Grade 2 English Language Arts	
Louisiana Student Standards	**Louisiana Connectors (LC)**
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**LC.RL.2.1** Answer *who, what, where, when, why,* and *how* questions from stories.
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**LC.RL.2.2a** Use details to recount stories, including fables and folktales from diverse cultures.**LC.RL.2.1b** Retell a favorite text, including key details.
RL.2.3 Describe how characters in a story respond to major events and challenges.	**LC.RL.2.3a** Describe or select a description of a major event or problem in a story. **LC.RL.2.3b** Describe or select a description of how characters respond to major events or problems in a story.
RL.2.4 Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text.	No Louisiana Connectors developed for this standard.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**LC.RL.2.5a** Describe or select the description of what happened (or key events from) in the beginning of the story. **LC.RL.2.5b** Describe or select the description of what happened (or key events from) in the end of the story. **LC.RL.2.5c** Use signal words (e.g., *then, while, because, when, after, before, later*) to describe event sequence, actions, and interactions in a story. **LC.RL.2.5d** Read books to examine how to write certain genres.
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**LC.RL.2.6** Identify different points of view of different characters in a story. (e.g., "Who thinks it is a bad idea to play a joke on a friend?")
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**LC.RL.2.7a** Use illustrations to answer questions about the characters, key events, the problem or solution in a story.

	LC.RL.2.7b Use information gained from illustrations to describe elements within the setting. **LC.RL.2.7c** Use information gained from illustrations to describe a character's feelings or what a character wanted. **LC.RL.2.7d** Use information gained from illustrations to describe a relationship between characters (e.g., mother/daughter, love/hate). **LC.RL.2.7e** Use text features to aid comprehension.
RL.2.8 (Not applicable to literature) [1]	
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**LC.RL.2.9a** Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. **LC.RL.2.9b** Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.
RL.2.10 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.	**LC.RL.2.10** Choose literary texts or poems to read and reread, listen to, or view for leisure purposes.
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**LC.RI.2.1** Answer *who*, *what*, *where*, *when*, *why*, and *how* questions from informational text.
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	**LC.RI.2.2a** Identify the main topic of a multi-paragraph informational text. **LC.RI.2.2b** Identify the focus of a paragraph and the details that support the focus in an informational text.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**LC.RI.2.3a** Identify the sequence of events in an informational text. **LC.RI.2.3b** Identify the steps in a process in an informational text.

[1] Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.

	LC.RI.2.3c Identify the cause and effect relationships in an informational text.
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	**LC.RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area**.**
RI.2.5 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.	**LC.RI.2.5** Identify and use text features (e.g., title, bold print, illustrations, glossaries) to aid comprehension (e.g., locate key facts or information in a text efficiently).
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**LC.RI.2.6** Identify the main purpose of a text, including what question the author is answering, explaining, or describing.
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	**LC.RI.2.7a** Explain or identify what specific images (e.g., a diagram showing how a machine works) teach or inform the reader. **LC.RI.2.7b** Use the illustrations and details in a text to describe or identify its key ideas.
RI.2.8 Describe how reasons or evidence support specific points the author makes in a text.	**LC.RI.2.8a** Identify the facts and details an author gives to support points in a text. **LC.RI.2.8b** Describe how facts and details support specific points the author makes in a text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	**LC.RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10 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.	**LC.RI.2.10a** Choose informational texts to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them). **LC.RI.2.10b** Discuss key details and main topic of a preferred text.
RF.2.1 Mastered in grade 1.	

RF.2.2 Mastered in grade 1.	**LC.RF.2.2a** Produce single-syllable words by blending sounds (phonemes), including consonant blends. **LC.RF.2.2b** Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words. **LC.RF.2.2c** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
    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.
	LC.RF.2.3a Identify long and short vowels in regularly spelled one-syllable words.
	 LC.RF.2.3b Decode regularly spelled one-syllable words with long vowels.
	 LC.RF.2.3c Decode regularly spelled two-syllable words with long vowels.
	 LC.RF.2.3d Decode words with common prefixes and suffixes.
	 LC.RF.2.3e Recognize and/or read grade appropriate irregularly spelled words.
	 LC.RF.2.3f Read or identify frequently occurring root words with and without inflectional endings.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
    a. Read on-level text with purpose and understanding.
    b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	LC.RF.2.4a Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.
	 LC.RF.2.4b Identify grade-level words with accuracy and on successive attempts.
	 LC.RF.2.4c Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
	 LC.RF.2.4d Use context to confirm or self-correct word recognition.

W.2.1 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.	**LC.W.2.1a** Produce an opinion statement about a topic or book of interest, supply reasons that support the opinion, and provide a concluding statement. **LC.W.2.1b** Connect reasons to the opinion using linking words.

