**Second Grade**

**English Language Arts Standards**

**Reading: Literature**

**Key Ideas and Details:**

[CCSS.ELA-LITERACY.RL.2.1](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.RL.2.2](http://www.corestandards.org/ELA-Literacy/RL/2/2/)  
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

[CCSS.ELA-LITERACY.RL.2.3](http://www.corestandards.org/ELA-Literacy/RL/2/3/)  
Describe how characters in a story respond to major events and challenges.

**Craft and Structure:**

[CCSS.ELA-LITERACY.RL.2.4](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.RL.2.5](http://www.corestandards.org/ELA-Literacy/RL/2/5/)  
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

[CCSS.ELA-LITERACY.RL.2.6](http://www.corestandards.org/ELA-Literacy/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:**

[CCSS.ELA-LITERACY.RL.2.7](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.RL.2.9](http://www.corestandards.org/ELA-Literacy/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.

**Range of Reading and Level of Text Complexity:**

[CCSS.ELA-LITERACY.RL.2.10](http://www.corestandards.org/ELA-Literacy/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**

**Key Ideas and Details:**

[CCSS.ELA-LITERACY.RI.2.1](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.RI.2.2](http://www.corestandards.org/ELA-Literacy/RI/2/2/)  
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

[CCSS.ELA-LITERACY.RI.2.3](http://www.corestandards.org/ELA-Literacy/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:**

[CCSS.ELA-LITERACY.RI.2.4](http://www.corestandards.org/ELA-Literacy/RI/2/4/)  
Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*

[CCSS.ELA-LITERACY.RI.2.5](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.RI.2.6](http://www.corestandards.org/ELA-Literacy/RI/2/6/)  
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Integration of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.RI.2.7](http://www.corestandards.org/ELA-Literacy/RI/2/7/)  
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

[CCSS.ELA-LITERACY.RI.2.8](http://www.corestandards.org/ELA-Literacy/RI/2/8/)  
Describe how reasons support specific points the author makes in a text.

[CCSS.ELA-LITERACY.RI.2.9](http://www.corestandards.org/ELA-Literacy/RI/2/9/)  
Compare and contrast the most important points presented by two texts on the same topic.

**Range of Reading and Level of Text Complexity:**

[CCSS.ELA-LITERACY.RI.2.10](http://www.corestandards.org/ELA-Literacy/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**

**Phonics and Word Recognition:**

[CCSS.ELA-LITERACY.RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/)  
Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.ELA-LITERACY.RF.2.3.A](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/)  
Distinguish long and short vowels when reading regularly spelled one-syllable words.

[CCSS.ELA-LITERACY.RF.2.3.B](http://www.corestandards.org/ELA-Literacy/RF/2/3/b/)  
Know spelling-sound correspondences for additional common vowel teams.

[CCSS.ELA-LITERACY.RF.2.3.C](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/)  
Decode regularly spelled two-syllable words with long vowels.

[CCSS.ELA-LITERACY.RF.2.3.D](http://www.corestandards.org/ELA-Literacy/RF/2/3/d/)  
Decode words with common prefixes and suffixes.

[CCSS.ELA-LITERACY.RF.2.3.E](http://www.corestandards.org/ELA-Literacy/RF/2/3/e/)  
Identify words with inconsistent but common spelling-sound correspondences.

[CCSS.ELA-LITERACY.RF.2.3.F](http://www.corestandards.org/ELA-Literacy/RF/2/3/f/)  
Recognize and read grade-appropriate irregularly spelled words.

**Fluency:**

[CCSS.ELA-LITERACY.RF.2.4](http://www.corestandards.org/ELA-Literacy/RF/2/4/)  
Read with sufficient accuracy and fluency to support comprehension.

[CCSS.ELA-LITERACY.RF.2.4.A](http://www.corestandards.org/ELA-Literacy/RF/2/4/a/)  
Read grade-level text with purpose and understanding.

[CCSS.ELA-LITERACY.RF.2.4.B](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/)  
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

[CCSS.ELA-LITERACY.RF.2.4.C](http://www.corestandards.org/ELA-Literacy/RF/2/4/c/)  
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

**Text Types and Purposes:**

[CCSS.ELA-LITERACY.W.2.1](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.W.2.2](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.W.2.3](http://www.corestandards.org/ELA-Literacy/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:**

[CCSS.ELA-LITERACY.W.2.5](http://www.corestandards.org/ELA-Literacy/W/2/5/)  
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

[CCSS.ELA-LITERACY.W.2.6](http://www.corestandards.org/ELA-Literacy/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:**

[CCSS.ELA-LITERACY.W.2.7](http://www.corestandards.org/ELA-Literacy/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).

[CCSS.ELA-LITERACY.W.2.8](http://www.corestandards.org/ELA-Literacy/W/2/8/)  
Recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening**

**Comprehension and Collaboration:**

[CCSS.ELA-LITERACY.SL.2.1](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.SL.2.1.A](http://www.corestandards.org/ELA-Literacy/SL/2/1/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).

