



**South Carolina College- and Career-Ready
Standards and Indicators for
Grade 2**

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

- 1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

- 2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

- 3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.
3.2 Select the most important information, revise ideas, and record and communicate findings.

Standard 4: Synthesize integrated information to share learning and/or take action.

- 4.1 Interpret relationships and patterns discovered during the inquiry process.
4.2 Use appropriate tools to communicate findings and/or take informed action.
4.3 Reflect on findings and pose new questions for further inquiry.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

- 5.1 Acknowledge and value individual and collective thinking.
5.2 Monitor and assess learning to guide inquiry.

- 5.3 Articulate the process of learning and seek appropriate help.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Reading - Literary Text (RL)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3.1 Use knowledge of r-controlled vowels to read.
3.2 Use knowledge of how syllables work to read multisyllabic words.
3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
3.4 Use and apply knowledge of vowel diphthongs.
3.5 Use and apply knowledge of how inflectional endings change words.
3.6 Recognize and read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.1 Read grade-level texts with purpose and understanding.
4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

- 5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
- 5.2 Make predictions before and during reading; confirm or modify thinking.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

- 6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.
- 7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- 8.1 Read or listen closely to:
 - a. compare and contrast characters' actions, feelings, and responses to major events or challenges;
 - b. describe how cultural context influences characters, setting, and the development of the plot; and
 - c. explain how cause and effect relationships affect the development of plot.

Language, Craft, and Structure

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

- 9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.
- 9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 10.1 Use context to determine the meaning of words and phrases.
- 10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.
- 10.3 Use a base word to determine the meaning of an unknown word with the same base.
- 10.4 Use the meanings of individual words to predict the meaning of compound words.
- 10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.
- 10.6 Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

- 11.1 Identify and analyze the author's purpose.
- 11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

- 12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
- 12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.

Range and Complexity

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

- 13.1 Engage in whole and small group reading with purpose and understanding.
- 13.2 Read independently for sustained periods of time to build stamina.
- 13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Reading - Informational Text (RI)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3.1 Use knowledge of r-controlled vowels to read.
- 3.2 Use knowledge of how syllables work to read multisyllabic words.
- 3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
- 3.4 Use and apply knowledge of vowel diphthongs.
- 3.5 Use and apply knowledge of how inflectional endings change words.
- 3.6 Recognize and read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.1 Read grade-level texts with purpose and understanding.
- 4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

- 5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
- 5.2 Make predictions before and during reading; confirm or modify thinking.

Standard 6: Summarize key details and ideas to support analysis of central ideas.

- 6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.

Language, Craft, and Structure

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

- 8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
- 8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.

Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 9.1 Use context to determine the meaning of words and phrases.
- 9.2 Determine the meaning of a newly formed word when a known affix is added to the word.
- 9.3 Use a base word to determine the meaning of an unknown word with the same base.
- 9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.
- 9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.

Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

- 10.1 Identify and analyze the author's purpose.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

- 11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.
- 11.2 Identify the structures an author uses to support specific points.

Range and Complexity

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

- 12.1 Engage in whole and small group reading with purpose and understanding.
- 12.2 Read independently for sustained periods of time.
- 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Writing (W)

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

- 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.
- 1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- 3.1 Explore multiple texts to write narratives that 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.
- 3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Language

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 4.1 Use collective nouns.
- 4.2 Form and use frequently occurring irregular plural nouns.
- 4.3 Use reflexive pronouns.
- 4.4 Form and use the past tense of frequently occurring irregular verbs.
- 4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 4.6 Use positional, time, and place prepositional phrases.
- 4.7 Use conjunctions.
- 4.8 Produce, expand, and rearrange complete simple and compound sentences.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.
- 5.2 Use:
 - a. periods, question marks, or exclamation marks at the end of sentences;
 - b. commas in greetings and closings of letters, dates, and to separate items in a series; and
 - c. apostrophes to form contractions and singular possessive nouns.
- 5.3 Generalize learned spelling patterns and word families.
- 5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high-frequency words.
- 5.5 Consult print and multimedia resources to check and correct spellings.

Range and Complexity

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended

time frames.

- 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
- 6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.
- 6.4 Begin to develop efficient keyboarding skills.
- 6.5 Begin to develop cursive writing.

Communication (C)

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

- 1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.
- 1.2 Apply the skills of taking turns, listening to others, and speaking clearly.
- 1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.
- 1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
- 1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

- 2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.
- 2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

- 3.1 Explain how ideas and topics are depicted in a variety of media and formats.
- 3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.

Language, Craft, and Structure

Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

- 4.1 Identify speaker’s purpose and details that keep the listener engaged.
- 4.2 Determine if the presentation has a logical introduction, body, and conclusion.
- 4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

- 5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.
- 5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.

Notes:
