

[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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