



# A Look at...

## Second Grade in California Public Schools

Including information about the new  
**Common Core State Standards**



STANDARDS, CURRICULUM FRAMEWORKS AND INSTRUCTIONAL RESOURCES DIVISION  
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# Second Grade Curriculum Contents



	<b>Page</b>
<b>Second Grade Curriculum</b> .....	2.1
English Language Arts.....	2.2
Mathematics.....	2.18
History–Social Science.....	2.30
Science.....	2.37
Visual and Performing Arts.....	2.44
Health.....	2.52
Physical Education.....	2.60
World Language.....	2.68
School Library.....	2.73

# Second Grade Curriculum



*What will my child learn in second grade?*

*I've been teaching fifth grade, and this year I've been reassigned to second grade. What does the second grade curriculum look like?*

*I'm the principal of a small private elementary school, and I want to be sure my students are meeting the state's standards. How can I find out what students are expected to learn at each grade?*

*The state just adopted Common Core State Standards for English language arts and mathematics. How will the new standards enhance curriculum in second grade?*

This chapter is organized by sections for each subject describing what students should know and be able to do by the end of second grade. Each section includes a brief overview of what the student should have learned before entering second grade, followed by a narrative description of the second grade standards. Each subject concludes with a list of the second grade standards for that content area, including the new Common Core State Standards (CCSS) with California additions for English language arts and mathematics.

If you are interested in a more in-depth discussion of each subject, please review the state-adopted curriculum frameworks for kindergarten through grade twelve. These documents are on the CDE Curriculum and Instruction Web page at <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.



## Overview

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For students in grade two, instruction focuses on developing literacy and proficiency in language arts with the goal that all students become lifelong readers, competent writers, and effective communicators. Literacy is a critical component for academic success—it’s the key to becoming an independent learner in all other

**By the end of second grade, students should be able to read with accuracy and fluency to support their comprehension of literature and informational text.**

disciplines. Students need to be competent in reading and English language arts to be able to access information in all content areas and communicate to others what they have learned. By the end of second grade, students should be able to read with accuracy and fluency to support their comprehension of literature and informational text. Their oral reading skills should be developed to the point that they can read grade level text orally with expression.

The implementation of standards-based instruction is a critical element in developing students’ literacy and proficiency in English language arts. California recently adopted new standards in English language arts, the Common Core State Standards (CCSS) with California additions. The four strands of the CCSS reflect an integrated approach to English language arts: reading, writing, speaking and listening, and language. These new standards will be implemented over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted.

There are many similarities between the CCSS and the 1997 California English language arts standards, but there are also some important differences. For instance, in the CCSS, the standards in kindergarten through grade five are divided into strands: Reading, Writing, Speaking and Listening, and Language. In the 1997 California English language arts standards, the standards are organized around domains: Reading, Writing, Listening and Speaking, and Language Conventions. The CCSS often extend or enhance the content of the 1997 California English language arts standards. For example, the CCSS emphasize informational text, analytical skills for reading comprehension, opinion pieces and informational/explanatory compositions in addition to narratives, and collaborative conversations about grade-level texts and topics.

This section provides an overview of the new CCSS for grade two English language arts. It includes a review of the important English language arts skills and concepts from grade one (prerequisite skills) and guidance to ensure success for struggling readers, including English learners. A complete listing of the grade two CCSS with California additions for English language arts can be found at the end of this section. A complete listing of the grade two 1997 California English language arts standards is located on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

## What Second Grade Students Should Know

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In grade one, students learned skills that enable them to read and write with a degree of independence. They should be able to read common sight words and produce the sounds for consonants, consonant blends, and long and short vowels. Students who master the grade one standards have the ability to decode increasingly complex words. They can read first grade texts accurately and with purpose and understanding. They have read or had read aloud to them a variety of literature and informational texts and know how to ask clarifying questions about these texts. In addition, students have



expanded their reading-comprehension strategies for both narrative and informational text. They are able to retell the main idea of a narrative or expository text and respond to clarifying questions in expository text.

