



## Grade 2 English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards and the 2020 Indiana Academic Standards for easy reference.

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Reading Foundations		Domain: Reading Foundations	
Number	Text	Number	Text
<b>2.RF.1</b>	Use knowledge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words independent of context. (E)	<b>2.RF.4.2</b>	Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.
<b>2.RF.2</b>	Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	<b>2.RF.4.3</b>	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
<b>2.RF.3</b>	Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words. (E)	<b>2.RF.4.6</b>	Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words. <i>Further guidance for support will be provided in the Literacy Framework</i>
<b>2.RF.4</b>	Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.	<b>2.RF.5</b>	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

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		<b>2.RF.2.1</b>	<i>Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.</i>
		<b>2.RF.2.2</b>	<i>Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.</i>
		<b>2.RF.2.3</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</i>
		<b>2.RF.2.4</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.</i>
		<b>2.RF.3.1</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.1 Identify and produce rhyming words.</i>
		<b>2.RF.3.2</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</i>
		<b>2.RF.3.3</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.</i>

		<b>2.RF.3.4</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.</i>
		<b>2.RF.3.5</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.5 Segment the individual sounds in one-syllable words.</i>
		<b>2.RF.4.1</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</i>
		<b>2.RF.4.4</b>	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.). <i>Further guidance for support will be provided in the Literacy Framework</i>
		<b>2.RF.4.5</b>	Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock). <i>Further guidance for support will be provided in the Literacy Framework.</i>

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2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Reading Comprehension		Domains: Reading Literature, Reading Nonfiction, and Reading Vocabulary	
Number	Text	Number	Text
<b>2.RC.1</b>	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)	<b>2.RL.2.1</b>	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
		<b>2.RN.2.1</b>	Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
<b>2.RC.2</b>	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>2.RL.2.2</b>	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Further guidance for support will be provided in the Literacy Framework.
<b>2.RC.3</b>	Describe how characters in a story respond to major events and how characters affect the plot.	<b>2.RL.2.3</b>	Describe how characters in a story respond to major events and how characters affect the plot.
<b>2.RC.4</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (E)	<b>2.RL.3.1</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>2.RC.5</b>	Acknowledge differences in the points of view of characters, and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	<b>2.RL.3.2</b>	Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.

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<b>2.RC.6</b>	Identify the main idea of a multiparagraph text and the topic of each paragraph.	<b>2.RN.2.2</b>	Identify the main idea of a multiparagraph text and the topic of each paragraph.
<b>2.RC.7</b>	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	<b>2.RN.3.1</b>	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.
<b>2.RC.8</b>	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause-and-effect relationship. (E)	<b>2.RN.3.2</b>	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.
<b>2.RC.9</b>	Describe how an author uses facts to support specific points in a text.	<b>2.RN.4.1</b>	Describe how an author uses facts to support specific points in a text.
<b>2.RC.10</b>	Compare and contrast the most important points presented by two texts on the same topic.	<b>2.RN.4.2</b>	Compare and contrast the most important points presented by two texts on the same topic.
<b>2.RC.11</b>	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	<b>2.RV.2.1</b>	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
<b>2.RC.12</b>	Identify relationships among words, including common synonyms and antonyms and simple, multiple-meaning words (e.g., change, duck). (E)	<b>2.RV.2.2</b>	Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).
		<b>2.RL.2.4</b>	Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.
		<b>2.RL.4.1</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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		<b>2.RL.4.2</b>	Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.
		<b>2.RN.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.
		<b>2.RN.3.3</b>	Identify what the author wants the reader to answer, explain, or describe in the text.
		<b>2.RN.4.3</b>	<i>Standard begins at sixth grade: 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</i>
		<b>2.RV.2.3</b>	<i>Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.</i>
		<b>2.RV.2.4</b>	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word. <i>Further guidance for support will be provided in the Literacy Framework</i>
		<b>2.RV.2.5</b>	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
		<b>2.RV.3.1</b>	Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.

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		<b>2.RV.3.2</b>	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.
		<b>2.RV.3.3</b>	<i>Standard begins at third grade. 3.RV.3.3: Recognize the meanings of idioms in context.</i>
<b>2023 Indiana Academic Standard</b>		<b>2020 Indiana Academic Standard</b>	
<b>Domain: Writing</b>		<b>Domain: Writing</b>	
<b>Number</b>	<b>Text</b>	<b>Number</b>	<b>Text</b>
<b>2.W.1</b>	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	<b>2.W.2.1</b>	Write legibly by forming letters correctly and spacing words and sentences properly.
<b>2.W.2</b>	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)	<b>2.W.3.1</b>	Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.
<b>2.W.3</b>	Write informative/explanatory pieces on a main idea that introduces a topic, provides facts and details about the topic, and includes a concluding statement. (E)	<b>2.W.3.2</b>	Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.
<b>2.W.4</b>	Write narratives that: <ul style="list-style-type: none"> <li>a. Include a beginning;</li> <li>b. Use temporal words to signal event order (e.g., first of all);</li> <li>c. Provide details to describe actions, thoughts,</li> </ul>	<b>2.W.3.3</b>	Develop topics for friendly letters, stories, poems, and other narrative purposes that – <ul style="list-style-type: none"> <li>a. Include a beginning.</li> <li>b. Use temporal words to signal event order (e.g., first of all).</li> </ul>

