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| **Common Core Standards 2nd Grade** |  |  |  |  |
| **Reading Literature (RL)** | **1** | **2** | **3** | **4** |
| * **Key Ideas and Details** * RL.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key * details in a text. |  |  |  |  |
| * RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or * moral. |  |  |  |  |
| * RL.2.3. Describe how characters in a story respond to major events and challenges. |  |  |  |  |
| **Craft and Structure**   * RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and * meaning in a story, poem, or song. |  |  |  |  |
| * RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending * concludes the action. |  |  |  |  |
| * RL.2.6. 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** * RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its * characters, setting, or plot. |  |  |  |  |
| * RL.2.8. (Not applicable to literature) |  |  |  |  |
| * RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from * different cultures. |  |  |  |  |
| * RL.2.10. 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. |  |  |  |  |
| **Reading: Informational Text (RI)** | **1** | **2** | **3** | **4** |
| * **Key Ideas and Details** * RI.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key * details in a text. |  |  |  |  |
| * RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |  |  |  |  |
| * RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical * procedures in a text. |  |  |  |  |
| **Craft and Structure**  RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. |  |  |  |  |
| * RI.2.5. 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. |  |  |  |  |
| * RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |  |  |  |  |

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| **Reading Informational Text (RI) Continued** | **1** | **2** | **3** | **4** |
| **Integration of Knowledge and Ideas**   * RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |  |  |  |  |
| * RI.2.8. Describe how reasons support specific points the author makes in a text. |  |  |  |  |
| * RI.2.9. Compare and contrast the most important points presented by two texts on the same topic. |  |  |  |  |
| * RI.2.10. 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. |  |  |  |  |
| **Reading: Foundational Skills (RF)** | **1** | **2** | **3** | **4** |
| *Phonics and Word Recognition* |  |  |  |  |
| * RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |  |
| * + A. Distinguish long and short vowels when reading regularly spelled one-syllable words. |  |  |  |  |
| * + B. Know spelling-sound correspondences for additional common vowel teams. |  |  |  |  |
| * + C. Decode regularly spelled two-syllable words with long vowels. |  |  |  |  |
| * + D. Decode words with common prefixes and suffixes. |  |  |  |  |
| * + E. Identify words with inconsistent but common spelling-sound correspondences. |  |  |  |  |
| * + F. Recognize and read grade-appropriate irregularly spelled words. |  |  |  |  |
| *Fluency* |  |  |  |  |
| RF.2.4. Read with sufficient accuracy and fluency to support comprehension |  |  |  |  |
| * + A. Read grade-level text with purpose and understanding. |  |  |  |  |
| * + B. Read grade-level text orally with accuracy, appropriate rate, and expression. |  |  |  |  |
| * + C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |  |  |
| **Writing** | **1** | **2** | **3** | **4** |
| * **Text Types and Purposes** * W.2.1. 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. |  |  |  |  |
| * W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and * provide a concluding statement or section. |  |  |  |  |
| * W.2.3. 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. |  |  |  |  |
| * **Production and Distribution of Writing** * W.2.4. (Begins in grade 3) |  |  |  |  |
| * W.2.5. 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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| * **Writing (W) Continued** | **1** | **2** | **3** | **4** |
| * W.2.6. 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**  W.2.7. 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). |  |  |  |  |
| * W.2.8. Recall information from experiences or gather information from provided sources to answer a question. |  |  |  |  |
| * W.2.9. (Begins in grade 4) |  |  |  |  |
| * W.2.10. (Begins in grade 3) |  |  |  |  |
| **Speaking and Listening (SL)** | **1** | **2** | **3** | **4** |
| **Comprehension and Collaboration**  SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults  in small and larger groups. |  |  |  |  |
| * + A. 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). |  |  |  |  |
| * + B. Build on others’ talk in conversations by linking their comments to the remarks of others. |  |  |  |  |
| * + C. Ask for clarification and further explanation as needed about the topics and texts under discussion. |  |  |  |  |
| * SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other * media. |  |  |  |  |
| * SL.2.3. 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. |  |  |  |  |
| **Presentation and Knowledge of Ideas**   * SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in * coherent sentences. |  |  |  |  |
| * SL.2.5. 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. |  |  |  |  |
| * SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or * clarification. |  |  |  |  |
| **Language (L)** | **1** | **2** | **3** | **4** |
| **Conventions of Standard Language**  L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |  |  |  |  |
| * + A. Use collective nouns (e.g., *group*). |  |  |  |  |
| * + B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). |  |  |  |  |
| * + C. Use reflexive pronouns (e.g., *myself, ourselves*). |  |  |  |  |

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| **Language (L) continued** | **1** | **2** | **3** | **4** |
| * + D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). |  |  |  |  |
| * + E. Use adjectives and adverbs, and choose between them depending on what is to be modified. |  |  |  |  |
| * + F. 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*). |  |  |  |  |
| * L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |  |
| * + A. Capitalize holidays, product names, and geographic names. |  |  |  |  |
| * + B. Use commas in greetings and closings of letters. |  |  |  |  |
| * + C. Use an apostrophe to form contractions and frequently occurring possessives. |  |  |  |  |
| * + D. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*). |  |  |  |  |
| * + E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |  |  |  |  |
| * **Knowledge of Language** * L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |  |  |  |
| * + A. Compare formal and informal uses of English. |  |  |  |  |
| **Vocabulary and Acquisition of Use**  L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |  |  |  |  |
| * + A. Use sentence-level context as a clue to the meaning of a word or phrase. |  |  |  |  |
| * + B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy,*   + *tell/retell*). |  |  |  |  |
| * + C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). |  |  |  |  |
| * + D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse,*   + *lighthouse, housefly; bookshelf, notebook, bookmark*). |  |  |  |  |
| * + E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and   + phrases. |  |  |  |  |
| * L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |  |  |  |  |
| * + A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*). |  |  |  |  |
| * + B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g.,   + *thin, slender, skinny, scrawny*). |  |  |  |  |
| * L.2.6. 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*). |  |  |  |  |
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