

# Grade 2

Adopted 2018

## College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. [CCR.R.1](#)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. [CCR.R.2](#)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [CCR.R.3](#)

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### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. [CCR.R.4](#)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. [CCR.R.5](#)
6. Assess how point of view or purpose shapes the content and style of a text. [CCR.R.6](#)

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### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. [CCR.R.7](#)
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. [CCR.R.8](#)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [CCR.R.9](#)

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### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. [CCR.R.10](#)
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## Reading Standards for Literature

### Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [2.RL.1](#)
  2. Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral. [2.RL.2](#)
  3. Describe how characters in a story respond to major events and challenges. [2.RL.3](#)
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### Craft and Structure

4. Describe how words and phrases create rhythm and meaning in a story, poem, or song. [2.RL.4](#)
  5. Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution). [2.RL.5](#)
  6. Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. Describe its characters, setting, or events. [2.RL.6](#)
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### Integration of Knowledge and Ideas

7. Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [2.RL.7](#)
  8. Not applicable to literature [2.RL.8](#)
  9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [2.RL.9](#)
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### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend a variety of literary text. [2.RL.10](#)
    - a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). [2.RL.10.A](#)
    - b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks. [2.RL.10.B](#)
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## Reading Standards for Informational Text

### Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [2.RI.1](#)
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. [2.RI.2](#)
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [2.RI.3](#)

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**Craft and Structure**

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [2.RI.4](#)
5. Know and use various text features to locate key facts or information in a text efficiently. [2.RI.5](#)
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [2.RI.6](#)

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**Integration of Knowledge and Ideas**

7. Explain how specific images (e.g., photographs, charts, diagrams contribute to and clarify a text. [2.RI.7](#)
8. Describe how details/evidence support specific points the author makes in a text. [2.RI.8](#)
9. Compare and contrast the main ideas presented by two texts on the same topic. [2.RI.9](#)

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**Range of Reading and Level of Text Complexity**

10. By the end of the year, read and comprehend a variety of informational text. [2.RI.10](#)
  - a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands). [2.RI.10.A](#)
  - b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks. [2.RI.10.B](#)

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**Reading Standards:  
Foundational Skills K-5****Print Concepts**

1. There is not a grade 2 standard for this concept. Please see preceding grades for more information. [2.RF.1](#)

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**Phonological Awareness**

2. There is not a grade 2 standard for this concept. Please see preceding grades for more information. [2.RF.2](#)

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### Phonics and Word Recognitions

3. Know and apply grade-level phonics and word analysis skills in decoding words. **2.RF.3**
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words. **2.RF.3.A**
  - b. Know spelling-sound correspondences for additional common vowel teams. **2.RF.3.B**
  - c. Decode regularly spelled two-syllable words with long vowels and short vowels. **2.RF.3.C**
  - d. Decode words with common prefixes and suffixes. **2.RF.3.D**
  - e. Identify words with inconsistent but common spelling-sound correspondences. **2.RF.3.E**
  - f. Recognize and read grade-appropriate high frequency words. **2.RF.3.F**

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### Fluency

4. Read with sufficient accuracy and fluency to support comprehension. **2.RF.4**
  - a. Read grade-level text with purpose and understanding. **2.RF.4.A**
  - b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. **2.RF.4.B**
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **2.RF.4.C**

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## College and Career Readiness Anchor Standards for Writing

### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **CCR.W.1**
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **CCR.W.2**
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **CCR.W.3**

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### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR.W.4**
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CCR.W.5**
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **CCR.W.6**

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### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. [CCR.W.7](#)
  8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. [CCR.W.8](#)
  9. Draw evidence from literary or informational texts to support analysis, reflection, and research. [CCR.W.9](#)
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### Range of Writing

10. 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 tasks, purposes, and audiences. [CCR.W.10](#)
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## Writing

