

# West Virginia, Grade 2

| West Virginia Strand/Standard      | Focus of West Virginia Standard   | For More Information |
|------------------------------------|---|----------------------|
| <b>Reading Literature</b>          |   |                      |
| R.C1.1                             | Ask and answer questions about key details in a text  | R1 pp. 6–11          |
| R.C1.2                             | Recount stories and determine their central message   | R2 pp. 12–17         |
| R.C1.3                             | Describe how characters respond to major events and challenges  | R3 pp. 18–23         |
| R.C2.1                             | Describe how words or phrases supply rhythm and meaning   | R4 pp. 24–29         |
| R.C2.2                             | Describe the overall structure of a story, including the beginning and ending   | R5 pp. 30–35         |
| R.C2.3                             | Acknowledge differences in characters' points of view   | R6 pp. 36–41         |
| R.C3.1                             | Use information gathered from illustrations and words to demonstrate understanding of story elements                                | R7 pp. 42–47         |
| R.C3.2                             | Compare and contrast two or more versions of the same story   | R9 pp. 54–59         |
| R.C4.1                             | Read and comprehend texts of appropriate complexity   | R10 pp. 60–65        |
| RL.10                              | Read and comprehend texts of appropriate complexity   | R10 pp. 60–65        |
| <b>Reading Informational Text</b>  |   |                      |
| R.C1.4                             | Ask and answer questions about key details in a text  | R1 pp. 6–11          |
| R.C1.5                             | Identify the main topic and retell key details of a text, as well as the focus of specific paragraphs                               | R2 pp. 12–17         |
| R.C1.6                             | Describe the connection between a series of events, ideas, concepts, or steps in a text   | R3 pp. 18–23         |
| R.C2.4                             | Determine the meaning of words and phrases in a text relevant to a grade-level topic  | R4 pp. 24–29         |
| R.C2.5                             | Use text features to efficiently locate information in a text   | R5 pp. 30–35         |
| R.C2.6                             | Identify the main purpose of a text   | R6 pp. 36–41         |
| R.C3.3                             | Explain how specific images contribute to and clarify a text  | R7 pp. 42–47         |
| R.C3.4                             | Describe how reasons an author gives support points in a text   | R8 pp. 48–53         |
| R.C3.5                             | Compare and contrast the most important points in two texts on the same topic   | R9 pp. 54–59         |
| R.C4.2                             | Read and comprehend informational texts of appropriate complexity   | R10 pp. 60–65        |
| <b>Reading Foundational Skills</b> |   |                      |
| R.C5.1                             | NA  |                      |
| R.C6.1                             | NA  |                      |
| R.C7.1                             | Phonics: Know and apply grade-level phonics and word analysis skills in decoding words  | RF3 pp. 84–89        |
| R.C8.1                             | Fluency: Read level-appropriate texts with accuracy and fluency   | RF4 pp. 90–95        |
| <b>Writing</b>                     |   |                      |
| W.C9.1                             | Write opinion pieces: introduce the topic, state an opinion, supply reasons using linking words, and provide closure                | W1 pp. 100–105       |
| W.C9.2                             | Write informative/explanatory texts: name a topic, use facts to develop points, and provide closure                                 | W2 pp. 106–111       |
| W.C9.3                             | Write narratives: sequence events; include details to describe actions, thoughts, and feelings; use temporal words; provide closure | W3 pp. 112–117       |
| W.C10.1                            | NA  |                      |
| W.C10.2                            | Focus on a topic and strengthen writing by revising and editing   | W5 pp. 118–123       |

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| <b>Writing</b>                |   |                      |
| W.C.10.3                      | Use a variety of digital tools to produce and publish writing   | W6 pp. 124–129       |
| W.C.11.1                      | Participate in shared research and writing projects   | W7 pp. 130–135       |
| W.C.11.2                      | Recall information from experiences or gather information from provided sources to answer a question                    | W8 pp. 136–141       |
| W.9                           | NA  |                      |
| W.10                          | NA  |                      |
| <b>Speaking and Listening</b> |   |                      |
| SL.C.13.1                     | Participate in collaborative conversations with diverse partners about topics and texts in small and larger groups      | SL1 pp. 146–151      |
| SL.C.13.2                     | Recount or describe key ideas or details in information presented orally  | SL2 pp. 152–157      |
| SL.C.13.3                     | Ask and answer questions in order to get information, deepen understanding, or clarify something that is not understood | SL3 pp. 158–163      |
| SL.C.14.1                     | Recount a story or experience with appropriate facts and relevant details   | SL4 pp. 164–169      |
| SL.C.14.2                     | Create audio recordings of stories or poems, adding visual displays as appropriate for clarification                    | SL5 pp. 170–175      |
| SL.C.14.3                     | Produce complete sentences when appropriate to task and situation   | SL6 pp. 176–181      |
| <b>Language</b>               |   |                      |
| L.C.15.1                      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking                   | L1 pp. 186–191       |
| L.C.15.2                      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing       | L2 pp. 192–197       |
| L.C.16.1                      | Use knowledge of language and its conventions when writing, speaking, reading, or listening                             | L3 pp. 198–203       |
| L.C.17.1                      | Determine or clarify the meaning of unknown and multiple-meaning words and phrases                                      | L4 pp. 204–209       |
| L.C.17.2                      | Demonstrate understanding of word relationships and nuances in word meanings  | L5 pp. 210–215       |
| L.C.17.3                      | Use words and phrases acquired through conversations, reading, being read to, and responding to texts                   | L6 pp. 216–221       |