



CCSS ELA-LITERACY Priority Standards: 2nd Grade

CCSS RL: Reading Standards for Literature

Key Ideas and Details (CAS RW.2.2.1.a)

CCSS RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
(CAS RW.2.2.1.a.ii*)

CCSS RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CAS RW.2.2.1.a.iii)

CCSS RL.2.3: Describe how characters in a story respond to major events and challenges. (CAS RW.2.2.1.a.iv*)

Craft and Structure (CAS RW.2.2.1.b)

CCSS RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
(CAS RW.2.2.1.b.ii*)

No CCSS Code: Identify how word choice (e.g., sensory details, figurative language) enhances meaning in poetry. (CAS RW.2.2.1.b.iv)

Integration of Knowledge and Ideas (CAS RW.2.2.1.c)

CCSS 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.
(CAS RW.2.2.1.c.ii*)

CCSS RI: Reading Standards for Informational Text

Key Ideas and Details (CAS RW.2.2.2.a)

CCSS RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
(CAS RW.2.2.2.a.i*)

CCSS RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraph within the text. (CAS RW.2.2.2.a.ii)

No CCSS Code: Summarize the main idea using relevant and significant details in a variety of texts. (CAS RW.2.2.2.a.iii*)

Craft and Structure (CAS RW.2.2.2.b)

CCSS 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. (CAS RW.2.2.2.b.ii*)

CCSS RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CAS RW.2.2.2.b.iii*)

Integration of Knowledge and Ideas (CAS RW.2.2.2.c)

CCSS RI.2.9: Compare and contrast the most important points presented by two texts on the same topic. (CAS RW.2.2.2.c.iii*)

CCSS RF: Reading Standards Foundational Skills

Phonics and Word Recognition

CCSS RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words. (CAS RW.2.2.3.a)

RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words. (CAS RW.2.2.3.a.i*)

RF.2.3b: Know spelling-sound correspondences for additional common vowel teams. (CAS RW.2.2.3.a.ii*)

No CCSS Code: Read multisyllabic words accurately and fluently. (CAS RW.2.2.3.a.iii*)

RF.2.3c: Decode regularly spelled two-syllable words with long vowels. (CAS RW.2.2.3.a.iv*)

RF.2.3d: Decode words with common prefixes and suffixes. (CAS RW.2.2.3.a.v*)

RF.2.3e: Identify words with inconsistent but common spelling-sound correspondences. (CAS RW.2.2.3.a.vi*)

RF.2.3f: Recognize and read grade-appropriate irregularly spelled words. (CAS RW.2.2.3.a.vii*)

Fluency

CCSS RF.2.4: Read with sufficient accuracy and fluency to support comprehension: (CAS RW.2.2.3.b)

RF.2.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CAS RW.2.2.3.b.iii*)

No CCSS Code: Read grade-level text accurately and fluently, attending to phrasing, intonation, and punctuation. (CAS RW.2.2.3.b.iv*)

CCSS W: Writing Standards

Text Types and Purposes

CCSS 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (CAS RW.2.3.1.a-e)

CCSS 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. (CAS RW.2.3.2.a-c; CAS RW.2.3.2.e-f)

CCSS 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. (CAS RW.2.3.3.a-c)

CCSS SL: Speaking and Listening Standards

Comprehension and Collaboration

CCSS SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CAS RW.2.1.1.a)

SL.2.1a: 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). (CAS RW.2.1.1.a.i)

SL.2.1b: Build on others' talk in conversations by linking their comments to the remarks of others. (CAS RW.2.1.1.a.ii)

SL.2.1c: Ask for clarification and further explanation as needed about the topics and texts under discussion. (CAS RW.2.1.1.a.iii)

CCSS SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CAS RW.2.1.1.b*)

Presentation of Knowledge and Ideas

CCSS SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CAS RW.2.1.2.e)

No CCSS Code: Use content-specific vocabulary to ask questions and provide information (CAS RW.2.1.2.f*)

CCSS L: Language Standards

Conventions of Standard English

CCSS L.2.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CAS RW.2.3.4.a)

L.2.1d: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CAS RW.2.3.4.a.iii)

No CCSS Code: Spell high-frequency words correctly. (CAS RW.2.3.4.a.viii)

CCSS L.2.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CAS RW.2.3.4.b)

L.2.2d: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CAS RW.2.3.4.b.iv)

Vocabulary Acquisition and Use

CCSS 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. (CAS RW.2.2.3.d)

L.2.4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
(CAS RW.2.2.3.d.iii*)

No CCSS Code: Create new words by combining base words with affixes to connect known words to new words. (CAS RW.2.2.3.d.v*)

CCSS L.2.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CAS RW.2.2.3.e)

L.2.5b: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CAS RW.2.2.3.e.ii)

**indicates a Colorado Academic Standard that is a minimum competency identified in the READ Act*