

Iowa, Grade 2

Iowa Strand/Standard	Focus of Iowa Standard	For More Information
Reading Literature		
RL.1	Ask and answer questions about key details in a text	R1 pp. 6–11
RL.2	Recount stories and determine their central message	R2 pp. 12–17
RL.3	Describe how characters respond to major events and challenges	R3 pp. 18–23
RL.4	Describe how words or phrases supply rhythm and meaning	R4 pp. 24–29
RL.5	Describe the overall structure of a story, including the beginning and ending	R5 pp. 30–35
RL.6	Acknowledge differences in characters' points of view	R6 pp. 36–41
RL.7	Use information gathered from illustrations and words to demonstrate understanding of story elements	R7 pp. 42–47
RL.8	NA	
RL.9	Compare and contrast two or more versions of the same story	R9 pp. 54–59
RL.10	Read and comprehend texts of appropriate complexity	R10 pp. 60–65
Reading Informational Text		
RI.1	Ask and answer questions about key details in a text	R1 pp. 6–11
RI.2	Identify the main topic and retell key details of a text, as well as the focus of specific paragraphs	R2 pp. 12–17
RI.3	Describe the connection between a series of events, ideas, concepts, or steps in a text	R3 pp. 18–23
RI.4	Determine the meaning of words and phrases in a text relevant to a grade-level topic	R4 pp. 24–29
RI.5	Use text features to efficiently locate information in a text	R5 pp. 30–35
RI.6	Identify the main purpose of a text	R6 pp. 36–41
RI.7	Explain how specific images contribute to and clarify a text	R7 pp. 42–47
RI.8	Describe how reasons an author gives support points in a text	R8 pp. 48–53
RI.9	Compare and contrast the most important points in two texts on the same topic	R9 pp. 54–59
RI.10	Read and comprehend informational texts of appropriate complexity	R10 pp. 60–65
Reading Foundational Skills		
RF.1	NA	
RF.2	NA	
RF.3	Phonics: Know and apply grade-level phonics and word analysis skills in decoding words	RF3 pp. 84–89
RF.4	Fluency: Read level-appropriate texts with accuracy and fluency	RF4 pp. 90–95
Writing		
W.1	Write opinion pieces: introduce the topic, state an opinion, supply reasons using linking words, and provide closure	W1 pp. 100–105
W.2	Write informative/explanatory texts: name a topic, use facts to develop points, and provide closure	W2 pp. 106–111
W.3	Write narratives: sequence events; include details to describe actions, thoughts, and feelings; use temporal words; provide closure	W3 pp. 112–117
W.4	NA	
W.5	Focus on a topic and strengthen writing by revising and editing	W5 pp. 118–123
W.6	Use a variety of digital tools to produce and publish writing	W6 pp. 124–129
W.7	Participate in shared research and writing projects	W7 pp. 130–135

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Writing		
W.8	Recall information from experiences or gather information from provided sources to answer a question	W8 pp. 136–141
W.9	NA	
W.10	NA	
Speaking and Listening		
SL.1	Participate in collaborative conversations with diverse partners about topics and texts in small and larger groups	SL1 pp. 146–151
SL.2	Recount or describe key ideas or details in information presented orally	SL2 pp. 152–157
SL.3	Ask and answer questions in order to get information, deepen understanding, or clarify something that is not understood	SL3 pp. 158–163
SL.4	Recount a story or experience with appropriate facts and relevant details	SL4 pp. 164–169
SL.5	Create audio recordings of stories or poems, adding visual displays as appropriate for clarification	SL5 pp. 170–175
SL.6	Produce complete sentences when appropriate to task and situation	SL6 pp. 176–181
Language		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 186–191
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 192–197
L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	L3 pp. 198–203
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases	L4 pp. 204–209
L.5	Demonstrate understanding of word relationships and nuances in word meanings	L5 pp. 210–215
L.6	Use words and phrases acquired through conversations, reading, being read to, and responding to texts	L6 pp. 216–221