

[Submit comments on the draft NYS Grade 2 ELA Learning Standards](#)

|   |                                     | Standard Code   | Current Standard   | Revised Standard Recommendation   | Additional Information/Notes |
|---|-------------------------------------|---|--|---|------------------------------|
| <b>READING STANDARDS: FOUNDATIONAL SKILLS</b> | <b>Phonics and Word Recognition</b> | 2.RF.3  | Know and apply grade-level phonics and word analysis skills in decoding words.       | No change   |                              |
|   |                                     | 2.RF.3a   | Distinguish long and short vowels when reading regularly spelled one-syllable words. | No change   |                              |
|   |                                     | 2.RF.3b   | Know spelling-sound correspondences for additional common vowel teams.               | Know spelling-sound correspondences for common vowel team                                   |                              |
|   |                                     |   | Decode words with common prefixes and suffixes.                                      | No change   |                              |
|   | 2.RF.3e                             | Identify words with inconsistent but common spelling-sound correspondences. | No change  | The committee recommends to include examples of this in an appendix or supporting document. |                              |
|   | 2.RF.3f                             | Recognize and read grade-appropriate irregularly spelled words.             | No change  |   |                              |

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| <b>SPEAKING AND LISTENING STANDARDS</b> | <b>Comprehension and Collaboration</b>     | 2.SL.2        | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   | Recount or describe key ideas or details of diverse media and formats.   | Changed for clarity and consistency with anchor standard.          |
|   |  | 2.SL.3        | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                                       | Retell and agree or disagree with the speaker's point of view.   | Changed for clarity of language and to align with anchor standard. |
|   | <b>Presentation of Knowledge and Ideas</b> | 2.SL.4        | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.   | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly with appropriate volume for the audience. | Changed for concern about grade-appropriateness.                   |
|   |  | 2.SL.5        | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                     | Include multimedia components and visual displays in presentations to clarify ideas, thoughts, and feelings.                                       | Changed for consistency with other grades.                         |
|   |  | 2.SL.6        | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 36 for specific expectations.) | Adapt language when appropriate to task, situation, and audience.  | Changed to clarify language and align with anchor standard.        |
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| <b>LANGUAGE</b> | <b>Conventions of Standard English</b> | 2.L.1         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | No change  |   |
|                 |  | 2.L.1a        | Use collective nouns (e.g., group).  | Use collective nouns.  | Changed to omit example; example not needed. Committee recommends a separate section for examples/guidance. |
|                 |  | 2.L.1b        | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  | Form and use frequently occurring irregular plural nouns.              | Changed to omit example; example not needed. Committee recommends a separate section for examples/guidance. |
|                 |  | 2.L.1c        | Use reflexive pronouns (e.g., myself, ourselves).  | Use reflexive pronouns.  | Changed to omit example; example not needed. Committee recommends a separate section for examples/guidance. |
|                 |  | 2.L.1d        | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  | No change  |   |
|                 |  | 2.L.1e        | Use adjectives and adverbs, and choose between them depending on what is to be modified.   | Use adjectives and adverbs depending on what is to be modified.        | Changed to clarify standard.  |
|                 |  | 2.L.1f        | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). | Produce, expand, and rearrange complete simple and compound sentences. | Changed to omit example; example not needed. Committee recommends a separate section for examples/guidance. |

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