

Grade 2 Common Core State Standards

READING	
Reading Literature	Reading Informational Texts
Key Ideas and Details	Key Ideas and Details
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.	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, print or visual .
RL.2.2 Recount stories, including fables and folktales, from diverse cultures, and determine their central message, lesson, or moral.	RI.2.2 Identify the main topic of a multiparagraph text, complex print or visual , as well as the focus of specific paragraphs or sections within the text, print or visual .
RL.2.3 Describe how characters in a story respond to major events and challenges.	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, print or visual .
Craft and Structure	Craft and Structure
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.	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	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.
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.	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	Integration of Knowledge and Ideas
RL.2.7 Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RL.2.8 (Not applicable to literature.)	RI.2.8 Describe how reasons support specific points the author makes in a text.
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.	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	Range of Reading and Level of Text Complexity
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.	RI.2.10 By the end of the 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	Fluency
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. RF.2.3.c Decode regularly spelled two-syllable words with long vowels. RF.2.3.d Decode words with common prefixes and suffixes. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences. RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. 	RF.2.4 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> RF.2.4.a Read on-level text with purpose and understanding. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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WRITING		LANGUAGE	
Text Types and Purposes		Conventions of Standard English	
W.2.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none">W.2.1.a Introduce the topic or book they are writing about and state an opinion.W.2.1.b Supply reasons that support the opinion.W.2.1.c Use linking words (e.g., because, and, also) to connect opinion and reasons.W.2.1.d (Begins in Grade 6)W.2.1.e Provide a concluding statement or section.	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none">L.2.1.a Use collective nouns (e.g., group).L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).L.2.1.d Form and use past tense of frequently occurring irregular verbs (e.g., sat, hid, told).L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The action movie was watched by the little boy).
	W.2.2		Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none">W.2.2.a Introduce a topic.W.2.2.b Use facts and definitions to develop points.W.2.2.c (Begins in Grade 3)W.2.2.d (Begins in Grade 4)W.2.2.e (Begins in Grade 6)W.2.2.f Provide a concluding statement or section.
		Knowledge of Language	
		L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none">L.2.3.a Compare formal and informal uses of English.
		Vocabulary Acquisition and Use	
W.2.3	Write narratives to develop real or imagined experiences or events. <ul style="list-style-type: none">W.2.3.a Recount a well-elaborated event or short sequence of events.W.2.3.b Include details to describe actions, thoughts, and feelings.W.2.3.c Use temporal words to signal event order.W.2.3.d (Begins in Grade 4)W.2.3.e Provide a sense of closure.	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. <ul style="list-style-type: none">L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.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).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).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).L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	Production and Distribution of Writing		L.2.5
W.2.4	(Begins in Grade 3)	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).
		SPEAKING AND LISTENING	
		Comprehension and Collaboration	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing and reflecting on the writing process.	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. <ul style="list-style-type: none">SL.2.1.a Follow agreed-upon rules for discussion (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.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
	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		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	
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).	SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	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.
W.2.9	(Begins in Grade 4)	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 for specific expectations).
Range of Writing			
W.2.10	(Begins in Grade 3)		