

| 2009      | 2017   |  |
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|           | <b>Word Recognition, Fluency and Vocabulary (WRFV)</b> |  |
| LA.2.1.1  | <b>LA.2.WRFV.1</b>                                     | Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends and vowel sounds. |
| LA.2.1.2  | <b>LA.2.WRFV.2</b>                                     | Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.  |
| LA.2.1.3  | <b>LA.2.WRFV.3</b>                                     | Decode (sound out) regular words with more than one syllable (dinosaur, vacations).  |
| LA.2.1.4  | <b>LA.2.WRFV.4</b>                                     | Recognize common abbreviations (Jan., Fri.).   |
| LA.2.1.5  | <b>LA.2.WRFV.5</b>                                     | Identify and correctly use regular plural words (mountain/mountains) and irregular plural words (child/children, mouse/mice).  |
| LA.2.1.6  | <b>LA.2.WRFV.6</b>                                     | Read aloud fluently and accurately with appropriate changes in voice and expression.   |
| LA.2.1.7  | <b>LA.2.WRFV.7</b>                                     | Understand and explain common antonyms (words with opposite meanings) and synonyms (words with the same meanings).   |
| LA.2.1.8  | <b>LA.2.WRFV.8</b>                                     | Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).   |
| LA.2.1.9  | <b>LA.2.WRFV.9</b>                                     | Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).   |
| LA.2.1.10 | <b>LA.2.WRFV.10</b>                                    | Identify simple multiple-meaning words (change, duck).   |
| LA.2.1.11 | <b>LA.2.WRFV.11</b>                                    | Know and use common word families (such as -ale, -est, -ine, -ock, -ump) when reading unfamiliar words.  |

|           | <b>Reading Comprehension<br/>(RC)</b> |  |
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| LA.2.2.1  | <b>LA.2.RC.1</b>                      | Use titles, tables of contents, and chapter headings to locate information in text.  |
| LA.2.2.2  | <b>LA.2.RC.2</b>                      | State the purpose of reading.  |
| LA.2.2.3  | <b>LA.2.RC.3</b>                      | Use knowledge of the author's purpose(s) to comprehend informational text.   |
| LA.2.2.4  | <b>LA.2.RC.4</b>                      | Ask and respond to questions to aid comprehension about important elements of informational texts.   |
| LA.2.2.5  | <b>LA.2.RC.5</b>                      | Restate facts and details in the text to clarify and organize ideas.   |
| LA.2.2.6  | <b>LA.2.RC.6</b>                      | Recognize cause-and-effect relationships in a text.  |
| LA.2.2.7  | <b>LA.2.RC.7</b>                      | Interpret information from diagrams, charts, and graphs.   |
| LA.2.2.8  | <b>LA.2.RC.8</b>                      | Follow two-step written instructions.  |
| LA.2.2.9  | <b>LA.2.RC.9</b>                      | Use context (the meaning of the surrounding text) to understand word and sentence meanings.  |
| LA.2.2.10 | <b>LA.2.RC.10</b>                     | Draw conclusions or confirm predictions about what will happen next in a text by identifying key words and signal words that alert the reader to a sequence of events, (such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when) or cause and effect (such as because, since, therefore, so). |

|          | <b>Literacy Response and Analysis (LRA)</b> |  |
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| LA.2.3.1 | <b>LA.2.LRA.1</b>                           | Compare plots, settings, or characters presented by different authors.                                       |
| LA.2.3.2 | <b>LA.2.LRA.2</b>                           | Create different endings to stories and identify the reason and the impact of the different ending.          |
| LA.2.3.3 | <b>LA.2.LRA.3</b>                           | Compare versions of same stories from different cultures.  |
| LA.2.3.4 | <b>LA.2.LRA.4</b>                           | Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry. |
| LA.2.3.5 | <b>LA.2.LRA.5</b>                           | Confirm predictions about what will happen next in a story   |
| LA.2.3.6 | <b>LA.2.LRA.6</b>                           | Recognize the difference between fantasy and reality.  |
| LA.2.3.7 | <b>LA.2.LRA.7</b>                           | Identify the meaning or lesson of a story.   |

|          | <b>Writing Process (WP)</b> |   |
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| LA.2.4.1 | <b>LA.2.WP.1</b>            | Create a list of ideas of writing.  |
| LA.2.4.2 | <b>LA.2.WP.2</b>            | Organize related ideas together to maintain a consistent focus.   |
| LA.2.4.3 | <b>LA.2.WP.3</b>            | Find ideas for writing stories and descriptions in pictures or books.                                   |
| LA.2.4.4 | <b>LA.2.WP.4</b>            | Understand the purposes of various reference materials (such as a dictionary, thesaurus, and atlas).    |
| LA.2.4.5 | <b>LA.2.WP.5</b>            | Use a computer to draft, revise and publish writing.  |
| LA.2.4.6 | <b>LA.2.WP.6</b>            | Review, evaluate, and revise writing for meaning and clarity.   |
| LA.2.4.7 | <b>LA.2.WP.7</b>            | Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.    |
| LA.2.4.8 | <b>LA.2.WP.8</b>            | Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail. |