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	<p>and feelings; and</p> <p>d. Provide a middle and an ending. (E)</p>		<p>c. Provide details to describe actions, thoughts, and feelings.</p> <p>d. Provide an ending.</p>
<b>2.W.5</b>	<p>Apply the writing process to:</p> <p>a. Plan by generating ideas for writing by drawing and brainstorming; with support, revise writing by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</p> <p>b. Use available technology to produce and publish legible documents.</p>	<b>2.W.4</b>	<p>Apply the writing process to –</p> <p>a. Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</p> <p>b. Use available technology to produce and publish legible documents.</p>
<b>2.W.6</b>	<p>With support, conduct research on a topic.</p> <p>a. Find information on a topic of interest (e.g., cardinals).</p> <p>b. Identify various visual and text reference sources.</p> <p>c. Organize, summarize, and present the information, choosing from a variety of formats.</p>	<b>2.W.5</b>	<p>With support, conduct short research on a topic.</p> <p>a. Find information on a topic of interest (e.g., cardinals).</p> <p>b. Identify various visual and text reference sources.</p> <p>c. Organize, summarize, and present the information, choosing from a variety of formats.</p>
<b>2.W.7</b>	<p>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</p> <p>a. Nouns/Pronouns – Using sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and</p>	<b>2.W.6.1</b>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>2.W.6.1a Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and</p>



	<p>personal and possessive pronouns.</p> <p>b. Verbs –</p> <p>    I. Using sentences that use the past tense of frequently occurring irregular verbs.</p> <p>    II. Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p> <p>c. Adjectives/Adverbs – Using sentences that use adjectives and adverbs.</p> <p>d. Usage – Using complete simple and compound declarative, interrogative, imperative, and exclamatory sentences correctly. (E)</p>		<p>personal and possessive pronouns.</p> <p>2.W.6.1b Verbs –</p> <p>    a. Writing sentences that use the past tense of frequently occurring irregular verbs.</p> <p>    b. Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p> <p>2.W.6.1c Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.</p> <p><i>2.W.6.1d Prepositions – Standard begins at fourth grade.</i></p> <p><i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i></p> <p>2.W.6.1e Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>
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<p><b>2.W.8</b></p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> <li>a. Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</li> <li>b. Punctuation –             <ul style="list-style-type: none"> <li>I. Correctly using a period, question mark, or exclamation mark at the end of a sentence.</li> <li>II. Using an apostrophe to form contractions and singular possessive nouns.</li> <li>III. Using commas in greetings and closings of letters, dates, and to separate items in a series.</li> </ul> </li> <li>c. Encoding –             <ul style="list-style-type: none"> <li>I. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</li> <li>II. Generalizing learned spelling patterns (e.g., word families) when writing words.</li> <li>III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)</li> </ul> </li> </ul>	<p><b>2.W.6.2</b></p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> <li>2.W.6.2a Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</li> <li>2.W.6.2b Punctuation –             <ul style="list-style-type: none"> <li>a. Correctly using a period, question mark, or exclamation mark at the end of a sentence.</li> <li>b. Using an apostrophe to form contractions and singular possessive nouns.</li> <li>c. Using commas in greetings and closings of letters, dates, and to separate items in a series.</li> </ul> </li> <li>2.W.6.2c Spelling –             <ul style="list-style-type: none"> <li>a. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</li> <li>b. Generalizing learned spelling patterns (e.g., word families) when writing words.</li> <li>c. Correctly spelling common irregularly-spelled grade-appropriate high frequency words.</li> </ul> </li> </ul>
		<p><b>2.W.2.2</b></p>	<p><i>Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.</i></p>

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2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Communication and Collaboration		Domains: Speaking & Listening and Media Literacy	
Number	Text	Number	Text
<b>2.CC.1</b>	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	<b>2.SL.2.1</b>	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
<b>2.CC.2</b>	Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.	<b>2.SL.2.3</b>	Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.
<b>2.CC.3</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.	<b>2.SL.2.4</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>2.CC.4</b>	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. (E)	<b>2.SL.3.2</b>	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.
<b>2.CC.5</b>	Develop simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings. (E)	<b>2.SL.4.2</b>	Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.
<b>2.CC.6</b>	Give and follow oral directions with three or more steps.	<b>2.SL.4.3</b>	Give and follow multi-step directions.
<b>2.CC.7</b>	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. (E)	<b>2.ML.2.1</b>	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

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		<b>2.SL.2.2</b>	<i>Standard begins in third grade. 3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i>
		<b>2.SL.2.5</b>	Build on others' talk in conversations by linking comments to the remarks of others.
		<b>2.SL.3.1</b>	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
		<b>2.SL.4.1</b>	Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.
		<b>2.ML.2.2</b>	<i>Standard begins in fifth grade. 5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.</i>