In grade one students learned new academic and content-specific vocabulary by using context clues, identifying familiar root words in words with affixes, reading and being read aloud to, and through conversations about first grade texts and topics. Students learned to write simple compositions in which they applied their knowledge of language conventions, including correctly using singular and plural nouns, capitalizing the first word of a sentence, and using the appropriate ending punctuation to complete sentences.

## What Students Learn in Second Grade

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In grade two, fluency, comprehension, and analysis are the focus of reading instruction. Students apply their knowledge of the basic features of reading to achieve fluency in oral and silent reading. Students ask and answer clarifying questions about text (e.g., *who, what, why*), use the features of text (e.g., headings, bold type) to locate information in expository text, and consider the author's purpose as they analyze informational text. Students use these strategies to better comprehend their readings in all content areas. In grade two, students learn more sophisticated strategies to analyze literature. For example, they compare and contrast different versions of the same story from different cultures.

**In grade two, students learn more sophisticated strategies to analyze literature.**

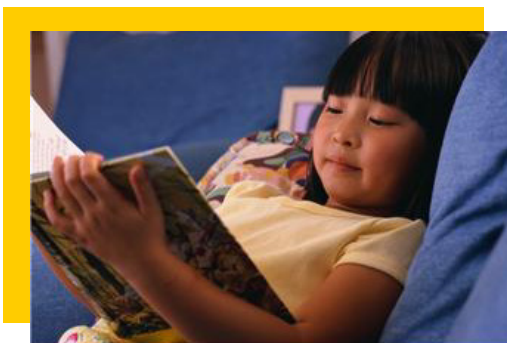
Students write compositions using correct English conventions. They learn to use reference materials to locate information for their written compositions and oral reports. Their written products become longer, and students pay more attention to the organization of their compositions. Students develop initial skills in editing and revising text at this grade level. Students in grade two learn to give and follow multiple-step directions, provide descriptive details when telling stories or recounting events, and structure their oral presentations in a logical sequence. Students learn new vocabulary and academic language as they read and speak about grade-level texts and topics. They learn to use dictionaries and glossaries to clarify the meaning of words and to check and correct their spelling. They use their knowledge of individual words to predict the meaning of compound words and their knowledge of prefixes to determine the meaning of a new word formed when a prefix is added to a known word.

### Reading

The following section is organized according to the three major components of the reading standards: reading standards for literature, reading standards for informational text, and standards for foundational skills.

#### Reading Standards for Literature

In grade two, students read and comprehend a wide variety of significant works of children's literature, including stories and poetry. Both the 1997 California English language arts standards and the CCSS incorporate analysis skills and strategies that lead to students' fuller comprehension of the literature they read. Students analyze the elements of narrative text, the characters, plot, and setting. Students learn about rhythm, rhyme, and alliteration and how they add meaning to a story or poem. They compare and contrast elements within and among texts. Students read and compare and contrast versions of stories written by different authors or from different cultures.



The analysis skills for grade two students in the CCSS go beyond

those in the 1997 California English language arts standards with added focuses on the message or lesson of the text, the differences between a story's characters, and the structure of stories. Students read and recount stories, fables, and folktales from diverse cultures and determine the central message, lesson, or moral. Students learn to perceive and describe how the characters in a story respond to major events and challenges. They recognize the different points of view of characters in a story and how those differences are expressed in dialogue. Students demonstrate this understanding by using different voices for each character when reading dialogue aloud. Students also learn about the overall structure of stories. They understand and can describe how the story is introduced in the beginning and how the action is concluded in the ending. This understanding not only helps students to better comprehend stories, it also supports their narrative writing and speaking, both of which call for a conclusion or sense of closure.

### **Reading Standards for Informational Text**

Both reading and comprehending informational text are critical for students' achievement in all content areas. Both the 1997 California English language arts standards and the CCSS reflect the importance of comprehension and analysis skills and strategies for students' academic success. Students ask clarifying questions (e.g., *who*, *why*, *how*) about the essential elements or key details of informational text. They learn to use text features, such as headings, to locate information or key facts in text. They learn how to identify the main purpose of the text, including what the author wants to explain or describe, and then use their knowledge of the author's purpose to comprehend the text. Students learn to interpret information from diagrams, charts, and graphs.

