

[Submit comments on the draft NYS Grade 2 ELA Learning Standards](#)

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
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READING STANDARDS: FOUNDATIONAL SKILLS	Phonics and Word Recognition	2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	No change	
		2.RF.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	No change	
		2.RF.3b	Know spelling-sound correspondences for additional common vowel teams.	Know spelling-sound correspondences for common vowel teams.	Changed to clarify the expectation for the standard.
		2.RF.3c	Decode regularly spelled two-syllable words with long vowels.	No change	
		2.RF.3d	Decode words with common prefixes and suffixes.	No change	
		2.RF.3e	Identify words with inconsistent but common spelling-sound correspondences.	No change	The committee recommends to include examples of this in an appendix or supporting document.
		2.RF.3f	Recognize and read grade-appropriate irregularly spelled words.	No change	

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READING STANDARDS: FOUNDATIONAL SKILLS	Fluency	2.RF.4	Read with sufficient accuracy and fluency to support comprehension.	No change	
		2.RF.4a	Read grade-level text with purpose and understanding.	No change –see overall note about text complexity.	
		2.RF.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	No change-see overall note about text complexity.	
		2.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No change	
READING	Key Ideas and Details	2.R.1		Answer and ask such questions as who, what, where, when, why, how, and other questions to demonstrate an understanding of key ideas and details in a text	New recommended Standard that combines Reading for Information and Reading for Literature.
		2.R.2		Retell stories and key details in a text including the main topic and central message or lesson.	New recommended Standard that combines Reading for Information and Reading for Literature.
		2.R.3		Describe how characters in a story respond to major events and challenges. Describe the connections between ideas, concepts, or a series of events in an informational text.	New recommended Standard that combines Reading for Information and Reading for Literature.

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READING	Craft and Structure	2.R.4		Answer and ask questions about unknown words in a text. Identify and explain how words and phrases in a text suggest feelings, appeal to the senses, or are topic specific.	New recommended Standard that combines Reading for Information and Reading for Literature.
		2.R.5		Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.	New recommended Standard that combines Reading for Information and Reading for Literature.
		2.R.6		Identify examples of how illustrations and information supports the point of view or purpose of the text.	New recommended Standard that combines Reading for Information and Reading for Literature.
	Integration of Knowledge and Ideas	2.R.7		Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of story elements and/or topics.	New recommended Standard that combines Reading for Information and Reading for Literature.
		2.R.8		Explain how reasons support specific points the author makes in a text.	New recommended Standard that combines Reading for Information and Reading for Literature.
		2.R.9		Compare and contrast two or more versions of the same story or topic by different authors or from different cultures.	New recommended Standard that combines Reading for Information and Reading for Literature.

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READING	Range of Reading and Level of Text Complexity	1.R.10		Text complexity standard recommended to be moved to supporting guidance.	Text complexity standard recommended to be moved to supporting guidance.
	Responding to Literature	1.R.11		Make connections between self, text, and the world around them (text, media, social interaction).	New recommended Standard that combines Reading for Information and Reading for Literature.
WRITING STANDARDS	Production, Range, and Distribution of Writing	2.W.1		Produce writing in which the development and organization are appropriate to task and purpose.	New recommended Standard for Writing.
		2.W.1.a		Not applicable to this grade.	
		2.W.1.b		Use precise language and domain-specific vocabulary to inform about or explain the topic.	New recommended Standard for Writing.
		2.W.1.c		Use linking words and phrases to connect ideas within categories of information.	New recommended Standard for Writing.
		2.W.1.d		Not applicable to this grade.	New recommended Standard for Writing.
		2.W.1.e		Provide a conclusion.	New recommended Standard for Writing.
		2.W.2		Focus on a topic and strengthen writing as needed by revising and editing, with guidance and support as needed.	New recommended Standard for Writing.

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WRITING STANDARDS	Production, Range, and Distribution of Writing	2.W.3		Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences.	New recommended Standard for Writing.
		2.W.4		Use a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support.	New recommended Standard for Writing.
	Research to Build and Present Knowledge	2.W.5		Ask questions and participate in shared research to answer questions and to build knowledge about a topic, with guidance and support as needed.	New recommended Standard for Writing.
		2.W.6		Recall information from experiences or gather information from provided sources to answer a question.	New recommended Standard for Writing.
		2.W.7		(Begins in Grade 4)	New recommended Standard for Writing.
	Text Types and Purposes	2.W.8		Write opinion pieces on topics or texts, using supporting details which support the point of view.	New recommended Standard for Writing.
		2.W.8.a		Introduce the topic or book and state an opinion.	New recommended Standard for Writing.

