



OREGON ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS

Grade 2 Crosswalk

How to read this document:

This page serves as a key for reading the Oregon English Language Arts and Literacy Standards.

The left column is the Instructional Focus. The second column is the Standard Code. The third column is the 2019 Oregon English Language Arts and Literacy Standard. The final column is the original Common Core State Standard.

If there is a proposed change, the CCSS Standard will be bolded. If there is a revision to delete particular language, it will be struck.

If there is no change to the 2019 Oregon English Language Arts and Literacy Standard, the CCSS standard was simply copied over to the 2019 Oregon English Language Arts and Literacy Standard column. If a revision was made, the text in the 2019 Oregon English Language Arts and Literacy Standard column is bolded and italicized. If there is new language proposed, it will be underlined in that column, as well.

In cases where there is a standard written in the 2019 Oregon English Language Arts and Literacy Standard column, but the Original CCSS column is blank, this indicates that a standard has been added that did not previously exist.

This document serves as a crosswalk document to easily identify what revisions have been made, and how that alters the original standard.

Examples have been removed from the original standard statement, and they will be collated into a hyperlinked supplemental support document.

| | Standard Code | 2019 Oregon English Language Arts and Literacy Standard | Common Core Standard |
|------------------------------------|----------------|--|--|
| Reading Foundational Skills | | | |
| Print Concepts | 2.RF.1 | <i>(There is not a grade 2 standard for this concept. Please see preceding grades for more information.)</i> | <i>(There is not a grade 2 standard for this concept. Please see preceding grades for more information.)</i> |
| Phonological Awareness | 2.RF.2 | <u>Demonstrate command of spoken words, syllables in familiar two and three-syllable words, and phonemes .</u> | <u>(There is not a grade 2 standard for this concept. Please see preceding grades for more information.)</u> |
| <u>Phonological Awareness</u> | <u>2.RF.2a</u> | <u>Substitute medial vowels in 1-syllable words.</u> | |
| <u>Phonological Awareness</u> | <u>2.RF.2b</u> | <u>Substitute, and delete parts of blends in the final position in 1-syllable words.</u> | |
| <u>Phonological Awareness</u> | <u>2.RF.2c</u> | <u>Add, substitute, and delete syllables in compound, 3- and 4-syllable words.</u> | |
| Phonics and Word Recognition | 2.RF.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | Know and apply grade-level phonics and word analysis skills in decoding words. |

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| Phonics and Word Recognition | 2.RF.3a | Distinguish long and short vowels when reading regularly spelled one-syllable words. | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| Phonics and Word Recognition | 2.RF.3b | Know spelling-sound correspondences for additional common vowel teams. | Know spelling-sound correspondences for additional common vowel teams. |
| Phonics and Word Recognition | 2.RF.3c | Decode regularly spelled two-syllable words with long vowels. | Decode regularly spelled two-syllable words with long vowels. |
| Phonics and Word Recognition | 2.RF.3d | <i>Decode words with grade-appropriate prefixes and suffixes.</i> | <i>Decode words with common prefixes and suffixes.</i> |
| Phonics and Word Recognition | 2.RF.3e | Identify words with inconsistent but common spelling-sound correspondences. | Identify words with inconsistent but common spelling-sound correspondences. |
| Phonics and Word Recognition | 2.RF.3f | Recognize and read grade-appropriate irregularly spelled words. | Recognize and read grade-appropriate irregularly spelled words. |

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| Fluency | 2.RF.4 | Read with sufficient accuracy and fluency to support comprehension. | Read with sufficient accuracy and fluency to support comprehension. |
| Fluency | 2.RF.4a | Read grade-level text with purpose and understanding. | Read grade-level text with purpose and understanding. |
| Fluency | 2.RF.4b | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| Fluency | 2.RF.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

Reading Literature

| | | | |
|-----------------------|--------|---|---|
| Key Ideas and Details | 2.RL.1 | Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. | Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. |
| Key Ideas and Details | 2.RL.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |

