



COMMON CORE STANDARDS: SECOND GRADE

Reading Standards for Literature

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
1. Ask and answer such questions as <i>who, what, where, when, 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. 3. Describe how characters in a story respond to major events and challenges.	4. Describe how words and phrases (e.g., <i>regular beats, alliteration, rhymes, repeated lines</i>) supply rhythm and meaning in a story, poem or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot. 8. NA 9. Compare and contrast two or more versions of the same story (e.g., <i>Cinderella stories</i>) by different authors or from different cultures.	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 Standards for Informational Text

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
1. Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 5. Know and use the various text features (e.g., <i>captions, bold print, subheadings, glossaries, indexes, electronic menus, icons</i>) to locate key facts or information in a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain or describe.	7. Explain how specific images (e.g., <i>a diagram showing how a machine works</i>) contribute to and clarify a text. 8. Describe how reasons support specific points the author makes in a text. 9. Compare and contrast the most important points presented by two texts on the same topic.	10. By the end of the year, read and comprehend informational texts, including historical/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.



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Foundational Skills

Phonics and Word Recognition	Fluency
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> 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. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> 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.

Language Standards

Conventions of Standard English	Knowledge of Language	Vocabulary Acquisition and Use
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group) b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>) c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>) d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>) e. Use adjectives and adverbs, and choose between them depending on what us to be modified. f. Produce, expand and rearrange complete simple and compound sentences (e.g. <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> 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., <i>cage-badge, boy-boil</i>) e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ol style="list-style-type: none"> a. Compare formal and informal uses of English. 	<p>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.</p> <ol style="list-style-type: none"> 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., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>) d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases. <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>) b. Distinguish shades of meaning among closely related verbs (e.g. <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>) <p>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., <i>When other kids are happy that makes me happy</i>)</p>