

# Grade 2

Adopted 2014

**Foundational Skills:**  
**Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.** CC.1.1

## Phonics and Word Recognition

- D. Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - Decode two-syllable words with long vowels and words with common prefixes and suffixes.
  - Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
  - Read grade-appropriate irregularly spelled words.
- CC.1.1.2.D

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## Fluency

- E. Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- CC.1.1.2.E

**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.** CC.1.2

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## Key Ideas and Details - Main Idea

- A. Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.A

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## Key Ideas and Details - Text Analysis

- B. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.B
- C. Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.C

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## Craft and Structure - Text Structure

- E. Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.E

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## Craft and Structure - Vocabulary

- F. Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. CC.1.2.2.F

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## Integration of Knowledge and Ideas - Diverse Media

- G. Explain how graphic representations contribute to and clarify a text. CC.1.2.2.G

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### **Integration of Knowledge and Ideas - Evaluating Arguments**

- H. Describe how reasons support specific points the author makes in a text. [CC.1.2.2.H](#)

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### **Integration of Knowledge and Ideas - Analysis Across Texts**

- I. Compare and contrast the most important points presented by two texts on the same topic. [CC.1.2.2.I](#)

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### **Vocabulary Acquisition and Use**

- J. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. [CC.1.2.2.J](#)
- K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools. [CC.1.2.2.K](#)

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### **Range of Reading**

- L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. [CC.1.2.2.L](#)

**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.** [CC.1.3](#)

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### **Key Ideas and Details - Theme**

- A. Recount stories and determine their central message, lesson, or moral. [CC.1.3.2.A](#)

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### **Key Ideas and Details - Text Analysis**

- B. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [CC.1.3.2.B](#)

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### **Key Ideas and Details - Literary Elements**

- C. Describe how characters in a story respond to major events and challenges. [CC.1.3.2.C](#)

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### **Craft and Structure - Point of View**

- D. Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. [CC.1.3.2.D](#)

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### **Craft and Structure - Text Structure**

- E. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [CC.1.3.2.E](#)

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### **Craft and Structure - Vocabulary**

- F. Describe how words and phrases supply rhythm and meaning in a story, poem, or song. [CC.1.3.2.F](#)

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### **Integration of Knowledge and Ideas - Sources of Information**

- G. Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. [CC.1.3.2.G](#)
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### **Integration of Knowledge and Ideas - Text Analysis**

- H. Compare and contrast two or more versions of the same story by different authors or from different cultures. [CC.1.3.2.H](#)
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### **Vocabulary Acquisition and Use - Strategies**

- I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools. [CC.1.3.2.I](#)
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### **Vocabulary Acquisition and Use**

- J. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. [CC.1.3.2.J](#)
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### **Range of Reading**

- K. Read and comprehend literature on grade level, reading independently and proficiently. [CC.1.3.2.K](#)
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**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.** [CC.1.4](#)

### **Informative/Explanatory**

- A. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [CC.1.4.2.A](#)
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### **Informative/Explanatory - Focus**

- B. Identify and introduce the topic. [CC.1.4.2.B](#)
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### **Informative/Explanatory - Content**

- C. Develop the topic with facts and/or definitions. [CC.1.4.2.C](#)
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### **Informative/Explanatory - Organization**

- D. Group information and provide a concluding statement or section. [CC.1.4.2.D](#)
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### **Informative/Explanatory - Style**

- E. Choose words and phrases for effect. [CC.1.4.2.E](#)
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### **Informative/Explanatory - Conventions of Language**

- F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - Capitalize proper nouns.
  - Use commas and apostrophes appropriately.
  - Spell words drawing on common spelling patterns.
  - Consult reference material as needed.[CC.1.4.2.F](#)

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**Opinion/Argumentative**

- G. Write opinion pieces on familiar topics or texts. [CC.1.4.2.6](#)
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**Opinion/Argumentative - Focus**

- H. Identify the topic and state an opinion. [CC.1.4.2.H](#)
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**Opinion/Argumentative - Content**

- I. Support the opinion with reasons that include details connected to the opinion. [CC.1.4.2.I](#)
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**Opinion/Argumentative - Organization**

- J. Create an organizational structure that includes reasons and includes a concluding statement. [CC.1.4.2.J](#)
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**Opinion/Argumentative - Style**

- K. Use a variety of words and phrases to appeal to the audience. [CC.1.4.2.K](#)
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**Opinion/Argumentative - Conventions of Language**

- L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - Capitalize proper nouns.
  - Use commas and apostrophes appropriately.
  - Spell words drawing on common spelling patterns.
  - Consult reference material as needed.[CC.1.4.2.L](#)
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**Narrative**

- M. Write narratives to develop real or imagined experiences or events. [CC.1.4.2.M](#)
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**Narrative - Focus**

- N. Establish a situation and introduce a narrator and/or characters. [CC.1.4.2.N](#)
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**Narrative - Content**

- O. Include thoughts and feelings to describe experiences and events to show the response of characters to situations. [CC.1.4.2.O](#)
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**Narrative - Organization**

- P. Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. [CC.1.4.2.P](#)
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**Narrative - Style**

- Q. Choose words and phrases for effect. [CC.1.4.2.Q](#)

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### **Narrative - Conventions of Language**

- R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - Capitalize proper nouns.
  - Use commas and apostrophes appropriately.
  - Spell words drawing on common spelling patterns.
  - Consult reference material as needed.[CC.1.4.2.R](#)

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### **Production and Distribution of Writing - Writing Process**

- T. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [CC.1.4.2.T](#)

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### **Technology and Publication**

- U. With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. [CC.1.4.2.U](#)

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### **Conducting Research**

- V. Participate in individual or shared research and writing projects. [CC.1.4.2.V](#)

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### **Credibility, Reliability, and Validity of Sources**

- W. Recall information from experiences or gather information from provided sources to answer a question. [CC.1.4.2.W](#)

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### **Range of Writing**

- X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [CC.1.4.2.X](#)

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**Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.** [CC.1.5](#)

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### **Comprehension and Collaboration - Collaborative Discussion**

- A. Participate in collaborative conversations with peers and adults in small and larger groups. [CC.1.5.2.A](#)

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### **Comprehension and Collaboration - Critical Listening**

- B. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [CC.1.5.2.B](#)

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### **Comprehension and Collaboration - Evaluating Information**

- C. 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. [CC.1.5.2.C](#)

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### **Presentation of Knowledge and Ideas - Purpose, Audience, and Task**

- D. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [CC.1.5.2.D](#)

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**Presentation of Knowledge and Ideas - Context**

- E. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [CC.1.5.2.E](#)

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**Integration of Knowledge and Ideas - Multimedia**

- F. Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. [CC.1.5.2.F](#)

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**Conventions of Standard English**

- G. Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content. [CC.1.5.2.G](#)