

GRADE: 2 CCSS AT-A-GLANCE

<p>READING STANDARDS for LITERATURE</p> <p><u>Key Ideas & Details</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of key details in a text. 2. Recount stories and determine their central message, lesson, or moral. 3. Describe how characters respond to major events and challenges. <p><u>Craft & Structure</u></p> <ol style="list-style-type: none"> 4. Describe how words and phrases supply rhythm and meaning in text. 5. Describe the overall structure of a story from introduction to concluding action. 6. Acknowledge differences in points of view of the characters. <p><u>Integration of Knowledge & Ideas</u></p> <ol style="list-style-type: none"> 7. Use information from illustrations and text to demonstrate understanding of its characters, setting, or plot. 8. N/A 9. Compare/contrast two or more versions of the same story. <p><u>Range of Reading and Text Complexity</u></p> <ol style="list-style-type: none"> 10. Read and comprehend stories and poetry of appropriate complexity for grades 2-3, with scaffolding as needed. 	<p>WRITING STANDARDS</p> <p><u>Text Types and Purposes</u></p> <ol style="list-style-type: none"> 1. Write opinion pieces introducing the topic, 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. 2. Write informative/explanatory texts introduce a topic, use facts and definitions to develop points, and providing a concluding statement or section. 3. Write narratives recounting a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and provide a sense of closure. <p><u>Production and Distribution of Writing</u></p> <ol style="list-style-type: none"> 5. Focus on a topic and strengthen writing as needed by revising and editing. 6. Use a variety of digital tools to produce and publish writing. <p><u>Research to Build and Present Knowledge</u></p> <ol style="list-style-type: none"> 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). 8. Recall information or gather information to answer a question.
<p>INFORMATIONAL TEXT</p> <p><u>Key Ideas & Details</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of key details in a text. 2. Identify main topic of a multi-paragraph text as well as the focus of a specific paragraph within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <p><u>Craft & Structure</u></p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information efficiently. 6. Identify the main purpose of a text (e.g., what the author wants to answer, explain, or describe). <p><u>Integration of Knowledge and Ideas</u></p> <ol style="list-style-type: none"> 7. Explain how specific images 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. <p><u>Range of Reading and Level of Text Complexity</u></p> <ol style="list-style-type: none"> 10. Read and comprehend informational texts with appropriate complexity for grades 2-3, with scaffolding as needed. 	<p>SPEAKING & LISTENING STANDARDS</p> <p><u>Comprehension and Collaboration</u></p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions 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. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 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. <p><u>Presentation of Knowledge & Ideas</u></p> <ol style="list-style-type: none"> 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 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. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<p>FOUNDATIONAL SKILLS</p> <p><u>Phonics & Word Recognition</u></p> <ol style="list-style-type: none"> 1. Know & apply grade-level phonics and word analysis skills. <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know common vowel teams. c. Decode regularly spelled two-syllable words with long words. 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><u>Fluency</u></p> <ol style="list-style-type: none"> 4. Read grade level text with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read with purpose and understanding. 	<p>LANGUAGE STANDARDS</p> <p><u>Conventions of Standard English</u></p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> 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. 2. Demonstrate command of the conventions of standard English

- b. Read orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- 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

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.

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.
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).
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).