The CCSS support a deeper analysis of informational text. Students learn to identify not only the main topic of a multiparagraph text, but also the focus of each paragraph in the text. Building on this identification of key ideas, students learn to recognize, and later describe, how the author supports specific points in the text with reasons. Students also compare and contrast the most important points in two texts on the same topic. They learn to recognize and then describe connections between a series of historical events, scientific ideas, or steps in technical procedures in a text. To locate key facts and information, students not only use text features of printed text, they also use electronic menus and icons in electronic media. By the end of grade two, students read grade-level informational texts and are able to use a variety of analysis and comprehension strategies to understand what they read.

### **Foundational Skills**

The CCSS and the 1997 California English language arts standards maintain word-recognition skills as the focal point, systematically building on skills learned in kindergarten and grade one. Students learn new word-analysis skills that are introduced sequentially and systematically. Students who lack proficiency in the prerequisite skills must be taught those skills before they are presented with more complex words. In grade two, students learn to recognize and distinguish spelling-sound correspondences such as long and short vowels. Students typically make great strides in reading fluency as they apply their newly acquired decoding and word recognition skills. Students read multisyllabic words by breaking the word into syllables and use their knowledge of prefixes and suffixes to determine the word's meaning.

**Students read multisyllabic words by breaking the word into syllables and use their knowledge of prefixes and suffixes to determine the word's meaning.**

The 1997 California English language arts standards set expectations for grade two students to be fluent silent and oral readers, capable of reading grade-level material aloud accurately in a manner that sounds like natural speech.

The CCSS extend these reading fluency expectations by also requiring students to read with purpose and understanding. Students use context to confirm or self-correct their word recognition and understanding of text by rereading when necessary. In this way, the CCSS emphasize the link between students' fluency and comprehension.



## Writing

High-quality literature and informational text serve as models for students' writing and as such reinforce the reciprocal relationship between reading, vocabulary development, and writing. Much of what students learn about analyzing the texts they read supports the writing skills they learn and practice in grade two. For example, students apply their knowledge of the structure of the stories they read, how they begin and end, and how events are sequenced, in order to compose their own stories in a logical sequence. The academic language they learn in discussions about texts (e.g., evidence, plot, main idea, key details) provides students with words to use when speaking about their writing. Students use the vocabulary they learn through reading grade-level texts to describe events and characters in their compositions. They write with a command of English conventions appropriate to grade two, which have been modeled in texts they read or heard.

**Students learn to write opinion pieces that introduce a topic, state an opinion, supply reasons to support the opinion, use linking words to connect their opinion and reasons, and provide a concluding statement.**

In grade two, the 1997 California English language arts standards and the CCSS for writing differ in several ways. The 1997 California English language arts standards emphasize the stages of the writing process (prewriting, drafting, revising, editing successive versions). Students' writing includes friendly letters and brief narratives that move through a sequence of events and describe the setting, characters, objects, and events in detail. In comparison, the CCSS call for students to write opinion pieces and informative/explanatory texts in addition to writing narratives and are explicit about the expected quality of students' compositions. Students learn to write opinion pieces that introduce a topic, state an opinion, supply reasons to support the opinion, use linking words to connect their opinion and reasons, and provide a concluding statement. In their informative/explanatory texts, students learn to use facts and definitions to develop their points. Students describe thoughts and feelings in addition to events and use words to signal event order in their narratives. The CCSS emphasize writing in different time frames (over several days, at a single sitting) and writing for specific tasks and purposes, including content-specific tasks (e.g., lab reports, history report). Students also learn to conduct shared research and writing projects and to use a variety of digital tools to produce and publish writing.

## Speaking and Listening

In grade two, students' proficiency in speaking and listening expands. The students are responsible for comprehending larger amounts of information presented orally (e.g., three- to four-step instructions) and for communicating their ideas with increased attention to detail and substance (e.g., reporting on an event with supportive facts and descriptive details). Students practice the strategy of organizing both narrative and expository texts chronologically. They ask questions for clarification, additional information, or further explanation. With practice, they learn to speak with appropriate volume and in coherent, complete sentences.

