

Grade 2 Common Core State Standards

READING	
Reading Literature	Reading Informational Text
Key Ideas and Details	Key Ideas and Details
RL.2.1 Ask and answer such questions as <u>who</u> , <u>what</u> , <u>where</u> , <u>when</u> , <u>why</u> , and <u>how</u> to demonstrate understanding of key details in a text.	RI.2.1 Ask and answer such questions as <u>who</u> , <u>what</u> , <u>where</u> , <u>when</u> , <u>why</u> , and <u>how</u> to demonstrate understanding of key details in a text.
RL.2.2 <u>Recount stories</u> , including fables and folktales, from diverse cultures, and determine their <u>central message, lesson, or moral</u> .	RI.2.2 <u>Identify the main topic</u> of a multiparagraph text as well as the focus of specific paragraphs within the text.
RL.2.3 Describe <u>how characters</u> in a story <u>respond to major events and challenges</u> .	RI.2.3 <u>Describe the connection</u> between a series of <u>historical events, scientific ideas or concepts, or steps</u> in technical procedures in a text.
Craft and Structure	Craft and Structure
RL.2.4 Describe <u>how words and phrases</u> (e.g., regular beats, alliteration, rhymes, repeated lines) <u>supply rhythm and meaning</u> in a story, poem, or song.	RI.2.4 Determine the <u>meaning of words and phrases</u> in a text relevant to a grade 2 topic or subject area.
RL.2.5 Describe the <u>overall structure of a story</u> , including describing how the beginning introduces the story and the ending concludes the action.	RI.2.5 <u>Know and use various text features</u> (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RL.2.6 Acknowledge <u>differences in the points of view of characters</u> , including by speaking in a different voice for each character when reading dialogue aloud.	RI.2.6 Identify the <u>main purpose of a text</u> , including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
RL.2.7 <u>Use information gained from the illustrations and words</u> in print or digital text to demonstrate understanding of its characters, setting, or plot.	RI.2.7 Explain <u>how specific images</u> (e.g., a diagram showing how a machine works) contribute to and <u>clarify a text</u> .
RL.2.8 (Not applicable to literature.)	RI.2.8 Describe <u>how reasons support specific points</u> the author makes in a text.
RL.2.9 <u>Compare and contrast</u> two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RI.2.9 <u>Compare and contrast the most important points</u> presented by two texts on the same topic.
Range of Reading/Level of Text Complexity	Range of Reading/Level of Text Complexity
RL.2.10 By the end of the year, <u>read and comprehend</u> literature, including stories and poetry, <u>in the grades 2-3 text complexity band proficiently</u> , with scaffolding as needed at the high end of the range.	RI.2.10 By the end of the year, <u>read and comprehend</u> informational texts, including history/social studies, science, and technical texts, <u>in the grades 2-3 text complexity band proficiently</u> , with scaffolding as needed at the high end of the range.
Reading Foundational Skills	
Phonics and Word Recognition	Fluency
RF.2.3 Know and apply <u>grade-level phonics and word analysis skills</u> in decoding words.	RF.2.4 Read with sufficient <u>accuracy and fluency</u> to support comprehension.
RF.2.3.a Distinguish <u>long and short vowels</u> when reading regularly spelled one-syllable words.	RF.2.4.a <u>Read on-level text with purpose and understanding</u> .
RF.2.3.b Know spelling-sound correspondences for additional <u>common vowel teams</u> .	RF.2.4.b <u>Read on-level text orally with accuracy, appropriate rate, and expression</u> on successive readings.
RF.2.3.c Decode <u>regularly spelled two-syllable words</u> with <u>long vowels</u> .	RF.2.4.c Use context to <u>confirm or self-correct word recognition and understanding</u> , rereading as necessary.
RF.2.3.d Decode words with common <u>prefixes and suffixes</u> .	
RF.2.3.e Identify words with <u>inconsistent but common spelling-sound correspondences</u> .	
RF.2.3.f Recognize and read <u>grade-appropriate irregularly spelled words</u> .	

