



California Pacific Charter Schools • Community Collaborative Charter Schools

## **Grade 2 – English Language Arts Common Core State Standards**

Second grade students accurately read and understand a range of literature and informational text. They use correct grammar, capitalization, punctuation, and spelling. They can plan and deliver a presentation about a story or experience.

### **Reading: Literature / Fiction The student can:**

- ask and answer questions (who, what, where, when, why & how) about key details in a text.
- retell stories, including fables and folktales, and explain the central message or lesson.
- describe how characters respond to major events or challenges in a story.
- describe how words (e.g., rhymes, repeated lines) give rhythm and meaning in a story or poem.  describe the structure of a story and the purpose of the beginning and ending.
- use different voices for different characters when reading aloud.
- use information gained from illustrations and words to describe characters, setting, and plot.  compare and contrast two or more versions of the same story (e.g., Cinderella).
- read and understand stories and poems of appropriate complexity for grades 2-3.

### **Reading: Informational Text / Nonfiction The student can:**

- ask and answer questions (who, what, where, when, why & how) about key details in a text.
- identify the main topic of an entire piece as well as specific paragraphs within the text.
- explain the connection between historical events, scientific ideas, or steps in a process.  determine/clarify the meaning of words or phrases through context and/or word analysis.  use text features (e.g., captions, bold print, subheadings, glossaries, indexes, icons) to locate key information efficiently.
- identify the main purpose of a text, including what the author wants to answer or explain.  explain how specific charts, diagrams and illustrations clarify a text.
- explain how an author's reasons support his/her specific points.
- compare/contrast specific points on the same topic from two different texts.
- read and comprehend informational text (history/social studies, science, technical subjects) of appropriate complexity for grades 2-3.

**Reading: Foundational Skills The student can:**

- apply grade-level phonics and word analysis skills to decode words.
- tell the difference between long and short vowels when reading.
- identify spelling patterns for common long vowel teams (e.g., ai, ea, oa).
- decode two-syllable words with regular long and short vowel patterns.
- decode words with common prefixes and suffixes.  recognize and read words with common but irregular spelling patterns (e.g., could, weigh, tough).
- read grade level text with purpose and understanding.
- read grade level text aloud with accuracy, appropriate rate, and expression.
- use context to confirm or self-correct word recognition and understanding.

**Writing The student can:**

- write opinion pieces which (a) introduce the topic or book, (b) state an opinion, (c) give reasons that support the opinion, (d) use linking words (e.g., because, also), & (e) provide a concluding statement.
- write informative/explanatory texts which (a) introduce a topic, (b) use facts and definitions to develop points, and (c) provide a concluding section or statement.  write narratives which (a) recount an event or sequence of events, (b) include details to describe actions, thoughts and feelings, (c) use time words to show order, and (d) provide a sense of closure.
- participate in shared research and writing projects.
- recall experiences or gather information from provided sources to answer a question.
- write routinely for a range of specific tasks, purposes, and audiences.

**With guidance and support from adults, the student can:**

- strengthen writing by revising and editing.
- use a variety of digital tools to produce and publish writing.

**Speaking and Listening The student can:**

- participate in discussions about second grade topics and books with peers and adults.
- follow rules for discussion (e.g., gaining the floor in respectful ways, speaking one at a time).
- link comments to the remarks of others.
- ask for clarification and further explanation about topics and books under discussion.
- recall, describe and ask questions about ideas and details from an oral presentation or read aloud.
- give and follow three- and four-step oral directions.
- plan and deliver narrative presentations that (a) recount an event, (b) include details, (c) follow a logical order, and (d) provide a conclusion.
- create audio recordings of stories or poems; add visual displays to clarify ideas, thoughts & feelings.

**Language The student can:**

- create readable documents with legible print.

- use collective nouns (e.g., group) and irregular plural nouns (e.g., feet, children, teeth, fish).
- use reflexive pronouns (e.g., myself, ourselves).
- form and use the past tense of irregular verbs (e.g., sat, hid, told).
- use adjectives and adverbs appropriately.
- create, expand and rearrange simple and compound sentences.
- use correct capitalization, punctuation, and spelling, including (a) capital letters for holidays, product names & geographic names, (b) commas in greetings and closings of letters, (c) apostrophes in contractions and possessives, and (d) common spelling patterns.
- consult beginning dictionaries or glossaries to check and correct spellings.
- compare formal and informal uses of English.
- use context clues within a sentence to figure out the meaning of an unknown word or phrase.
- use affixes (e.g., un-, re-) and root words to figure out the meaning of an unknown words.
- use individual word meanings to predict the meaning of compound words (e.g., housefly).
- distinguish shades of meaning among related verbs (e.g., toss, hurl) & adjectives (e.g., thin, skinny).