Second Grade English Language Arts Common Core Standards

Reading Standards for Literature – Grade 2

Key Ideas and Details	
1.	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**
	Thinking Within the Text ✓ Notice and remember facts, concepts, or ideas from a text ✓ Identify important ideas in a text and report them in an organized way, either orally or in writing
	Thinking Beyond the Text ✓ Ask clear questions for clarification to gain information
2.	**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**
	Thinking Within the Text ✓ Identify important ideas in a text and report them in an organized way, either orally or in writing
3.	**Describe how characters in a story respond to major events and challenges.**
	Thinking Beyond the Text ✓ Infer characters' feelings and motivations from description, what they do or say, and what others think about them ✓ Demonstrate understandings of character, using evidence from text to support statements
Craft and Structure	
4.	**Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**
	Thinking About the Text ✓ Begin to understand the subtle changes in meaning that a writer can convey through word choice
5.	**Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**
	Thinking About the Text ✓ Recognize and identify parts of stories, such as beginning, series of events, and endings ✓ Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, information book, picture book, character, problem
6.	**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**
	Thinking About the Text ✓ Recite poems or tell stories with effective use of intonation and word stress to emphasize important ideas, engage listeners' interest, and show character traits
Integration of Knowledge and Ideas	
7.	**Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.**
	Thinking Within the Text ✓ Use details from illustrations to contribute to text interpretation

	Thinking Beyond the Text ✓ Demonstrate knowledge of story structure by describing setting, characters or plot
	8. (Not applicable in literature)
	9. Compare and contrast ==two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.==
	Thinking About the Text ✓ Compare different versions of the same story, rhyme, or traditional tale
Range of Reading and Level of Text Complexity	
	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.==

	✓ *Text Complexity Grade Band 2-3*
	  o Lexile Ranges Aligned to CCR Expectations: 450-790
	  o Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level M (end of 2nd grade)

A Network of Processing Systems for Reading

Thinking Within the Text

Thinking About the Text

Thinking Beyond the Text

Systems of Strategic Actions

Search for and Use Information
Notice and use information sources (meaning, language structure, visual information).

Summarize
Remember important information and carry it forward.

Monitor and Correct
Check on accuracy and understanding and work to self-correct errors.

Maintain Fluency
Read at a good rate, with phrasing, pausing, intonation, and appropriate stress.

Solve Words
Use a range of strategies to read and understand words.

Adjust
Take action in flexible ways to solve problems or fit purpose and genre.

Critique
Think critically about the text.

Predict
Think about what may happen next.

Make Connections Personal/World/Text
Connect the text to personal and world knowledge as well as to other texts.

Analyze
Notice aspects of the writer's craft and text structure.

Synthesize
Adjust present understandings to accommodate new knowledge.

Infer
Think about what the writer means but has not stated.

Reading Standards for Informational Texts – Grade 2

Key Ideas and Details	
1.	**Ask and answer such questions** <mark>as who, what, where, when, why, and how to demonstrate understanding of</mark> **key details in a text.**
	Thinking Within the Text ✓ Notice and remember facts, concepts, or ideas from a text ✓ Identify important ideas in a text and report them in an organized way, either orally or in writing
	Thinking Beyond the Text ✓ Ask clear questions for clarification to gain information
2.	**Identify the main topic** <mark>of a multi-paragraph text as well as the focus of specific paragraphs within the text.</mark>
	Thinking Within the Text ✓ Notice and remember facts, concepts, or ideas from a text ✓ Follow and remember a series of events over a longer text in order to understand the ending ✓ Identify important ideas in a text and report them in an organized way, either orally or in writing
3.	**Describe the connection between** <mark>a series of historical events, scientific ideas or concepts, or steps in technical procedures</mark> **in a text.**
	Thinking Within the Text ✓ Relate important ideas in the text to each other and to ideas in other texts
	Thinking Beyond the Text ✓ Specify the nature of connections (topic, content, type of story, writer)
Craft and Structure	
4.	<mark>**Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**</mark>
	Thinking Within the Text ✓ Recognize and actively work to solve new vocabulary words ✓ Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary ✓ Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
5.	**Know and use various text features (**<mark>e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons</mark>**) to locate key facts or information in a text** <mark>efficiently.</mark>
	Thinking Within the Text ✓ Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures) ✓ Use readers' tools (table of contents, headings, glossary, chapter titles and author's notes) to gather information
6.	<mark>**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**</mark>
	Thinking About the Text ✓ Identify the author's explicitly stated purpose
Integration of Knowledge and Ideas	