|          | <b>Writing Applications (WA)</b> |   |
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| LA.2.5.1 | <b>LA.2.WA.1</b>                 | Write brief narratives (stories) based on their experiences that move through a logical sequence of events and describe the setting, characters, objects, and events in detail.   |
| LA.2.5.2 | <b>LA.2.WA.2</b>                 | Write a brief description of a familiar object, person, place, or event that develops a main idea and uses details to support the main idea   |
| LA.2.5.3 | <b>LA.2.WA.3</b>                 | Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.  |
| LA.2.5.4 | <b>LA.2.WA.4</b>                 | Write rhymes and simple poems.  |
| LA.2.5.5 | <b>LA.2.WA.5</b>                 | Use descriptive words when writing.   |
| LA.2.5.6 | <b>LA.2.WA.6</b>                 | Write for different purposes and to a specific audience or person.  |
| LA.2.5.7 | <b>LA.2.WA.7</b>                 | Write responses to literature that: * demonstrate an understanding of what is read. * support statements with evidence from the text.   |
| LA.2.5.8 | <b>LA.2.WA.8</b>                 | Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: * uses a variety of resources (books, technology, pictures, charts, table of contents, diagrams) and documents sources (titles and authors). * organizes information by categorizing it into single categories (such as size or color) or includes information gained by observation. |

|          | <b>English Language Conventions (ELC)</b> |   |
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| LA.2.6.1 | <b>LA.2.ELC.1</b>                         | Form letters correctly and space words and sentences properly so that writing can be read easily by another person.   |
| LA.2.6.2 | <b>LA.2.ELC.2</b>                         | Distinguish between complete (When Tom hit the ball, he was proud) and incomplete sentences (When Tom hit the ball).  |
| LA.2.6.3 | <b>LA.2.ELC.3</b>                         | Use the correct word order in written sentences.  |
| LA.2.6.4 | <b>LA.2.ELC.4</b>                         | Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make statements).  |
| LA.2.6.5 | <b>LA.2.ELC.5</b>                         | Use commas in the greeting (Dear Sam,) and closure of a letter (Love, or Your friend,) and with dates (March 22, 2005) and items in a series (Tony, Steve, and Bill).   |
| LA.2.6.6 | <b>LA.2.ELC.6</b>                         | Use quotation marks correctly to show that someone is speaking.   |
| LA.2.6.7 | <b>LA.2.ELC.7</b>                         | Capitalize all proper nouns (names of specific people or things, such as Mike, Maryland, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials of people. |
| LA.2.6.8 | <b>LA.2.ELC.8</b>                         | Spell correctly words like was, were, says, said, who, what, why, which are used frequently but do not fit common spelling patterns.  |
| LA.2.6.9 | <b>LA.2.ELC.9</b>                         | Spell correctly words with short and long vowel sounds, r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st);  |

|           | <b>Listening and Speaking (LS)</b> |   |
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| LA.2.7.1  | <b>LA.2.LS.1</b>                   | Determine the purpose of listening (such as to obtain information, to solve problems, or to enjoy).   |
| LA.2.7.2  | <b>LA.2.LS.2</b>                   | Ask for clarification and explanation of stories and ideas.   |
| LA.2.7.3  | <b>LA.2.LS.3</b>                   | Paraphrase (restate in own words) information that has been shared orally by others.  |
| LA.2.7.4  | <b>LA.2.LS.4</b>                   | Give and follow three- and four-step oral directives.   |
| LA.2.7.5  | <b>LA.2.LS.5</b>                   | Organize presentations to maintain a clear focus.   |
| LA.2.7.6  | <b>LA.2.LS.6</b>                   | Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).                 |
| LA.2.7.7  | <b>LA.2.LS.7</b>                   | Tell experiences in a logical order.  |
| LA.2.7.8  | <b>LA.2.LS.8</b>                   | Retell stories, including characters, setting and plot.   |
| LA.2.7.9  | <b>LA.2.LS.9</b>                   | Report on a topic with supportive facts and details.  |
| LA.2.7.10 | <b>LA.2.LS.10</b>                  | Recount experiences or present stories that: move through a logical sequence; describe story elements including characters, plot, and setting |
| LA.2.7.11 | <b>LA.2.LS.11</b>                  | Report on a topic with facts and details, drawing from several sources of information.  |
| LA.2.7.12 | <b>LA.2.LS.12</b>                  | Use descriptive words when speaking about people, places, things, and events.   |
| LA.2.7.13 | <b>LA.2.LS.13</b>                  | Recite poems, rhymes, songs, and stories.   |
| LA.2.7.14 | <b>LA.2.LS.14</b>                  | Provide descriptions with careful attention to sensory details.   |