

225-4020
Ext. 7215

Revised 1/21/2014
Grade 2

MLSD Grade 2 Reading 2015-16

I can show that I understand important parts of a text by writing a summary of the text.
I can show that I understand important parts of a text by including facts from the text in my own writing.

Required Fluency	Standards (priority and supporting)	FALL	Examples:
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.	I can tell who, what, where, when, why and how after reading stories.	see. P.2
RL 2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	I can retell a story.	what, when, and a text.
RL 2.3	Describe how characters in a story respond to major events and challenges.	I can tell how characters in a story respond to parts in a story.	
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.	I can understand how words in a story can sound like music.	
RL 2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	I can find and understand the beginning, middle and end of a story.	P.3
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.	I can tell about the points of view of different characters.	
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.	I can use words and pictures to help me tell about the characters, setting and plot.	P.4
RL 2.8	(RL.2.8 not applicable to literature)		
RL 2.9	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 ways of telling the same story.	
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.	I can read and understand second grade literature.	P.5
RIT 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.	I can answer questions to show that I know key details. I can ask questions to show that I know key details.	P.7
RIT 2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	I can identify the main idea of text.	
RIT 2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	I can explain what a paragraph is telling me. I can put events or ideas in order. I can explain how events or ideas go together.	P.8
RIT 2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	I can use different strategies to figure out the meaning of words.	
RIT 2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to	I can use text features to find information quickly.	RIT 2.6

Priority

Priority

Examples

	locate key facts or information in a text efficiently.	I can tell why the author wrote the text.
RIT 2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	I can tell how pictures help me understand what I read.
RIT 2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	I can give reasons why the author includes certain details.
RIT 2.8	Describe how reasons support specific points the author makes in a text.	I can compare and contrast two texts on the same subject.
RIT 2.9	Compare and contrast the most important points presented by two texts on the same topic.	I can read and understand informational text at my grade level.
RIT 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.	
RFS 2.3	Know and apply grade-level phonics and word analysis skills in decoding words. A-Distinguish long and short vowels when reading regularly spelled one-syllable words. B-Know spelling-sound correspondences for additional common vowel teams. C-Decode regularly spelled two-syllable words with long vowels. D-Decode words with common prefixes and suffixes. E-Identify words with inconsistent but common spelling-sound correspondences. F-Recognize and read grade-appropriate irregularly spelled words.	<i>regular one syllable words with long and short vowels.</i> <i>regular one syllable words with long and short vowels.</i> <i>I can sound out read, spell, and write words with regular vowel pairs.</i> <i>I can sound out to read, spell, and write words with regular vowel pairs.</i> <i>I can sound out to read, spell, and write regular two syllable words with open and closed syllables.</i> <i>I can read, spell, and write words with regular prefixes and suffixes.</i> <i>I can read, spell, and write words with irregularly spelled words.</i>
RFS 2.4	Read with sufficient accuracy and fluency to support comprehension. A-Read grade-level text with purpose and understanding. B-Read grade-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.	<i>I can read and write words with inflectional endings.</i> <i>I can read and write words with irregularly spelled words.</i> <i>I can understand what I read and know why I am reading it.</i> <i>I can reread and read ahead to help me understand unfamiliar text.</i> <i>I can use other familiar words in the text to help me read unknown words correctly.</i> <i>I can correct myself if I make a mistake when I read a good speed with expression.</i>

Examples

P.9

P.10

cut, cute

boat, seat

P.12

pilot, silent napkin, cactus

unfair, redo, quickly

foxes, hoped, kicking

TI: 79 cwpwpm

T2: 100 cwpwpm

T3: 117 cwpwpm

after reading the same text many times.

★ Priority

★ Priority

Ex. P. 13



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS FOR ACHIEVING NEW STANDARDS

English/Language Arts • Unpacked Content

For the new Common Core State Standards that will be effective in all North Carolina schools in the 2012-13 school year

This document is designed to help North Carolina educators teach the ELA Common Core State Standards.

NCDPI staff are continually updating and improving these tools to better serve teachers.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.corestandards.org>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING
College and Career Readiness Anchor Standards for Reading	Reading Literature	
Key Ideas and Details		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.	Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. Students begin to understand that characters are people who are involved in a story. Character development is discussed in terms of the characters' reactions to what is taking place in the story.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe how characters in a story respond to major events and challenges.	Use questions and prompts such as: - Who are the characters in the story? - What are the most important events that happened in the story? What in the text leads you to that answer? - What lesson is this story teaching you? - How did the characters solve the problem in this story?

Example
2.1-2.3

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

Example
R.7-2.2.2.2

CCR Anchor Standard College and Career Readiness Anchor Standards for Reading	CCSS Standard Reading Literature	Unpacking
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Students are required to tell how words and phrases provide meaning to a story, poem, or song. They begin to understand story structure by explaining how the introduction is the beginning and the conclusion is where the action ends. Students at this level begin to understand how characters' points of view differ. As students read orally, they should read using different voices for different characters.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	

- Use questions and prompts such as:
- Describe the parts of a story (beginning and end).
 - Which parts of this poem rhyme? Can you find the part that shows the beat? Can you find a part that has alliteration?
 - How are the characters thinking/feeling about this event? Are the characters thinking the same way about...?
 - Think about this character. How would this character say this part?