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| Key Ideas and Details | 2.RL.3 | <i>Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.</i> | Describe how characters in a story respond to major events and challenges. |
| Craft and Structure | 2.RL.4 | <i>Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</i> | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| Craft and Structure | 2.RL.5 | <i>Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action, and the ending concludes the action.</i> | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| Craft and Structure | 2.RL.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| Integration of Knowledge and Ideas | 2.RL.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| Integration of Knowledge and Ideas | 2.RL.8 | (Not applicable to literature) | (Not applicable to literature) |

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| Integration of Knowledge and Ideas | 2.RL.9 | <i>Compare and contrast two or more versions of the same story by different authors or from different cultures.</i> | <i>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</i> |
| Range of Reading and Level of Text Complexity | 2.RL.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Reading Informational Text | | | |
| Key Ideas and Details | 2.RI.1 | Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. | Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. |
| Key Ideas and Details | 2.RI.2 | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| Key Ideas and Details | 2.RI.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| Craft and Structure | 2.RI.4 | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |

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| Craft and Structure | 2.RI.5 | <i>Know and use various text features to locate key facts or information in a text efficiently.</i> | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| Craft and Structure | 2.RI.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| Integration of Knowledge and Ideas | 2.RI.7 | <i>Explain how specific images contribute to and clarify a text.</i> | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| Integration of Knowledge and Ideas | 2.RI.8 | Describe how reasons support specific points the author makes in a text. | Describe how reasons support specific points the author makes in a text. |
| Integration of Knowledge and Ideas | 2.RI.9 | Compare and contrast the most important points presented by two texts on the same topic. | Compare and contrast the most important points presented by two texts on the same topic. |
| Range of Reading and Level of Text Complexity | 2.RI.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| Writing | | | |
| Text Types and Purposes | 2.W.1 | <i>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</i> | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words {e.g., because, and, also} to connect opinion and reasons, and provide a concluding statement or section. |
| Text Types and Purposes | 2.W.2 | <i>Write <u>multi-paragraph</u> informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| <u>Text Types and Purposes</u> | <u>2.W.2a</u> | <i><u>Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.</u></i> | |
| <u>Text Types and Purposes</u> | <u>2.W.2b</u> | <i><u>Develop the topic with facts, definitions, and details.</u></i> | |
| <u>Text Types and Purposes</u> | <u>2.W.2c</u> | <i><u>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</u></i> | |
| Text Types and Purposes | 2.W.3 | <i>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i> | Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |

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| <u>Text Types and Purposes</u> | <u>2.W.3a</u> | <u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u> | |
| <u>Text Types and Purposes</u> | <u>2.W.3b</u> | <u>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</u> | |
| <u>Text Types and Purposes</u> | <u>2.W.3c</u> | <u>Use temporal words and phrases to signal event order.</u> | |
| <u>Text Types and Purposes</u> | <u>2.W.3d</u> | <u>Provide a sense of closure.</u> | |
| Production and Distribution of Writing | 2.W.4 | (Begins in grade 3) | (Begins in grade 3) |
| Production and Distribution of Writing | 2.W.5 | <u>With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.</u> | With guidance and support from adults and peers , focus on a topic and strengthen writing as needed by revising and editing. |

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| Production and Distribution of Writing | 2.W.6 | <i>With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.</i> | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Research to Build and Present Knowledge | 2.W.7 | <i>Participate in shared research and writing projects.</i> | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| Research to Build and Present Knowledge | 2.W.8 | Recall information from experiences or gather information from provided sources to answer a question. | Recall information from experiences or gather information from provided sources to answer a question. |
| Research to Build and Present Knowledge | 2.W.9 | (Begins in grade 4) | (Begins in grade 4) |
| Range of Writing | 2.W.10 | (Begins in grade 3) | (Begins in grade 3) |
| Language | | | |
| Conventions of Standard English | 2.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| Conventions of Standard English | 2.L.1a | <i>Use collective nouns.</i> | Use collective nouns (e.g., group). |
| Conventions of Standard English | 2.L.1b | <i>Form and use frequently occurring irregular plural nouns.</i> | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). |
| Conventions of Standard English | 2.L.1c | <i>Use reflexive pronouns.</i> | Use reflexive pronouns (e.g., myself, ourselves). |
| Conventions of Standard English | 2.L.1d | <i>Form and use the past tense of frequently occurring irregular verbs.</i> | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
| Conventions of Standard English | 2.L.1e | Use adjectives and adverbs, and choose between them depending on what is to be modified. | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| Conventions of Standard English | 2.L.1f | <i>Produce, expand, and rearrange complete simple and compound sentences.</i> | 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). |

