

Grade 2 Individual Standards Posters



Reading Standards for Literature

Common Core Standards



1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Reading Standards for Literature

Common Core Standards



2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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Reading Standards for Literature

Common Core Standards



3. Describe how characters in a story respond to major events and challenges.

Reading Standards for Literature

Common Core Standards



4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

(See grade 2 Language standards 4-6 for additional expectations.)

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Reading Standards for Literature

Common Core Standards



5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Reading Standards for Literature

Common Core Standards



6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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Reading Standards for Literature

Common Core Standards



7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading Standards for Literature

Common Core Standards



9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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Reading Standards for Literature

Common Core Standards



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.

Reading Standards for Informational Text

Common Core Standards



1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

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Reading Standards for Informational Text

Common Core Standards



2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Reading Standards for Informational Text

Common Core Standards



3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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Reading Standards for Informational Text

Common Core Standards



4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

(See grade 2 Language standards 4-6 for additional expectations.)

Reading Standards for Informational Text

Common Core Standards



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.

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Reading Standards for Informational Text

Common Core Standards



CA 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Reading Standards for Informational Text

Common Core Standards



CA 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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Reading Standards for Informational Text

Common Core Standards



8. Describe how reasons support specific points the author makes in a text.

Reading Standards for Informational Text

Common Core Standards



9. Compare and contrast the most important points by two texts on the same topic.

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Reading Standards for Informational Text

Common Core Standards



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.

Foundational Skills

Common Core Standards



3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**

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Foundational Skills

Common Core Standards



3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

Foundational Skills

Common Core Standards



3b. Know spelling-sound correspondences for additional common vowel teams.

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Foundational Skills

Common Core Standards



3c. Decode regularly spelled two-syllable words with long vowels.

Foundational Skills

Common Core Standards



3d. Decode words with common prefixes and suffixes.

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Foundational Skills

Common Core Standards



3e. Identify words with inconsistent but common spelling-sound correspondences.

Foundational Skills

Common Core Standards



3f. Recognize and read grade-appropriate irregularly spelled words.

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Foundational Skills

Common Core Standards



4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Common Core Standards



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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

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Writing

Common Core Standards



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.

Writing

Common Core Standards



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.

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Writing

Common Core Standards



4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

Writing

Common Core Standards



5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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Writing

Common Core Standards



6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Writing

Common Core Standards



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).

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Writing

Common Core Standards



8. Recall information from experiences or gather information from provided sources to answer a question.

Writing

Common Core Standards



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 discipline-specific tasks, purposes, and audiences.

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Speaking and Listening

Common Core Standards



- 1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 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).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.

Speaking and Listening

Common Core Standards



- 2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Give and follow three- and four-step oral directions.

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Speaking and Listening

Common Core Standards



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.

Speaking and Listening

Common Core Standards



4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.

Grade 2 Individual Standards Posters



Speaking and Listening

Common Core Standards



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.

Speaking and Listening

Common Core Standards



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.)

Grade 2 Individual Standards Posters



Language

Common Core Standards



1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language

Common Core Standards



1a. Create readable documents with legible print.

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Language

Common Core Standards



1b. Use collective nouns
(e.g., *group*).

Language

Common Core Standards



1c. Form and use frequently
occurring irregular plural nouns
(e.g., *feet, children, teeth, mice, fish*).

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Language

Common Core Standards



1d. Use reflexive pronouns (e.g., *myself, ourselves*).

Language

Common Core Standards



1e. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

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Language

Common Core Standards



1f. Use adjectives and adverbs, and choose between them depending on what is to be modified.

Language

Common Core Standards



1g. 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*).

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Language

Common Core Standards



2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language

Common Core Standards



2a. Capitalize holidays, product names, and geographic names.

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Language

Common Core Standards



2b. Use commas in greetings and closings of letters.

Language

Common Core Standards



2c. Use an apostrophe to form contractions and frequently occurring possessives.

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Language

Common Core Standards



2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

Language

Common Core Standards



2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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Language

Common Core Standards



- 3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a.** Compare formal and informal uses of English.

Language

Common Core Standards



- 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.

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Language

Common Core Standards



4a. Use sentence-level context as a clue to the meaning of a word or phrase.

Language

Common Core Standards



4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

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Language

Common Core Standards



4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

Language

Common Core Standards



4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

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Language

Common Core Standards



4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas.**

Language

Common Core Standards



5. Demonstrate understanding of 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*).

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Language

Common Core Standards



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*).

Common Core Standards



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Common Core Standards



Common Core Standards