WRITING		SPEAKING & LISTENING	
Text Types and Purposes		Comprehension and Collaboration	
W.2.1	Write <u>opinion pieces</u> in which they introduce the topic or book they are writing about, <u>state an opinion</u> , <u>supply reasons</u> that support the opinion, <u>use linking words</u> (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and <u>provide a concluding statement</u> or section.	SL.2.1	Participate in <u>collaborative conversations</u> with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
W.2.2	Write <u>informative/explanatory texts</u> in which they <u>introduce a topic</u> , use facts and <u>definitions</u> to develop points, and <u>provide a concluding statement</u> or section.	SL.2.1.a	<u>Follow agreed-upon rules for discussion</u> (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).
W.2.3	Write <u>narratives</u> in which they <u>recount</u> a well-elaborated event or short sequence of events, <u>include details</u> to describe actions, thoughts, and feelings, <u>use temporal words</u> to signal event order, and <u>provide a sense of closure</u> .	SL.2.1.b	<u>Build on others' talk in conversations</u> by linking their comments to the remarks of others.
		SL.2.1.c	<u>Ask for clarification and further explanation</u> as needed about the topics and texts under discussion.
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 <u>strengthen writing</u> as needed by <u>revising and editing</u> .	SL.2.2	<u>Recount or describe key ideas or details</u> from a text read aloud or information presented orally or through other media.
W.2.6	With guidance and support from adults, <u>use a variety of digital tools to produce and publish writing</u> , including in collaboration with peers.	SL.2.3	<u>Ask and answer questions</u> about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Research to Build & Present Knowledge		Presentation of Knowledge and Ideas	
W.2.7	Participate in <u>shared research and writing projects</u> (e.g., read a number of books on a single topic to produce a report; record science observations).	SL.2.4	<u>Tell a story or recount an experience</u> with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
W.2.8	<u>Recall</u> information from experiences <u>or gather information</u> from provided sources <u>to answer a question</u> .	SL.2.5	<u>Create audio recordings</u> of stories or poems; <u>add drawings or other visual displays</u> to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
W.2.9	(Begins in Grade 4.)	SL.2.6	<u>Produce complete sentences when appropriate</u> to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
Range of Writing			
W.2.10	(Begins in Grade 3.)		
LANGUAGE			
Conventions of Standard English		Vocabulary Acquisition and Use	
L.2.1	Demonstrate <u>command of the conventions</u> of standard English <u>grammar and usage</u> when writing or speaking.	L.2.4	Determine or clarify the <u>meaning of unknown and multiple-meaning words and phrases</u> based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
L.2.1.a	Use <u>collective nouns</u> (e.g., <i>group</i>).	L.2.4.a	<u>Use sentence-level context</u> as a clue to the meaning of a word or phrase.
L.2.1.b	Form and use frequently occurring <u>irregular plural nouns</u> . (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i>).	L.2.4.b	<u>Determine the meaning</u> of the new word formed <u>when a known prefix is added</u> to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).
L.2.1.c	Use <u>reflexive pronouns</u> (e.g., <i>myself</i> , <i>ourselves</i>).	L.2.4.c	<u>Use a known root word</u> as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).
L.2.1.d	Form and use the <u>past tense</u> of frequently occurring <u>irregular verbs</u> (e.g., <i>sat</i> , <i>hid</i> , <i>told</i>).	L.2.4.d	<u>Use knowledge of the meaning of individual words to predict the meaning of compound words</u> (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).
L.2.1.e	Use <u>adjectives and adverbs</u> , and choose between them depending on what is to be modified.	L.2.4.e	<u>Use glossaries and beginning dictionaries</u> , both print and digital, to determine or clarify the meaning of words and phrases.
L.2.1.f	<u>Produce, expand, and rearrange complete simple and compound sentences</u> (e.g., <i>The boy watched the movie.;</i> <i>The action movie was watched by the little boy.</i>).	L.2.5	Demonstrate <u>understanding of word relationships</u> and nuances in word meanings.
L.2.2	Demonstrate <u>command of the conventions</u> of standard English <u>capitalization, punctuation, and spelling</u> when writing.	L.2.5.a	Identify <u>real-life connections</u> between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).
L.2.2.a	<u>Capitalize holidays, product names, and geographic names</u> .	L.2.5.b	Distinguish <u>shades of meaning</u> among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).
L.2.2.b	Use <u>commas in greetings and closings of letters</u> .		
L.2.2.c	Use an <u>apostrophe to form contractions</u> and frequently occurring <u>possessives</u> .		
L.2.2.d	<u>Generalize learned spelling patterns</u> when writing words. (e.g., <i>cage</i> to <i>badge</i> ; <i>boy</i> to <i>boil</i>).		
L.2.2.e	<u>Consult reference materials</u> , including beginning dictionaries, as needed to check and correct spellings.		
Knowledge of Language			
L.2.3	Use <u>knowledge of language and its conventions</u> when writing, speaking, reading, or listening.	L.2.6 <u>Use words and phrases acquired</u> through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy.</i>)	
L.2.3.a	Compare formal and informal uses of English.		