

STRAND	STANDARD	ONGOING COMMON CORE STATE STANDARDS — SECOND GRADE
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.2.10	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.2.10	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.f	Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.
	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.
WRITING	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.
SPEAKING AND LISTENING	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.
LANGUAGE	CC.L.2.2.d	Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
	CC.L.2.4.a	Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.
	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).