

## Grade 2: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
<b>Reading Literature</b>		
CC.2.R.L.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.	I can identify, answer and show the key ideas in fiction and non-fiction texts according to who, what, where, when, why, and how. [RL.2.1].	
CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	I can retell stories to others, including fables and folktales from cultures other than my own. [RL.2.2]. I can determine the central message, lesson, or moral of a story, fable, or folktale. [RL.2.2]	
CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.	I can describe how characters react to events and challenges from a variety of genres. [RL.2.3]	
CC.2.R.L.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.	I can define and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm. [RL.2.4]	
CC.2.R.L.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.	I can recognize that a story has a beginning, middle and end and describe how the characters, setting, and action are introduced in a story. [RL.2.5] I can describe how the events at the end of a story let me know what happened to the characters. [RL.2.5]	
CC.2.R.L.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.	I can recognize that different characters have different points of view and different voices. [RL.2.6] I can show different points of view by changing my voice when I read dialogue for each character aloud. [RL.2.6]	
CC.2.R.L.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.	I can identify illustrations that support a story and use them to explain how they add meaning to the words. [RL.2.7] I can use illustrations and words in a story to help describe the characters, setting, or plot. [RL.2.7]	
CC.2.R.L.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.	I can compare and contrast two or more versions of the same story by different authors and cultures. [RL.2.9]	
CC.2.R.L.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.	I can choose "just right" books for myself. [RL.2.10] I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts. [RL.2.10]	
<b>Reading Informational Text</b>		
CC.2.R.I.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.	I can ask and answer who, what, where, when, why, and how questions about texts in a variety of genres before, during and after I read it. [RI.2.1]	
CC.2.R.I.2 Key Ideas and Details: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	I can read stories with more than one paragraph and explain the topic or main idea of each paragraph. [RI.2.2]	

## Grade 2: English Language Arts

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CC.2.R.1.3 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.	I can talk about historical events, scientific concepts and/or steps in a scientific process are connected in a text. [RI.2.3]	
CC.2.R.1.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	I can determine the meanings of words and phrases as they are used in a text. [RI.2.4]	
CC.2.R.1.5 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.	I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts. [RI.2.5]	
CC.2.R.1.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	I can understand the main purpose of a text and explain what the author of a text wants to inform, explain, or describe. [RI.2.6] I can use reading comprehension skills to identify cause and effect and fact and opinion to better understand what I am reading.	
CC.2.R.1.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	I can study and explain how the pictures in a text are helpful in learning more about a topic. [RI.2.7]	
CC.2.R.1.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.	I can read a text and describe the points the author makes and describe the reasons why his or her ideas make sense. [RI.2.8]	
CC.2.R.1.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.	I can identify the most important points in a text that support the main idea. [RI.2.9] I can learn information from two texts about the same topic and compare and contrast the most important points. [RI.2.9]	
CC.2.R.1.10 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.	I can use reading strategies like asking questions, making questions, visualizing, rereading, or graphic organizers to that will help me understand difficult texts. [RI.2.10]	
<b>Reading Fundamentals</b>		
CC.2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.		
CC.2.R.F.3.a Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.	I can identify the most common short (CVC) and long vowel (CVCE and VCE) patterns. [RF.2.3]	
CC.2.R.F.3.b Phonics and Word Recognition: Know spelling-sound correspondences for additional common vowel teams.	I can correctly pronounce common vowel teams (ea, oi, oo). [RF.2.3]	
CC.2.R.F.3.c Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.	I can identify and read two-syllable words with long vowels. [RF.2.3]	
CC.2.R.F.3.d Phonics and Word Recognition: Decode words with common prefixes and suffixes.	I can identify and read words with common prefixes and suffixes. [RF.2.3]	
CC.2.R.F.3.e Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences.	I identify words with similar patterns that create different sounds (bead/head, doll/roll, hint/pint). [RF.2.3]	

## Grade 2: English Language Arts

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CC.2.R.F.3.f Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	I can read some irregularly spelled words (rule breakers). [RF.2.3]	
CC.2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	I can read second grade text fluently (easy, smooth and automatic) and show comprehension. [RF.2.4] I can self-correct self-correct misunderstood words using context clues. [RF.2.4]	
CC.2.R.F.4.a Read on-level text with purpose and understanding.		
CC.2.R.F.4.b Read on-level text orally with accuracy, appropriate rate, and expression.		
CC.2.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
<b>Writing</b>		
CC.2.W.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.	I can identify opinion, give supporting reasons using connecting words to write an opinion piece with an introduction, supporting reasons and concluding statement. [W.2.1]	
CC.2.W.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.	I can select a topic, identify facts and definitions to write about the topic. [W.2.2] I can use a concluding statement. [W.2.2]	
CC.2.W.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.	I can write stories in the correct order using words like before, during and after and create an ending for my story. [W.2.3] I can describe actions thoughts, and feelings in my story. [W.2.3]	
CC.2.W.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.	I can write more than one draft with the help of my teachers and classmates by editing and revising. [W.2.5]	
CC.2.W.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.	I can use a computer and the internet on my own and with others to produce and publish writing. [W.2.6]	
CC.2.W.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).	I can work with my classmates to research a topic and write about it. [W.2.7]	
CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.	I can answer questions using information recalled or gathered. [W.2.8]	

