Category	Readiness Standards	Supporting Standards
1 Understanding Across Genres	2.5.B use context to determine the relevant meaning of unfamiliar words or multiple-meaning words*	2.3.A use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions 2.3.B ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text* 2.5.A use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)* 2.5.C identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning*
2 Understanding and Analysis of Literary Texts	2.9.B describe main characters in works of fiction, including their traits, motivations, and feelings* 2.10 distinguish between fiction and nonfiction* Fig 19.D make inferences about text and use textual evidence to support understanding (Fiction) Fig 19.E summarize information in text, maintaining meaning and logical order (Fiction)	2.6.A identify moral lessons as themes in well-known fables, legends, myths, or stories* 2.6.B compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot. 2.7 describe how rhyme, rhythm, and repetition interact to create images in poetry* 2.8 identify the elements of dialogue and use them in informal plays. 2.9.A describe similarities and differences in the plots and settings of several works by the same author* 2.11 recognize that some words and phrases have literal and non-literal meanings (e.g., take steps). 2.13 identify the topic and explain the author's purpose in writing the text* 2.16 analyze how words, images, graphics, and sounds work together in various forms to impact meaning Fig 19.D make inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry) Fig 19.E summarize information in text, maintaining meaning and logical order (Literary Nonfiction, Poetry)
3 Understanding and Analysis of Informational Texts	2.14.B locate the facts that are clearly stated in a text* 2.14.C describe the order of events or ideas in a text* Fig 19.D make inferences about text and use textual evidence to support understanding Fig. 19.E summarize information in text, maintaining meaning and logical order	2.14.A identify the main idea in a text and distinguish it from the topic* 2.14.D use text features (e.g., table of contents, index, headings) to locate specific information in text* 2.15.A follow written multi-step directions; 2.15.B use common graphic features to assist in the interpretation of text (e.g., captions, illustrations)* 2.16 analyze how words, images, graphics, and sounds work together in various forms to impact meaning 2.16.A recognize different purposes of media (e.g., informational, entertainment)

Genres

Literary	Informational
• Fiction • Literary Nonfiction • Poetry • Drama	• Expository • Procedural • Media Literacy

Reading Processes– Grade Two

Reading/Beginning Reading Skills/Print Awareness
2.1 distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).

Reading/Beginning Reading/Strategies
2.3.C establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

Reading/Fluency

* Aligned with STAAR Assessed Curriculum

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2.4   read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension

Reading/Beginning Reading Skills/Phonics

2.2.A   decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:
   (i) single letters (consonants and vowels)
   (ii) consonant blends (e.g., thr, spl)
   (iii) consonant digraphs (e.g., ng, ck, ph)
   (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou)

2.2.B   use common syllabication patterns to decode words including:
   (i) closed syllable (CVC) (e.g., pic-nic, mon-ster)
   (ii) open syllable (CV) (e.g., ti-ger)
   (iii) final stable syllable (e.g., sta-tion, tum-ble)
   (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape)
   (v) r-controlled vowels (e.g., per-fect, cor-ner)
   (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal)

2.2.C   decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant)

2.2.D   read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful)

2.2.E   identify and read abbreviations (e.g., Mr., Ave.)

2.2.F   identify and read contractions (e.g., haven't, it's)

2.2.G   identify and read at least 300 high-frequency words from a commonly used list

2.2.H   monitor accuracy of decoding

Reading/Vocabulary Development

2.5.D   alphabetize a series of words and use a dictionary or a glossary to find words*

Reading/Media Literacy

2.16.A   recognize different purposes of media (e.g., informational, entertainment)

2.16.B   describe techniques used to create media messages (e.g., sound, graphics)

2.16.C   identify various written conventions for using digital media (e.g., e-mail, website, video game)

Research

2.24.A   generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics

2.24.B   decide what sources of information might be relevant to answer these questions

2.25.A   gather evidence from available sources (natural and personal) as well as from interviews with local experts

2.25.B   use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information

2.25.C   record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)

2.26   revise the topic as a result of answers to initial research questions

2.27   create a visual display or dramatization to convey the results of the research

Listening and Speaking

2.28.A   listen attentively to speakers and ask relevant questions to clarify information

2.28.B   follow, restate, and give oral instructions that involve a short related sequence of actions

2.29   share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language

2.30   follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

Comprehension Skills

2.12   read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning

Fig 19A   establish purposes for reading selected texts based upon content to enhance comprehension

Fig 19B   ask literal questions of text

Fig 19C   monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions)

Fig 19 F   make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence

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Category	Readiness Standards	Supporting Standards
1 Composition	2.17.B develop drafts by sequencing ideas through writing sentences* 2.18.A write brief stories that include a beginning, middle, and end 2.19.A write brief compositions about topics of interest to the student*	2.18.B write short poems that convey sensory details 2.19.B write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) 2.19.C write brief comments on literary or informational texts 2.20 write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community
2 Revision	2.17.C revise drafts by adding or deleting words, phrases, or sentences*	
3 Editing	2.17.D edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric* 2.21.C distinguish among declarative and interrogative sentences 2.22.A write legibly leaving appropriate margins for readability 2.22.B use capitalization for:* (i) proper nouns* (ii) months and days of the week* (iii) the salutation and closing of a letter* 2.22.C recognize and use punctuation marks, including* (i) ending punctuation in sentences* 2.23.C spell high-frequency words from a commonly used list	2.21.A understand and use the following parts of speech in the context of reading, writing, and speaking* (i) verbs (past, present, and future)* (ii) nouns (singular/plural, common/proper)* (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the)* (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)* (v) prepositions and prepositional phrases* (vi) pronouns (e.g., he, him)* (vii) time-order transition words* 2.21.B use complete sentences with correct subject-verb agreement* 2.22.C recognize and use punctuation marks, including:* (ii) apostrophes and contractions* (iii) apostrophes and possessives* 2.23.A use phonological knowledge to match sounds to letters to construct unknown words 2.23.B spell words with common orthographic patterns and rules:* (i) complex consonants (e.g., hard and soft c and g, ck)* (ii) r-controlled vowels; (iii) long vowels (e.g., VCe-hope)* (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)* 2.23.D spell base words with inflectional endings (e.g., -ing and -ed)* 2.23.E spell simple contractions (e.g., isn't, aren't, can't) 2.23.F use resources to find correct spellings

Genres

Literary	Informational
• Fiction • Poetry	• Expository • Procedural • Persuasive

Writing/Writing Processes

2.17.A plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)
2.17.E publish and share writing with others

* Aligned with STAAR Assessed Curriculum

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