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| Conventions of Standard English | 2.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| Conventions of Standard English | 2.L.2a | Capitalize holidays, product names, and geographic names. | Capitalize holidays, product names, and geographic names. |
| Conventions of Standard English | 2.L.2b | Use commas in greetings and closings of letters. | Use commas in greetings and closings of letters. |
| Conventions of Standard English | 2.L.2c | Use an apostrophe to form contractions and frequently occurring possessives. | Use an apostrophe to form contractions and frequently occurring possessives. |
| Conventions of Standard English | 2.L.2d | <i>Generalize learned spelling patterns when writing words.</i> | <i>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</i> |
| Conventions of Standard English | 2.L.2e | <i>Consult reference materials, including beginning dictionaries, both print and digital, as needed to check and correct spellings.</i> | <i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i> |

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| Knowledge of Language | 2.L.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| Knowledge of Language | 2.L.3a | Compare formal and informal uses of English. | Compare formal and informal uses of English. |
| Vocabulary Acquisition and Use | 2.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing from an array of strategies. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. |
| Vocabulary Acquisition and Use | 2.L.4a | Use sentence-level context as a clue to the meaning of a word or phrase. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| Vocabulary Acquisition and Use | 2.L.4b | <i>Determine the meaning of the new word formed when a known prefix is added to a known word.</i> | <i>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</i> |
| Vocabulary Acquisition and Use | 2.L.4c | <i>Use a known root word as a clue to the meaning of an unknown word with the same root.</i> | <i>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</i> |

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| Vocabulary Acquisition and Use | 2.L.4d | <i>Use knowledge of the meaning of individual words to predict the meaning of compound words.</i> | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <u>birdhouse</u> , <u>lighthouse</u> , <u>housefly</u> ; <u>bookshelf</u> , <u>notebook</u> , <u>bookmark</u>). |
| Vocabulary Acquisition and Use | 2.L.4e | <i>Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the meaning of words and phrases.</i> | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| Vocabulary Acquisition and Use | 2.L.5 | Demonstrate understanding of word relationships and nuances in word meanings. | Demonstrate understanding of word relationships and nuances in word meanings. |
| Vocabulary Acquisition and Use | 2.L.5a | <i>Identify real-life connections between words and their use.</i> | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| Vocabulary Acquisition and Use | 2.L.5b | <i>Distinguish shades of meaning among closely related verbs and closely related adjectives.</i> | Distinguish shades of meaning among closely related verbs (e.g., <u>toss</u> , <u>throw</u> , <u>hurl</u>) and closely related adjectives (e.g., <u>thin</u> , <u>slender</u> , <u>skinny</u> , <u>scrawny</u>). |
| Vocabulary Acquisition and Use | 2.L.6 | <i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</i> | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

Speaking and Listening

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| Comprehension and Collaboration | 2.SL.1 | Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. | Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. |
| Comprehension and Collaboration | 2.SL.1a | <i>Follow agreed-upon rules for discussions.</i> | <i>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</i> |
| Comprehension and Collaboration | 2.SL.1b | Build on others' talk in conversations by linking their comments to the remarks of others. | Build on others' talk in conversations by linking their comments to the remarks of others. |
| Comprehension and Collaboration | 2.SL.1c | Ask for clarification and further explanation as needed about the topics and texts under discussion. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| Comprehension and Collaboration | 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 from a text read aloud or information presented orally or through other media. |
| Comprehension and Collaboration | 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. | 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. |

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| Presentation of Knowledge and Ideas | 2.SL.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| Presentation of Knowledge and Ideas | 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. | 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. |
| Presentation of Knowledge and Ideas | 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 for specific expectations.) | 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 for specific expectations.) |