## Grade 2: English Language Arts

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<b>Speaking and Listening</b>		
CC.2.SL.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.	I can participate in conversations with many different people, including adults. [SL.2.1]	
CC.2.SL.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).	I can identify and follow agreed upon rules for discussion. [SL.2.1]	
CC.2.SL.1.b Comprehension and Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others.	I can make connections between the comments of others. [SL.2.1]	
CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.	I can ask questions when I do not understand [SL.2.1]	
CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I can identify and describe key ideas and details presented visually or orally. [SL.2.2]	
CC.2.SL.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.	I can ask and answer questions about a presentation. [SL.2.3]	
CC.2.SL.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.	I can tell a story or share an experience with relevant facts and descriptive details using complete sentences and speaking in a clear voice. [SL.2.4]	
CC.2.SL.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.	I can create audio recordings of stories or poems and use visuals such as drawings or photographs to draw attention to certain facts or details. [SL.2.5]	
CC.2.SL.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.)	I can speak in complete sentences. [SL.2.6]	
<b>Language</b>		
CC.2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
CC.2.L.1.a Conventions of Standard English: Use collective nouns (e.g., group).	I can define and correctly use collective nouns. [L.2.1]	
CC.2.L.1.b Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	I can identify and correctly use irregular plural nouns. [L.2.1]	
CC.2.L.1.c Conventions of Standard English: Use reflexive pronouns (e.g., myself, ourselves).	I can use words such as myself, yourself, and ourselves correctly. [L.2.1]	

## Grade 2: English Language Arts

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CC.2.L.1.d Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	I can identify common irregular verbs and use them correctly in the past tense (like sat, hid, and told). [L.2.1]	
CC.2.L.1.e Conventions of Standard English: Use adjectives and adverbs, and choose between them depending on what is to be modified.	I can use adjectives and adverbs correctly. [L.2.1]	
CC.2.L.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).	I can write, rearrange, and rewrite simple and compound sentences without changing the meaning. [L.2.1]	
CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
CC.2.L.2.a Conventions of Standard English: Capitalize holidays, product names, and geographic names.	I can capitalize holidays, product names, and geographic names. [L.2.2]	
CC.2.L.2.b Conventions of Standard English: Use commas in greetings and closings of letters.	I can correctly use commas in greetings and closings of letters. [L.2.2]	
CC.2.L.2.c Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.	I can correctly use apostrophes to form contractions and to show possession. [L.2.2]	
CC.2.L.2.d Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	I can look for and understand patterns of letters and sounds when I spell words. [L.2.2]	
CC.2.L.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	I can look up how to correctly spell an unfamiliar word in a dictionary. [L.2.2]	
CC.2.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can understand the differences between speaking or writing using informal English and formal English. [L.2.3]	
CC.2.L.3.a Knowledge of Language: Compare formal and informal uses of English.	I can identify whether a writer or speaker is using formal or informal language and find informal and formal words and phrases in a text. [L.2.3]	
CC.2.L.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.2.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.	I can determine the meaning of a word or phrase by looking for clues in a sentence. [L.2.4]	
CC.2.L.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).	I can determine how the meaning of a word changes when an prefix is added, such as happy/unhappy. [L.2.4]	
CC.2.L.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).	I can use my knowledge of a root word to see how the meanings of similar words are related (for example, addition and additional). [L.2.4]	
CC.2.L.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).	I can predict the meaning of compound words by looking for words I know within them. [L.2.4]	

## Grade 2: English Language Arts

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CC.2.L.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.	I can use a dictionary or glossary to look up the meaning of a word. [L.2.4]	
CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.		
CC.2.L.5.a Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are <u>spicy</u> or <u>juicy</u> ).	I can provide real-world examples of words, such as giving examples of foods that are <u>spicy</u> . [L.2.5]	
CC.2.L.5.b Vocabulary Acquisition and Use: Distinguish shades of meaning among closely related verbs (e.g., <u>toss</u> , <u>throw</u> , <u>hurl</u> ) and closely related adjectives (e.g., <u>thin</u> , <u>slender</u> , <u>skinny</u> , <u>scrawny</u> ).	I can describe how similar verbs like <u>toss</u> , <u>throw</u> , and <u>hurl</u> have slightly different meanings. [L.2.5] I can describe how similar adjectives like <u>thin</u> , <u>slender</u> , and <u>scrawny</u> have slightly different meanings. [L.2.5]	
CC.2.L.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., <u>When other kids are happy that makes me happy</u> ).	I can learn and use vocabulary terms that have to do with a topic I'm learning about. [L.2.6] I can explain, give examples, and use adjectives and adverbs when describing something. [L.2.6]	