	LC.W.2.1c Organize an opinion piece starting with an opinion statement followed by related reasons and ending with a concluding statement.
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**LC.W.2.2a** Produce a statement that names a topic and supplies some facts about the topic. **LC.W.2.2b** When creating information/explanatory permanent products represent facts and descriptions through the use of illustrations and captions. **LC.W.2.2c** Order factual statements to describe a sequence of events or explain a procedure. **LC.W.2.2d** Provide a concluding statement or section to an informative/explanatory permanent product.
W.2.3 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.	**LC.W.2.3a** Provide a title that tells the central idea or focus. **LC.W.2.3b** Describe a single event or series of events by including actions, thoughts, or feelings about *who*, *what*, and *why*. **LC.W.2.3c** Describe a series of events in the order in which they occurred, and when appropriate, use signal words (e.g., *first*, *then*, *next*). **LC.W.2.3d** Create a narrative permanent product that provides a sense of closure.
W.2.4 Begins in grade 3.	
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**LC.W.2.5** With guidance and support from adults, use feedback to strengthen permanent products (e.g., add more details or description).
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**LC.W.2.6** With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish permanent products, including collaborating with peers.
W.2.7 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).	**LC.W.2.7a** 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).

	LC.W.2.7b Generate ideas and or opinions when participating in shared writing projects.
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	**LC.W.2.8a** Recall information from experiences to answer a question. **LC.W.2.8b** With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question. **LC.W.2.8c** Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart, discussion web) to record reasons for or against a topic. **LC.W.2.8d** Create a permanent product (e.g., T-chart, word sort) to distinguish facts and opinion. **LC.W.2.8e** Use simple note-taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.
W.2.9 Begins in grade 4.	
W.2.10 Begins in grade 3.	

SL.2.1 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 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.
	LC.SL.2.1a 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 text under discussion).
	LC.SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
	LC.SL.2.1c Engage in small or large group discussions by sharing one's own permanent product.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**LC.SL.2.2a** Engage in small or large group discussion of favorite texts presented orally or through other media.

	LC.SL.2.2b Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.
SL.2.3 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.	**LC.SL.2.3** Ask questions about information presented orally in order to clarify something that is not understood.
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**LC.SL.2.4a** Share a story or recount an experience with appropriate facts and relevant, descriptive details. **LC.SL.2.4b** Describe factual information and ideas about people, places, things, and a single event or series of events. **LC.SL.2.4c** Provide at least two facts for each subtopic identified for a larger topic. **LC.SL.2.4d** Describe a single event or a series of events by including actions, thoughts, or feelings.
SL.2.5 Create audio recordings of stories or poems with guidance and support from adults and/or peers; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	**LC.SL.2.5** Use drawings or other visual displays to clarify ideas, thoughts, and feelings.
SL.2.6 Produce complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.	**LC.SL.2.6** Produce complete sentences (e.g., through dictation, writing, word array, picture) when appropriate to task and situation.

L.2.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
    a. Use collective nouns (e.g., group).
    b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
    c. Use reflexive pronouns (e.g., myself, ourselves) and indefinite pronouns (e.g., anyone, everything).
    d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
	LC.L.2.1a Use collective and irregular plural nouns when communicating.
	LC.L.2.1b Use past tense irregular verbs when communicating.
	LC.L.2.1c Use reflexive pronouns (e.g., myself, ourselves) when communicating.
	LC.L.2.1d Use adjectives and adverbs when communicating.
	LC.L.2.1e Produce and expand upon simple or compound sentences.

e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. 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).	
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	LC.L.2.2a Capitalize dates, names of people, holidays, product names, and geographic names. LC.L.2.2b Use conventional spelling for words with common spelling patterns.
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	No Louisiana Connectors developed for this standard
L.2.4 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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	LC.L.2.4a Use sentence context as a clue to the meaning of a word or phrase. LC.L.2.4b Determine the meaning of a new word formed when a known prefix is added to the known word or root. LC.L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root. LC.L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words. LC.L.2.4e Use a glossary or beginning dictionary to determine the meaning of a word.

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
    a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
    b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
	LC.L.2.5a Use newly acquired words in real-life context.
	LC.L.2.5b Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.

L.2.6 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).	**LC.L.2.6a** 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). **LC.L.2.6b** Identify connections with previously understood words to acquire the meaning of a new word (e.g., *weeping* is like *crying*). **LC.L.2.6c** Use newly acquired words in real-life context. **LC.L.2.6d** Use adjectives to describe nouns. **LC.L.2.6e** Use adverbs to describe verbs.