[CCSS.ELA-LITERACY.SL.2.1.B](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/)  
Build on others' talk in conversations by linking their comments to the remarks of others.

[CCSS.ELA-LITERACY.SL.2.1.C](http://www.corestandards.org/ELA-Literacy/SL/2/1/c/)  
Ask for clarification and further explanation as needed about the topics and texts under discussion.

[CCSS.ELA-LITERACY.SL.2.2](http://www.corestandards.org/ELA-Literacy/SL/2/2/)  
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

[CCSS.ELA-LITERACY.SL.2.3](http://www.corestandards.org/ELA-Literacy/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 of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.SL.2.4](http://www.corestandards.org/ELA-Literacy/SL/2/4/)  
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

[CCSS.ELA-LITERACY.SL.2.5](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.SL.2.6](http://www.corestandards.org/ELA-Literacy/SL/2/6/)  
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 [here](http://www.corestandards.org/ELA-Literacy/L/2/) for specific expectations.)

**Language**

#### Conventions of Standard English:

[CCSS.ELA-LITERACY.L.2.1](http://www.corestandards.org/ELA-Literacy/L/2/1/)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.L.2.1.A](http://www.corestandards.org/ELA-Literacy/L/2/1/a/)

Use collective nouns (e.g., *group*).

[CCSS.ELA-LITERACY.L.2.1.B](http://www.corestandards.org/ELA-Literacy/L/2/1/b/)

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

[CCSS.ELA-LITERACY.L.2.1.C](http://www.corestandards.org/ELA-Literacy/L/2/1/c/)

Use reflexive pronouns (e.g., *myself, ourselves*).

[CCSS.ELA-LITERACY.L.2.1.D](http://www.corestandards.org/ELA-Literacy/L/2/1/d/)

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

[CCSS.ELA-LITERACY.L.2.1.E](http://www.corestandards.org/ELA-Literacy/L/2/1/e/)

Use adjectives and adverbs, and choose between them depending on what is to be modified.

[CCSS.ELA-LITERACY.L.2.1.F](http://www.corestandards.org/ELA-Literacy/L/2/1/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*).

[CCSS.ELA-LITERACY.L.2.2](http://www.corestandards.org/ELA-Literacy/L/2/2/)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-LITERACY.L.2.2.A](http://www.corestandards.org/ELA-Literacy/L/2/2/a/)

Capitalize holidays, product names, and geographic names.

[CCSS.ELA-LITERACY.L.2.2.B](http://www.corestandards.org/ELA-Literacy/L/2/2/b/)

Use commas in greetings and closings of letters.

[CCSS.ELA-LITERACY.L.2.2.C](http://www.corestandards.org/ELA-Literacy/L/2/2/c/)

Use an apostrophe to form contractions and frequently occurring possessives.

[CCSS.ELA-LITERACY.L.2.2.D](http://www.corestandards.org/ELA-Literacy/L/2/2/d/)

Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).

[CCSS.ELA-LITERACY.L.2.2.E](http://www.corestandards.org/ELA-Literacy/L/2/2/e/)

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### Knowledge of Language:

[CCSS.ELA-LITERACY.L.2.3](http://www.corestandards.org/ELA-Literacy/L/2/3/)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[CCSS.ELA-LITERACY.L.2.3.A](http://www.corestandards.org/ELA-Literacy/L/2/3/a/)

Compare formal and informal uses of English

#### Vocabulary Acquisition and Use:

[CCSS.ELA-LITERACY.L.2.4](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.L.2.4.A](http://www.corestandards.org/ELA-Literacy/L/2/4/a/)

Use sentence-level context as a clue to the meaning of a word or phrase.

[CCSS.ELA-LITERACY.L.2.4.B](http://www.corestandards.org/ELA-Literacy/L/2/4/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*).

[CCSS.ELA-LITERACY.L.2.4.C](http://www.corestandards.org/ELA-Literacy/L/2/4/c/)

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

[CCSS.ELA-LITERACY.L.2.4.D](http://www.corestandards.org/ELA-Literacy/L/2/4/d/)

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

[CCSS.ELA-LITERACY.L.2.4.E](http://www.corestandards.org/ELA-Literacy/L/2/4/e/)

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

[CCSS.ELA-LITERACY.L.2.5](http://www.corestandards.org/ELA-Literacy/L/2/5/)

Demonstrate understanding of word relationships and nuances in word meanings.

[CCSS.ELA-LITERACY.L.2.5.A](http://www.corestandards.org/ELA-Literacy/L/2/5/a/)

Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

[CCSS.ELA-LITERACY.L.2.5.B](http://www.corestandards.org/ELA-Literacy/L/2/5/b/)

Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

[CCSS.ELA-LITERACY.L.2.6](http://www.corestandards.org/ELA-Literacy/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*).