Standards K-2	2. SL. 1	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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. 	class discussion rules, taking turns, listening, asking questions
	2. SL. 6	<p>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.)</p>	complete sentence, adjective, adverb, verb tense, noun