	7. **<mark>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</mark>**
	Thinking About the Text ✓ Talk about the connections between the illustrations and the text ✓ Recognize how the writer has placed ideas in the text and in the graphics
	8. **<mark>Describe how reasons support specific points the author makes in a text.</mark>**
	Thinking Beyond the Text ✓ Give reasons to support thinking
	9. **<mark>Compare and contrast the most important points presented by two texts on the same topic.</mark>**
	Thinking Within the Text ✓ Relate important ideas in the text to each other and to ideas in other texts
Range of Reading and Level of Text Complexity	
	10. **By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, <mark>in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</mark>**

	✓ *Text Complexity Grade Band 2-3*
	    o Lexile Ranges Aligned to CCR Expectations: 450-790
	    o Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level M (end of 2nd grade)

Reading Standards: Foundational Skills – Grade 2

Print Concepts	
Phonological Awareness	
Phonics and Word Recognition	
	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.**
	Phonics, Spelling and Word Study(Letter/Sound Relationships) ✓ *Recognize and use long and short vowels in words* ✓ *Recognize and use letter combinations that represent long vowel sounds*
	Phonics, Spelling and Word Study(Word Structure – Base Words) ✓ Remove the ending from a base word to make a new word
	Phonics, Spelling and Word Study(Word Structure – Prefixes) ✓ Recognize and use common prefixes
	Phonics, Spelling and Word Study(Word Structure –High Frequency Words) ✓ Read/Write 150 2nd Grade high-frequency words ✓ Words Their Way End of the Year Spelling Stage Goal: late within word
Fluency	
	4. <mark>**Read with sufficient accuracy and fluency**</mark> **to support comprehension.**
	a. **Read on-level text with purpose and understanding.**
	b. **Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**
	c. **Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**
	Thinking Within the Text (Monitoring/Correcting) ✓ Use multiple sources of information to monitor and self-correct

Writing Standards – Second Grade

Text Types and Purposes	
	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.
	Writing About Reading (Thinking About the Text) ✓ Write opinions about a text and back them up with specific information or reasons
	Writing (Craft) ✓ Bring a piece to closure through an ending or summary statement
	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.
	Writing (Informational) ✓ Write pieces of writing that are interesting and enjoyable to read ✓ Write about a topic keeping the audience and their interests and knowledge in mind ✓ Provide interesting details around a topic
	Writing (Craft) ✓ Bring a piece to closure through an ending or summary statement
	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.
	Writing (Narrative) ✓ Write an engaging beginning and a satisfying ending to stories ✓ Tell details about the most important moments in a story or experience while eliminating unimportant details
	Writing (Text Structure) ✓ Write a text that is narrative ordered by time
Production and Distribution of Writing	
	4. (Begins in grade 3)
	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	Writing (Writing Process) ✓ Understand the role of writing conference in helping writers ✓ Understand that other writers can be helpful in the process ✓ Change writing in response to peer or teacher feedback
	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Writing (Handwriting/Word-Processing) ✓ Begin to develop efficient keyboarding skills ✓ Use word-processor to plan, draft, revise and edit and publish documents
Research to Build and Present Knowledge	
	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).
	Writing (Functional) ✓ Understand procedural writing (how-to) as a list of sequential directions for how to do something and lists of what is needed

	Writing (Oral Language) ✓ Generate and expand ideas through talk with peers and teacher
	Writing (Gathering Seeds/Resources/Experimenting with Writing ✓ Gather information for writing
	8. Recall information from experiences or gather information from provided sources to answer a question.
	Writing (Presentation) ✓ Tell about experiences or topics the way one would talk about them to others
	Writing (Oral Language) ✓ Generate and expand ideas through talk with peers and teacher
	Writing (Gathering Seeds/Resources/Experimenting with Writing ✓ Gather information for writing
	9. (Begins in grade 4)
Range of Writing	
	10. (Begins in grade 3)