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCR Anchor Standard College and Career Readiness Anchor Standards for Reading	CCSS Standard Reading Literature	Unpacking
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹ 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Integration of Knowledge and Ideas 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Students are required to use information from pictures, print, or digital text to show they understand characters, setting and plot. They read different versions of the same story and find similarities and differences. Use questions and prompts such as: • What do the illustrations tell you about the setting? • Can you find an illustration that tells you how a character is feeling? • What is the same about the characters in the two stories? What is different? • What happened to the characters that is the same? What happened that is different? • Look at these two stories. How did the authors solve the same problem in different ways?

Example
2.1-2.9

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS GRADE 2

Example
8-10

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	Reading Literature	
10. Read and comprehend complex literary and informational texts independently and proficiently.	Range of Reading and Level of Text Complexity 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.	With assistance as needed, students are required to read proficiently and understand various types of literature for the grade 2-3 text complexity band. “The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.” “Students also acquire the habits of reading independently and closely, which are essential to their future success.” Students should encounter appropriately

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 2**

		complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.
--	--	--

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	Reading Informational Text	
Key Ideas and Details		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.	Students are required to use textual evidence to ask and answer general questions about key details using <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and <i>how</i>. They are required to be able to read several paragraphs and identify the main idea. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs. Students at this level are required to describe how historical events, scientific ideas or "how to" procedures are linked together in a text. Use questions and prompts such as: • Think about what you read and create your own questions (using <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and/or <i>how</i>) about an important idea in this text. • What is the main idea of this text? • What are the important ideas in this text? • What in the text leads you to that answer? • Which step comes first? After that? • What happened first? After that? • Can you tell me how these ideas are the same? Can you tell me how they are different?
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	

Examples
RIT
2.1-2.3

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS GRADE 2

CCR Anchor Standard College and Career Readiness Anchor Standards for Reading	CCSS Standard Reading Informational Text	Unpacking
Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	Students are required to find out word meanings and phrases that are specific to grade 2. As students continue to build the skill of using text features to find information with proficiency, they need to be able to use captions, bold print, subheadings, glossaries, electronic menus, icons, etc. to analyze the text information. Students are required to tell the main purpose of a text according to what the author wants the reader to know.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
Use questions and prompts such as:		
		• What features in the text help you find important information about what you are reading? • How do the subheadings help you understand what you are reading? • How does the glossary help you? • How does bold print help you? • Why do you think the author wrote this text? • What does the author want you to learn from this text?

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCR Anchor Standard		CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading		Reading Informational Text	
Integration of Knowledge and Ideas			
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Students are required to integrate visual and print information to clarify understanding. At this level, students should also be able to describe the author's reasoning by finding support within the text. Second grade students are required to identify the most important points in a text. Then, they should be able to find similarities and differences in the points they have identified when reading about two texts that share the same topic. Use questions and prompts such as:	• How does the diagram/image help you understand what you are reading? • Can you tell ways the author uses specific information in a text to help you understand? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • Look at these two texts about the same topic. What is the same about the points presented in these two texts? What is different?
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Describe how reasons support specific points the author makes in a text.		
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Compare and contrast the most important points presented by two texts on the same topic.		

Example 9
KIT 27-1-29

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS GRADE 2

Example
R.10
C.10

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	Reading Informational Text	
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	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.	Students are required to read informational text in the grade 2-3 text complexity band proficiently with scaffolding as needed. “The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.” “Students also acquire the habits of reading independently and closely, which are essential to their future success.” Students should encounter appropriately complex texts at each grade level in order

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 2**

		to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.
--	--	---

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCR Anchor Standard	CCSS Standard	Unpacking
There are no Anchor Standards for Reading Foundational Skills	Reading Foundational Skills	
	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them. • Look at the beginning of the word and try it again. • Look at the end of the word and try it again.

R.F.S.
2.3

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS GRADE 2

CCR Anchor Standard	CCSS Standard	Unpacking
There are no Anchor Standards for Reading Foundational Skills	Reading Foundational Skills	
	Fluency 4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level. Use prompts such as: • Make your reading sound like the characters are talking. • Make your voice go up when you see the question mark at the end. • Make your voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCR Anchor Standard College and Career Readiness Anchor Standards for Writing	CCSS Standard Writing	Unpacking
Text Types and Purposes		
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	Second grade students should be able to express their opinion and demonstrate the ability to share their opinion and reasoning with others. In order to do so, students need multiple opportunities to express opinions (verbally and in writing), and develop reasoning to support their thinking.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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.	For example, second grade students need to be able to choose descriptive words to use within their writing that show their thinking, relate their feelings, and describe actions. At this level, students begin to write more complex sentences using linking words (because, and, also). Second grade students are required to include both an introduction