

STRAND	STANDARD	<b>COMMON CORE STATE STANDARDS — SECOND GRADE</b> (Standards highlighted in gray are ongoing standards to be covered each quarter. These standards are not reflected in the Curriculum Map.)
READING FOR LITERATURE	CC.RL.2.1	Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	CC.RL.2.2	Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	CC.RL.2.3	Key Ideas and Details: Describe how characters in a story respond to major events and challenges.
	CC.RL.2.4	Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
	CC.RL.2.5	Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	CC.RL.2.6	Craft and Structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
	CC.RL.2.7	Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	CC.RL.2.9	Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
	CC.RL.2.10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
READING FOR INFORMATIONAL TEXT	CC.RI.2.1	Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	CC.RI.2.2	Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	CC.RI.2.3	Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
	CC.RI.2.4	Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	CC.RI.2.5	Craft and Structure: 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.
	CC.RI.2.6	Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	CC.RI.2.7	Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	CC.RI.2.8	Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.
	CC.RI.2.9	Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.
	CC.RI.2.10	Range of Reading and Level of Text Complexity: By the end of 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	CC.RF.2.3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
	CC.RF.2.3.a	Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.
	CC.RF.2.3.b	Phonics and Word Recognition: Know spelling-sound correspondences for additional common vowel teams.
	CC.RF.2.3.c	Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.
	CC.RF.2.3.d	Phonics and Word Recognition: Decode words with common prefixes and suffixes.
	CC.RF.2.3.e	Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences.
	CC.RF.2.3.f	Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.
	CC.RF.2.4	Fluency: Read with sufficient accuracy and fluency to support comprehension.
	CC.RF.2.4.a	Fluency: Read grade-level text with purpose and understanding.
	CC.RF.2.4.b	Fluency: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	CC.RF.2.4.c	Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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<b>WRITING</b>	CC.W.2.1	Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, 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.
	CC.W.2.2	Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	CC.W.2.3	Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	CC.W.2.5	Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	CC.W.2.6	Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	CC.W.2.7	Research to Build and Present Knowledge: 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).
	CC.W.2.8	Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.
<b>SPEAKING AND LISTENING</b>	CC.SL.2.1	Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	CC.SL.2.1.a	Comprehension and Collaboration: Follow agreed-upon rules for discussions (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).
	CC.SL.2.1.b	Comprehension and Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others.
	CC.SL.2.1.c	Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.
	CC.SL.2.2	Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	CC.SL.2.3	Comprehension and Collaboration: 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.SL.2.4	Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	CC.SL.2.5	Presentation of Knowledge and Ideas: 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.
	CC.SL.2.6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)

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<b>LANGUAGE</b>	CC.L.2.1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	CC.L.2.1.a	Conventions of Standard English: Use collective nouns (e.g., group).	
	CC.L.2.1.b	Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	
	CC.L.2.1.c	Conventions of Standard English: Use reflexive pronouns (e.g., myself, ourselves).	
	CC.L.2.1.d	Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	
	CC.L.2.1.e	Conventions of Standard English: Use adjectives and adverbs, and choose between them depending on what is to be modified.	
	CC.L.2.1.f	Conventions of Standard English: 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).	The
	CC.L.2.2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	CC.L.2.2.a	Conventions of Standard English: Capitalize holidays, product names, and geographic names.	
	CC.L.2.2.b	Conventions of Standard English: Use commas in greetings and closings of letters.	
	CC.L.2.2.c	Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.	
	CC.L.2.2.d	Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	
	CC.L.2.2.e	Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
	CC.L.2.3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	CC.L.2.3.a	Knowledge of Language: Compare formal and informal uses of English.	
	CC.L.2.4	Vocabulary Acquisition and Use: 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.	
	CC.L.2.4.a	Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.	
	CC.L.2.4.b	Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	
	CC.L.2.4.c	Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	
	CC.L.2.4.d	Vocabulary Acquisition and Use: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	
	CC.L.2.4.e	Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
	CC.L.2.5	Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.	
	CC.L.2.5.a	Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	
	CC.L.2.5.b	Vocabulary Acquisition and Use: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	
	CC.L.2.6	Vocabulary Acquisition and Use: 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).	