Speaking and Listening Standards – Second Grade

Comprehension and Collaboration	
	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.
	Oral, Visual, and Technological Communication (Listening and Speaking/Social Interaction) ✓ Speak at an appropriate volume- not too loud but loud enough to be heard and understood by others ✓ Enter a conversation appropriately ✓ Engage in turn-taking of conversation ✓ Use appropriate ways of getting a turn
	Oral, Visual and Technological Communication (Discussion) ✓ Listen to and build on the talk of others ✓ Ask questions for clarification to gain information ✓ Participate actively in whole-class and small group discussion ✓ Use grade level-appropriate specific vocabulary when talking about texts (title, author)
	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	Oral, Visual and Technological Communication (Listening) ✓ Listen with attention and understanding to oral reading of stories, poems and informational texts ✓ Listen attentively to presentations by the teacher and fellow students and be able identify the main idea
	Oral, Visual and Technological Communication (Discussion) ✓ Form clear questions to gain information
	Reading (Thinking Within the Text) ✓ Self-monitor understanding and ask questions when meaning is lost or understanding is interrupted
	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.
	Oral, Visual and Technological Communication (Discussion) ✓ Ask questions for clarification to gain information ✓ Ask clear questions during small-group and whole-class discussions
Presentation of Knowledge and Ideas	
	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	Oral, Visual and Technological Communication (Listening and Speaking/Content) ✓ Explain and describe people, events, and objects ✓ Describe similarities and differences between people, places, events and objects ✓ Predict and recall stories or events

	Oral, Visual and Technological Communication (Social Interaction) ✓ Speak at an appropriate volume- not too loud but loud enough to be heard and understood by others ✓ 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	
	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.	
	Oral, Visual and Technological Communication (Presentation/Media) ✓ Use visual displays as appropriate (diagrams, charts, illustrations) ✓ Use illustrations as appropriate to communicate meaning ✓ Identify and acknowledge sources of information included in oral presentations	(、
	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 pages 26 and 27 for specific expectations.)	
	Oral, Visual and Technological Communication (Presentation/Voice) ✓ Show enthusiasm when speaking about a topic ✓ Show confidence when presenting ✓ Tell stories in a interesting way	
	Oral, Visual and Technological Communication (Presentation/Conventions) ✓ Speak at an appropriate volume to be heard when addressing large and small groups ✓ Enunciate words clearly	
	Oral, Visual and Technological Communication (Presentation/Word Choice) ✓ Use language appropriate to oral presentation words (rather than literary language or slang)	

Language Standards – Second Grade

Conventions of Standard English	
	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*).
	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*).
	Phonics, Spelling, and Word Study (Word Structure/Plurals) ✓ Understand the concept of plurals and plural forms; adding –s; adding –es; changing spelling
	Phonics, Spelling, and Word Study (Word Structure/Verb Endings) ✓ Recognize and form present and past tense by using endings form present participle by adding –ing; make a verb past tense ✓ Recognize and use endings –er to a verb to make a noun, -er to a verb that ends with a short vowel and a consonant, -r to a verb that ends in silent r, -er to a verb ending in y
	Writing (Conventions/Grammar) ✓ Write complete sentences ✓ Use a range of complete sentences (declarative, interrogative, exclamatory)
	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.
	Writing (Conventions/Capitalization) ✓ Use capital letters appropriately to capitalize days, months, cities, states ✓ Use capitals for names of people and places
	Writing (Conventions/Punctuation) ✓ Use apostrophes in contractions and possessives ✓ Use commas to identify a series
	Writing (Conventions/Spelling) ✓ Use knowledge of phonogram patterns to generate multisyllabic words
Knowledge of Language	
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	a. Compare formal and informal uses of English.
	Oral, Visual, and Technological Communication (Presentation/Conventions)

	✓ Vary language according to purpose
	Oral, Visual, and Technological Communication (Presentation/Word Choice) ✓ Use words that describe ✓ Use language appropriate to oral presentation words (rather than literary language or slang) ✓ Use content-specific words when needed to explain a topic
Vocabulary Acquisition and Use	
	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.
	Reading (Thinking Within the Text) ✓ Recognize new meanings for known words by using context ✓ Recognize and actively work to solve new vocabulary words
	Phonics, Spelling, and Word Study(Word Structure) ✓ Remove the ending from a base word to make a new word ✓ Recognize and use common prefixes ✓ Use parts of compound words to solve a word and derive from them meaning ✓ Recognize base words and remove prefixes and suffixes to break them down
	5. Demonstrate understanding of 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*).
	Reading (Thinking Within the Text) ✓ Acquire understanding of new words through repeated reading ✓ Understand the meaning of words during reading
	Reading (Thinking About the Text) ✓ Begin to understand the subtle changes in meaning that a writer can convey through word choice
	Phonics, Spelling, and Word Study(Word Meaning) ✓ Recognize and use words with multiple meanings
	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*).
	Oral, Visual, and Technological Communication (Presentation/Word Choice) ✓ Use language from stories and informational texts when retelling stories or making a report ✓ Use words that describe (adjectives and adverbs) ✓ Use language appropriate to oral presentation words (rather than literary language or

	slang)
	✓ Use content-specific words when needed to explain a topic
	Writing About Reading (Thinking About the Text)
	✓ Notice and so9metimes use interesting language from a text