South Carolina, Grade 2

South Carolina Strand/Standard	Focus of South Carolina Standard	For More Informatio
Reading Literary	Text	
	Principles of Reading	
1	NA	
2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	RF2 pp. 78–83
3	Know and apply grade-level phonics and word analysis skills in decoding words	RF3 pp. 84–89
4	Read level-appropriate texts with purpose and understanding	RF4 pp. 90–95
	Meaning and Context	
5	Ask and answer literal and inferential questions to show understanding of a text; use specific details to make inferences and draw conclusions	R1 pp. 6–11
6	Use information gained from illustrations and words to demonstrate understanding of a text's characters, setting, or plot	R7 pp. 42–47
7	Retell the sequence of events using key details; compare and contrast multiple versions of the same story	R2 pp. 12–17 R9 pp. 54–59
8	Compare and contrast characters' actions, feelings, and responses to challenges	R3 pp. 18–23
	Language, Craft, and Structure	
9	Identify literary devices and how an author uses them; identify how word choices and illustrations contribute to meaning	R4 pp. 24–29
10	Ask and answer questions about unknown words in a text	R4 pp. 24–29
11	Recognize differences between the points of view and perspective of the narrator and various characters	R6 pp. 36–41
12	Describe the overall structure of a narrative, including how the beginning introduces and the ending concludes the action	R5 pp. 30–35
	Range and Complexity	
13	Engage in whole- and small-group reading; read independently for sustained periods	R10 pp. 60–65
Reading Informa	tional Text	
	Principles of Reading	
1	NA	
2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	RF2 pp. 78–83
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	Meaning and Context	
5	Ask and answer literal and inferential questions to show understanding of a text; use specific details to make inferences and draw conclusions	R1 pp. 6–11
6	Retell the central idea and key details from multiparagraph texts; summarize text by stating the topic of each paragraph	R2 pp. 12–17
7	Compare and contrast topics or ideas across texts	R9 pp. 54–59
	Language, Craft, and Structure	
8	Identify how the author uses words, phrases, and images to inform, explain, or describe; use text features to locate information	R5 pp. 30–35 R7 pp. 42–47
9	Determine the meaning of unknown words in a text; use words and phrases acquired through talk and text	R4 pp. 24–29 L6 pp. 216–221

Range and Complexity 12 Engage in whole- and small-group reading; read independently for sustained periods R10 pp. 6 Writing Meaning, Context, and Craft 1 Explore print and multimedia sources to compose opinion pieces; plan, revise, and edit W1 pp. 10 Strengthen writing W2 pp. 1 2 Explore print and multimedia sources to compose informative/explanatory texts; plan revise and edit to strengthen writing 3 Explore print and multimedia sources to narrate one well-elaborated event or a short sequence of events; plan, revise, and edit to strengthen writing Language 4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing Communication Meaning and Context 1 Participate in conversations with diverse partners about topics and texts in small and large groups; explain personal ideas and build on the ideas of others 2 Articulate ideas and information gathered from various resources; participate in shared research SL3 pp. 1 SL4 p	outh Carolina trand/Standard	Focus of South Carolina Standard	For More Information		
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		Articulate ideas and information gathered from various resources; participate in shared research	SL3 pp. 158–163 SL4 pp. 164–169 W7 pp. 130–135		
			SL5 pp. 170–175 W6 pp. 124–129		
4 Identify speaker's purpose and details that keep the listener engaged SL2 pp. 1		Identify speaker's purpose and details that keep the listener engaged	SL2 pp. 152–157		
5 Employ speaking techniques to engage and impact the audience SL6 pp. 1		Employ speaking techniques to engage and impact the audience	SL6 pp. 176–181		