

NYSED 2nd Grade ELA Crosswalk

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
2RF1	There is not a grade 2 standard for this concept. Please see preceding grades for more information.	
2RF2	There is not a grade 2 standard for this concept. Please see preceding grades for more information.	
2RF3	<p>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.</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 words.</p>	<p>2RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</p> <p>2RF3b: Decode short and long vowel sounds in two-syllable words.</p> <p>2RF3c: Decode regularly spelled two-syllable words.</p> <p>2RF3d: Recognize and identify root words and common suffixes and prefixes.</p> <p>2RF3e: Read all common high-frequency words by sight.</p>
2RF4	<p>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 on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
2R1	<p>RL: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)</p>
2R2	<p>RL: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or</p>	<p>2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)</p>

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	<p>moral.</p> <p>RI: Identify the main topic of a multiparagraph-text as well as the focus of specific paragraphs within the text</p>	
2R3	<p>RL: Describe how characters in a story respond to major events and challenges.</p> <p>RI: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>2R3: In literary texts, describe how characters respond to major events and challenges. (RL)</p> <p>In informational texts, describe the connections among ideas, concepts, or a series of events. (RI)</p>
2R4	<p>RL: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI: Determine the meaning of words and phrases in a text relevant to a grade-2 topic or subject area.</p>	<p>2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)</p>
2R5	<p>RL: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>RI: 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.</p>	<p>2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)</p>
2R6	<p>RL: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RI: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)</p>
2R7	<p>RL: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI: Explain how specific images (e.g., a</p>	<p>2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)</p>

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	diagram showing how a machine works} contribute to and clarify a text.	
2R8	RL: (Not applicable to literature) RI: Describe how reasons support specific points the author makes in a text.	2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&RL)
2R9	RL: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RI: Compare and contrast the most important points presented by two texts on the same topic.	Omitted. See 2R9 (2017 Standards) for connections between texts. 2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
2R10	RL: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Please see the “Range of Student Reading Experiences for 2nd Grade” section included in the introduction to the 2nd Grade Standards.
2R11	RL: Make connections between self, text, and the world around them (text, media, social interaction). RI: Not applicable to Reading for Information Standard	2R9: Make connections between self and text (texts and other people/ world). (RI&RL)
2W1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. Please note: Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons.
2W2	Write informative/explanatory texts in which they introduce a topic, use facts and	2W2: Write informative/explanatory texts that introduce a topic, use facts and other

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	definitions to develop points, and provide a concluding statement or section	information to develop points, use content-specific language , and provide a concluding statement or section.
2W3	Write narratives in which they recount a well-elaborated 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.	2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.
2W4	(Begins in grade 3)	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
2W5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
2W6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
2W7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.
2W8	Recall information from experiences or gather information from provided sources to answer a question.	2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.
2W9	(Begins in grade 4)	W5: Begins in grade 4.
2W10	(Begins in grade 3)	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
2W11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.	2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).
2SL1	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	2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. 2LS1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. 2SL1b: Build on others’ talk in conversations by

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	<p>care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>d. Seek to understand and communicate with individuals from different cultural backgrounds.</p>	<p>linking their comments to the remarks of others through multiple exchanges.</p> <p>2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.</p> <p>2SL2d: Consider individual differences when communicating with others.</p>
2SL2	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>2SL2: Recount or describe key ideas or details of diverse texts and formats.</p>
2SL3	<p>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.</p>	<p>2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker’s point of view, providing a reason(s).</p>
2SL4	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
2SL5	<p>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.</p>	<p>2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.</p>
2SL6	<p>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.)</p>	<p>2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.</p>
2L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs</p>	

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	<p>(e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p>
2L2	<p>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.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
2L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>2L3a: Compare academic and conversational uses of English.</p>
2L4	<p>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.</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 word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<p>2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>2L4d: Use knowledge of the meaning of</p>

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	<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p>
2L5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p>2L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>2L5a: Identify real-life connections between words and their use.</p> <p>2L5c: Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p> <p>New 2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>
2L6	<p>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., <i>When other kids are happy that makes me happy</i>).</p>	<p>2L6: 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., <i>When other kids are happy that makes me happy</i>).</p>