The 1997 California English language arts standards focus on students giving individual oral presentations, including recounting experiences, telling stories, or reporting on a topic with facts and details drawn from several sources of information. The CCSS bring two important additions to that focus: collaborative conversations and audio recordings. Students participate in collaborative conversations about grade-level texts and topics with peers and adults in diverse groups of variable sizes. They follow agreed-upon rules and build on others' talk by linking their comments to the remarks of others. In these conversations, students learn and practice communication skills. In addition, collaborative conversations provide students with opportunities to use academic language from other subjects and new vocabulary learned through their reading. In grade two, students begin to use electronic media to record their speaking tasks. Students create audio recordings of their presentations of stories or poems. When students listen to the recordings of their own presentations, they can evaluate the quality of their presentations and use that information to improve their speaking skills.

## Language

In grade two, students are expected to write and speak with a command of many of the conventions of English. While students produce some writing electronically, they primarily create readable documents with legible writing. They learn to identify and correctly use parts of speech (e.g., nouns, verbs, and pronouns) in writing and speaking. They learn more rules for capitalization, comma use, and spelling, though the specific rules they learn vary between the 1997 California English language arts standards and the CCSS.

Under the CCSS, students learn to use collective nouns, use frequently occurring irregular plural nouns (e.g., feet, mice), and use reflexive pronouns (e.g., myself, ourselves). They learn to form and use the past tense of commonly used irregular verbs, and they learn to correctly use adjectives and adverbs. They apply rules for capitalizing holidays, product names, and geographic names. Students learn to use apostrophes correctly to form contractions and possessives. Their knowledge of spelling patterns allows them to generalize when writing new words, but they also learn to use reference materials, including beginning dictionaries, to check and correct their spelling.

In grade two, students compare formal and informal uses of language. As students have learned language conventions and academic vocabulary, they may have realized that the language they use in school is different from the language they use on the playground and at home or hear on television. Now they learn the terms “formal” and “informal” and when it is appropriate to use formal or informal language (sometimes referred to as code switching).

Vocabulary development is an ongoing task for students. Throughout the school year, grade-level texts and topics introduce students to new words or alternate meanings of known words in all subject areas. Writing activities and speaking tasks, especially collaborative conversations, provide students with opportunities to use newly acquired vocabulary and academic language.

In the 1997 California English language arts standards, vocabulary development standards are found in the reading strand. In the CCSS, standards for vocabulary acquisition and use are found in the language strand. Both the 1997 California English language arts standards and the CCSS cover basic strategies for determining the meaning of words. Students learn to use their knowledge of the meanings of prefixes and suffixes to determine the meaning of new words formed by them. They also learn to predict the meaning of compound words by using their knowledge of the meanings of the individual words that form them.

The CCSS present two additional strategies students learn and practice. Students learn to use sentence-level context as a clue to the meaning of a word. They also use glossaries and beginning dictionaries, both digital and print, to determine or clarify the meaning of words in all subject areas. In addition, the CCSS emphasize the richness of language, in particular word relationships and nuances in word meanings. Students identify real-life connections between words and their use (e.g., describe animals that are *furry* or *scaly*). Students also learn to distinguish shades of meaning among closely related verbs and adjectives.



### Extra Support for Struggling Readers

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By the end of grade two, students are expected to read with sufficient accuracy and fluency to support comprehension. Students who are not proficient in phonics and word recognition skills are likely to experience academic difficulties. Early screening can identify specific areas of instructional need that can be addressed in a timely manner. To ensure their success, students experiencing difficulty learning to read (including students



who use non-standard English, English learners, and students with disabilities) should be provided additional support to become proficient in grade two reading skills. Instructional support for students should include:

- Flexible grouping for differentiated instruction
- Pre-teaching of key skills, strategies, and concepts
- Explicit phonics instruction of vowel patterns by teaching the patterns in isolation, then in words and controlled text, and finally in regular trade books
- Explicit direct instruction in language development to address grammatical structures of oral and written standard English
- Vocabulary instruction embedded in context, including academic language
- Building background knowledge
- Reinforcing and extending the regular classroom program

