

Charts to Clarify 2nd Grade Common Core Literacy Standards

The following charts are organized to clarify the relationships among the literacy development standards.

Source: COMMON CORE STATE STANDARDS ; <http://www.corestandards.org>

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Core Reading Standards for Second Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral .	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe how characters in a story respond to major events and challenges.	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	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.	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	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.
6. Acknowledge differences in the points of view of characters , including by speaking in a different voice for each character when reading dialogue aloud.	6. Identify the main purpose of a text, including what the author wants to answer, explain , or describe .
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot .	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. (Not applicable to literature)	8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	9. Compare and contrast the most important points presented by two texts on the same topic .
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE 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.	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.

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

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.
 - SL.2.1a 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).
 - SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
 - SL.2.1c 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 of Knowledge and 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.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING

1. Observe conventions of grammar and usage.
- ___a. Form common irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - ___b. Form the past tense of common irregular verbs (e.g., *sat, hid, told*).
 - ___c. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences.
 - ___d. Produce and expand complete sentences to provide requested detail or clarification.
2. Observe conventions of capitalization, punctuation, and spelling.
- ___a. Capitalize holidays, product names, geographic names, and important words in titles.
 - ___b. Use commas in greetings and closings of letters.
 - ___c. Use apostrophes to form contractions and common possessives.
 - ___d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*; *paper* → *copper*).
 - ___e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3. (Beings in grade 3)

VOCABULARY ACQUISITION AND USE

4. Determine word meanings (*based on grade 2 reading*).
- ___a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.
 - ___b. Explain the meaning of grade-appropriate compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
 - ___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. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
5. Understand word relationships.
- ___a. Build real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - ___b. Distinguish shades of meaning among related verbs (e.g., *toss, throw, hurl*) and related adjectives (e.g., *thin, slender, skinny, scrawny*).
6. Use newly learned words acquired through conversations, reading, and responding to texts.

SECOND GRADE CCSS READING FOUNDATIONAL SKILLS

Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3
- Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.a
- Know spelling-sound correspondences for additional common vowel teams. RF.2.3.b
- Decode regularly spelled two-syllable words with long vowels. RF.2.3.c
- Decode words with common prefixes and suffixes. RF.2.3.d
- Identify words with inconsistent but common spelling-sound correspondences. RF.2.3.e
- Recognize and read grade-appropriate irregularly spelled words. RF.2.3.f

Fluency:

- Read with sufficient accuracy and fluency to support comprehension. RF.2.4
- Read grade-level text with purpose and understanding. RF.2.4.a
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.b
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.2.4.c

<i>TEXT TYPES AND PURPOSES</i>	
<input type="checkbox"/>	1. Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., <i>because, and, also</i>), and provide a sense of closure.
<input type="checkbox"/>	2. Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section.
<input type="checkbox"/>	3. Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.
<i>PRODUCTION AND DISTRIBUTION OF WRITING</i>	
4. (Begins in grade 3)	
<input type="checkbox"/>	5. With guidance from adults, strengthen writing as needed by revising and editing.
<input type="checkbox"/>	6. With guidance from adults, use technology to produce writing.
<i>RESEARCH TO BUILD KNOWLEDGE</i>	
<input type="checkbox"/>	7. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).
<input type="checkbox"/>	8. Gather information from experiences or provided text sources to answer a specific question.
9. (Begins in grade 4)	
<i>RANGE OF WRITING</i>	
10. (Begins in grade 4)	