### Text Types and Purposes

1. Write opinion pieces that: [2.W.1](#)
    - a. introduce an opinion about a topic or book they are writing about. state an opinion [2.W.1.A](#)
    - b. supply reasons that support the opinion. [2.W.1.B](#)
    - c. use grade level appropriate linking words connect the opinion and reasons. [2.W.1.C](#)
    - d. provide a concluding statement or section. [2.W.1.D](#)
  2. Write informative/explanatory texts that: [2.W.2](#)
    - a. introduce a topic. [2.W.2.A](#)
    - b. use facts and definitions to develop points. [2.W.2.B](#)
    - c. use grade level appropriate linking words and phrases to connect ideas. [2.W.2.C](#)
    - d. provide a concluding statement or section. [2.W.2.D](#)
  3. Write narratives (e.g., story, poetry) that: [2.W.3](#)
    - a. recount a well-elaborated event or short sequence of events. [2.W.3.A](#)
    - b. include details to describe actions, thoughts, and feelings. [2.W.3.B](#)
    - c. use temporal words to signal event order and provide a sense of closure. [2.W.3.C](#)
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### Production and Distribution of Writing

4. Begins in grade 3 [2.W.4](#)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [2.W.5](#)
6. With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively. [2.W.6](#)

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### Research to Build and Present Knowledge

7. Participate in shared research and writing projects. [2.W.7](#)
8. Use background knowledge and/or information gathered from sources to respond in writing to a question. [2.W.8](#)
9. Begins in grade 4 [2.W.9](#)

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### Range of Writing

10. Write routinely to increase stamina. [2.W.10](#)

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## College and Career Readiness Anchor Standards for Speaking and Listening

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCR.SL.1](#)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCR.SL.2](#)
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. [CCR.SL.3](#)

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### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. [CCR.SL.4](#)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. [CCR.SL.5](#)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. [CCR.SL.6](#)

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## Speaking and Listening

### Comprehension and Collaboration

1. Participate in collaborative conversations about grade level topics and texts with peers and adults. [2.SL.1](#)
  - a. Follow agreed-upon rules for discussions. [2.SL.1.A](#)
  - b. Build on others' talk in conversations by linking comments to the remarks of others. [2.SL.1.B](#)
  - c. Ask for clarification and explanation to better understand topics and texts under discussion. [2.SL.1.C](#)
2. Recount or describe key ideas or details from a text read aloud, information presented orally, or through media. [2.SL.2](#)
3. Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. [2.SL.3](#)

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### **Presentation of Knowledge and Ideas**

4. Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences. **2.SL.4**
  5. Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings. **2.SL.5**
  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.) **2.SL.6**
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### **College and Career Readiness Anchor Standards for Language**

### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCR.L.1**
  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCR.L.2**
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### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **CCR.L.3**
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### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. **CCR.L.4**
  5. Demonstrate understanding of word relationships and nuances in word meanings. **CCR.L.5**
  6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. **CCR.L.6**
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## Language

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **2.L.1**
  - a. Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others. **2.L.1.A**
  - b. Use collective nouns (e.g., group, herd, class). **2.L.1.B**
  - c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). **2.L.1.C**
  - d. Use reflexive pronouns (e.g., myself, ourselves). **2.L.1.D**
  - e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). **2.L.1.E**
  - f. Use adjectives and adverbs, and choose between them depending on what is to be modified. **2.L.1.F**
  - g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). **2.L.1.G**
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **2.L.2**
  - a. Capitalize holidays, product names, and geographic names. **2.L.2.A**
  - b. Use commas in greetings and closings of letters. Use commas to separate single words in a series. **2.L.2.B**
  - c. Use an apostrophe to form contractions and singular possessives. **2.L.2.C**
  - d. Spell grade appropriate high frequency words correctly. **2.L.2.D**
  - e. generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil). **2.L.2.E**
  - f. Consult print and digital reference materials, as needed to check and correct spellings **2.L.2.F**

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### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English. **2.L.3**

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## Vocabulary Acquisition and Use

4. Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies. **2.L.4**
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. **2.L.4.A**
  - b. Determine the meaning of words when a prefix is added (e.g., happy/unhappy, tell/retell). **2.L.4.B**
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). **2.L.4.C**
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). **2.L.4.D**
  - e. Use print and digital reference materials to determine or clarify the meaning of words and phrases. **2.L.4.E**
5. Demonstrate understanding of word relationships and subtle differences in word meanings. **2.L.5**
  - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). **2.L.5.A**
  - b. Distinguish subtle differences among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). **2.L.5.B**
6. Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely. **2.L.6**