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WRITING STANDARDS	Text Types and Purposes	2.W.8.b		Provide reasons that support the opinion.	New recommended Standard for Writing.
		2.W.9		Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, and provide a concluding statement or section.	New recommended Standard for Writing.
		2.W.10		Write narratives which recount an event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	New recommended Standard for Writing.
		2.W.11		Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with guidance and support as needed.	New recommended Standard for Writing.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	Comprehension and Collaboration	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.	Participate in collaborative conversations with diverse peers and adults in small, large groups and during play.	Changed to stay consistent with Kindergarten.
		2.SL.1a	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).	Follow agreed-upon rules for discussions by actively listening, taking turns, and staying on topic.	Changed to clarify language. Removed the expression "gaining the floor" because it was not clear.
		2.SL.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.	Changed for consistency with Kindergarten and 1 st grade.
		2.SL.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	Ask for clarification and further explanation as needed about topics and texts under discussion.	Changed language for clarity.
		2.SL.1d	Seek to understand and communicate with individuals from different cultural backgrounds.	Seek to understand and communicate with individuals from diverse backgrounds.	Changed for consistency and clarity.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	Comprehension and Collaboration	2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details of diverse media and formats.	Changed for clarity and consistency with anchor standard.
		2.SL.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Retell and agree or disagree with the speaker's point of view.	Changed for clarity of language and to align with anchor standard.
	Presentation of Knowledge and Ideas	2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly with appropriate volume for the audience.	Changed for concern about grade-appropriateness.
		2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Include multimedia components and visual displays in presentations to clarify ideas, thoughts, and feelings.	Changed for consistency with other grades.
		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 on page 36 for specific expectations.)	Adapt language when appropriate to task, situation, and audience.	Changed to clarify language and align with anchor standard.

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LANGUAGE	Conventions of Standard English	2.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	No change	
		2.L.1a	Use collective nouns (e.g., group).	Use collective nouns.	Changed to omit example; example not needed. Committee recommends a separate section for examples/guidance.
		2.L.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Form and use frequently occurring irregular plural nouns.	Changed to omit example; example not needed. Committee recommends a separate section for examples/guidance.
		2.L.1c	Use reflexive pronouns (e.g., myself, ourselves).	Use reflexive pronouns.	Changed to omit example; example not needed. Committee recommends a separate section for examples/guidance.
		2.L.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	No change	
		2.L.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	Use adjectives and adverbs depending on what is to be modified.	Changed to clarify standard.
		2.L.1f	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).	Produce, expand, and rearrange complete simple and compound sentences.	Changed to omit example; example not needed. Committee recommends a separate section for examples/guidance.

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LANGUAGE	Conventions of Standard English	2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	No change	
		2.L.2a	Capitalize holidays, product names, and geographic names.	No change	
		2.L.2b	Use commas in greetings and closings of letters.	No change	
		2.L.2c	Use an apostrophe to form contractions and frequently occurring possessives.	No change	
		2.L.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Generalize learned spelling patterns when writing words.	Changed to omit example; example not needed. Committee recommends a separate section for examples/guidance.
		2.L.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Consult reference materials as needed to check and correct spellings.	Changed to be more inclusive of varied types of resources.

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LANGUAGE	Knowledge of Language	2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	No change	
		2.L.3a	Compare formal and informal uses of English.	No change	
	Vocabulary Acquisition and Use	2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.	Changed to delete grade-specific language.
		2.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	No change	
		2.L.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	No change	
		2.L.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	No change	

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LANGUAGE	Vocabulary Acquisition and Use	2.L.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	Use knowledge of the meaning of individual words to predict the meaning of compound words.	Changed to omit example; example not needed. Committee recommends a separate section for examples/guidance.
		2.L.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.	Changed language-no need to specify print and digital.
		2.L.5	Demonstrate understanding of word relationships and nuances in word meanings.	No change	
		2.L.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Use words to identify and describe the world, making connections between words and their use (e.g., describe foods that are spicy or juicy).	Changed to clarify language.
		2.L.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	No change	
		2.L.6	Use 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)	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Changed to omit example; example not needed. Committee recommends a separate section for examples/guidance.

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