

BALLSTON SPA CENTRAL SCHOOL DISTRICT
The Common Core State Standards in Our Schools

Second Grade ELA

READING: FOUNDATIONAL SKILLS

Phonics & Word Recognition: correlating sounds to letters and recognizing written words

Standard	In school, I am learning to...
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words</p>	<ul style="list-style-type: none"> • tell the difference between long and short vowels. • identify spelling patterns for common long vowels (ai, ae, ei, etc.). • decode two-syllable words with regular patterns. • decode words with common prefixes. • decode words with common suffixes. • identify words with common spelling patterns that don't follow the normal rule. • read second grade sight words.

READING: FOUNDATIONAL SKILLS

Fluency: includes the ability to smoothly/easily read text

Standard	In school, I am learning to...
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • read second grade text with purpose and understanding. • read second grade text aloud with accuracy, expression, and appropriate rate. • use strategies to understand unknown words.

READING: LITERATURE

Key Ideas & Details: examine and discuss both the key ideas (e.g., main idea, theme) and details (e.g., characters, setting, events) in a text by using the text as evidence and by drawing inferences from the text

Standard	In school, I am learning to...
<p>RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p>	<ul style="list-style-type: none">• ask questions (5 W's and How) about important details in a text.• answer questions (5W's and How) to show I understand important details in a text.• retell a story and include important details.• tell the central message, lesson, or moral of a story.• describe how characters respond to events in a story.

READING: LITERATURE

Craft & Structure: understanding and explaining the importance of word selection for a particular text, analyzing the ways a text is structured, understanding point of view (especially that of the narrator, author, or characters within the story)

Standard	In school, I am learning to...
<p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<ul style="list-style-type: none">• describe how an author's words supply rhythm and meaning in a text.• explain the structure and its purpose in a story.• describe when there are different characters telling a story.• use different voices for different characters when reading aloud.

READING: LITERATURE

Integration of Knowledge & Ideas: use information from many sources and genres of text, compare and contrast ideas and information presented through various texts

Standard	In school, I am learning to...
<p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<ul style="list-style-type: none">• use illustrations to describe a story's characters.• use illustrations to describe a story's setting.• use illustrations to describe a story's plot.

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different	<ul style="list-style-type: none"> compare and contrast two versions of the same story.
READING: LITERATURE	
Range of Reading & Level of Text Complexity: read and comprehend at an appropriate grade level	
Standard	In school, I am learning to...
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> read and comprehend second grade stories and poems.
READING: LITERATURE	
Responding to Literature: students make connections between different texts, between texts and themselves (e.g., their experiences and perceptions), and the world (e.g., world events and cultures)	
Standard	In school, I am learning to...
RL.2.11. Make connections between self, text, and the world around them (text, media, social interaction).	<ul style="list-style-type: none"> make text connections (text to text, text to self, text to world)

READING: INFORMATIONAL	
Key Ideas & Details: examine and discuss both the key ideas (e.g., main idea, theme) and details (e.g., characters, setting, events) in a text by using the text as evidence and by drawing inferences from the text	
Standard	In school, I am learning to...
RI.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> ask questions (5 W's and How) about important details in a text.
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> answer questions (5W's and How) to show I understand important details in a text.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> identify the main topic of a text and/or paragraphs within a text. describe the connection between historical events, scientific ideas, or steps in a procedure.

READING: INFORMATIONAL

Craft & Structure: understanding and explaining the importance of word selection for a particular text, analyzing the ways a text is structured, understanding point of view (especially that of the narrator, author, or characters within the story)

Standard	In school, I am learning to...
<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5. 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.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<ul style="list-style-type: none"> • determine the meaning of words or phrases I don't know. • use various text features to locate information. • identify the purpose of a text and tell what the author is trying to explain or answer.

READING: INFORMATIONAL

Integration of Knowledge & Ideas: use information from many sources and genres of text, compare and contrast ideas and information presented through various texts

Standard	In school, I am learning to...
<p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8. Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<ul style="list-style-type: none"> • explain how charts, diagrams, or illustrations are helpful in clarifying text. • explain how an author's reasons support his points. • compare and contrast important points, on a specific topic, from different texts.

READING: INFORMATIONAL

Range of Reading & Level of Text Complexity: read and comprehend at an appropriate grade level

Standard	In school, I am learning to...
<p>RI.2.10. 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.</p>	<ul style="list-style-type: none"> • read and comprehend informational text appropriate for second grade.

WRITING

Text Types & Purposes: write in various genres, namely opinion, narrative, informational, and explanatory pieces

Standard	In school, I am learning to...
<p>W.2.1. 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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3. 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.</p>	<ul style="list-style-type: none"> ● write an opinion piece where I: <ul style="list-style-type: none"> ○ introduce a topic or name of a book, ○ provide an opinion on the topic, ○ use linking words to give a reason to support my opinion, ○ provide a concluding section or statement. ● write an informative piece where I: <ul style="list-style-type: none"> ○ introduce a topic, ○ use facts and definitions to develop a point, ○ provide a concluding statement or section. ● write a narrative piece where I: <ul style="list-style-type: none"> ○ retell an event or sequence of events ○ give some details about the actions and/or characters in order, ○ provide some sense of closure.

WRITING

Production & Distribution of Writing: produce coherent and organized writing that has a purpose and is for an intended audience; collaborate with peers and teachers to revise and improve writing; share writing with others (e.g., discussion, publication)

Standard	In school, I am learning to...
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> ● use guidance from my peers to strengthen my writing. ● use digital tools to produce and publish my work.

WRITING

Research to Build & Present Knowledge: use sources to write about and build knowledge on a number of topics

Standard	In school, I am learning to...
<p>W.2.7. 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).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ● participate in research projects with my classmates. ● participate in writing projects with my classmates. ● use provided sources to find information.

WRITING

Responding to Literature: craft responses to text in the form of poems, narratives, dramatizations or art

Standard	In school, I am learning to...
W.2.11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.	<ul style="list-style-type: none">• respond to an author with my own poem, artwork, writing, or response.

SPEAKING & LISTENING

Comprehension & Collaboration: engage in collaborative discussions

Standard	In school, I am learning to...
<p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. 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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>d. Seek to understand and communicate with individuals from different cultural backgrounds.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. 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>	<ul style="list-style-type: none">• follow class rules for discussions.• participate in a conversation by responding to things others say.• ask questions to clear up my confusion about a text.• show I understand what I read, hear, and/or see by retelling and describing key• ask and/or answer questions of a speaker to clarify/deepen my understanding.

SPEAKING & LISTENING

Presentation of Knowledge & Ideas: present information in various formats

Standard	In school, I am learning to...
<p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5. 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.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> • tell a story or about an experience with appropriate facts and details. • create audio recordings of stories or poems. • add drawings or details to a description to provide information. • use complete sentences when appropriate.

LANGUAGE

Conventions of Standard English: refers to grammar and usage (e.g., capitalization, punctuation, spelling).

Standard	In school, I am learning to...
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<ul style="list-style-type: none"> • use collective nouns. • use frequently occurring irregular plural nouns. • use reflexive pronouns. • use the past tense of common verbs. • decide when to use an adverb or an adjective. • use simple and compound sentences.

<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> • capitalize holidays. • capitalize product names. • capitalize geographic names. • use commas in greetings and closings of letters. • use apostrophes in contractions. • use apostrophes in possessives. • spell words I don't know by using spelling patterns I have learned. • use a dictionary to find the correct spelling of a word.
LANGUAGE	
Knowledge of Language: use language precisely to convey ideas, for effect, or to analyze context and meaning	
Standard	In school, I am learning to...
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<ul style="list-style-type: none"> • compare formal and informal uses of English.
LANGUAGE	
Vocabulary Acquisition & Use: determining and clarifying the meaning of unknown words	
Standard	In school, I am learning to...
<p>L.2.4. 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p>	<ul style="list-style-type: none"> • use context clues to figure out word meanings. • use prefixes to figure out word meanings. • determine the meaning of a word by using its root word. • determine the meaning of a compound word by using the two individual word. • use glossaries and dictionaries to determine the meanings of words. • identify a real-life application of a word.

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.

L.2.5. Demonstrate understanding of figurative language, 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*).

L.2.6. 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*).

- determine differences in meaning of similar verbs and adjectives.
- use words and phrases that I learn through listening and reading.