## **Support for English Learners**

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Instruction in English is a critical component of the program for English learners and proceeds simultaneously with direct, explicit, and systematic instruction in reading and writing. Instructional programs for English learners should be planned according to the students' assessed level of literacy (reading and writing) in English and their primary language as well as their proficiency in English (listening, speaking, reading, and writing). Students with strong literacy skills in their primary language are at an advantage in that they can concentrate on acquiring and learning English rather than on receiving initial instruction in reading and writing.

### **English learners should receive intensive vocabulary development and academic language instruction to succeed in language arts and other content areas.**

Students who enter second grade with little prior schooling and limited English must learn to read and write while concurrently learning English.

English learners should receive intensive vocabulary development and academic language instruction to succeed in language arts and other content areas. English learners encounter difficulty when reading unknown vocabulary in stories. English learners can develop their vocabulary when teachers provide explicit vocabulary instruction that preteaches vocabulary; model the pronunciation of words; use scaffolds (e.g., summary sheets, charts, visuals); and encourages students to use the key vocabulary from stories and informational

texts in class discussions and writing assignments.

English learners who have limited academic experience and language skills require intensive, systematic instruction in oral and written language, emphasizing grammatical rules such as using collective nouns, reflexive pronouns, and adjectives and adverbs. (Refer to the Transition to Common Core State Standards: Planning ELD Instruction chart that follows for a more extensive list of grammatical conventions.) Instruction for English learners includes attention to the phonological, morphological, syntactical, and semantic structures of English. Explicit instruction in vocabulary strategies can teach students to use morphological knowledge of prefixes, suffixes, and root words to determine the meaning of unknown words and increase their reading comprehension.

Texts selected for English learners should be authentic when possible. Simplified texts should only be used with students who need intensive English language instruction to enable them to catch up with their peers.

Specially designed academic instruction in English (SDAIE) strategies can provide valuable instructional strategies to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE Specialized Programs Web page at <http://www.cde.ca.gov/sp/el/>. The CDE recently published an excellent resource, *Improving Education for English Learners: Research-Based Approaches*, that provides the most comprehensive, up-to-date strategies to serve English learners. Guidelines for teaching ELD and SDAIE strategies are provided, as well as recommended instructional practices. The publication is available at the CDE Press Web page at <http://www.cde.ca.gov/re/pn/rc/>.

English learners need additional time for appropriate instructional support. The CCSS set rigorous expectations for student learning, and ELD instruction must accommodate these enhanced expectations. The following chart illustrates the enhancements in the CCSS in English language arts that may affect ELD instruction. This chart provides teachers with initial guidance in planning effective ELD instruction.

<b>Transition to Common Core State Standards with California Additions Planning ELD Instruction – Second Grade</b>	
<b>Reading Standards for Literature</b>	<ul style="list-style-type: none"> <li>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>3. Describe how characters in a story respond to major events and challenges.</li> <li>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li> <li>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.</li> </ul>
<b>Reading Standards for Informational Text</b>	<ul style="list-style-type: none"> <li>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>8. Describe how reasons support specific points the author makes in a text.</li> <li>9. Compare and contrast the most important points presented by two texts on the</li> </ul>

	<p>same topic.</p> <p>10. By the end of the 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.</p>
<b>Reading Standards: Foundational Skills</b>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<b>Writing Standards</b>	<p>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.</p> <p>4. <b>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.)</b></p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>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).</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>10. <b>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.</b></p>
<b>Speaking and Listening Standards</b>	<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>a. <b>Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</b></p> <p>5. Create audio recordings of stories or poems; add drawings or other visual</p>

	<p>displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p><b>Language Standards</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li><b>a. Create readable documents with legible print.</b></li> <li>b. Use collective nouns (e.g., <i>group</i>).</li> <li>d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>f. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>g. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ol> </li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol> </li> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> <li>a. Compare formal and informal uses of English.</li> </ol> </li> <li>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</li> </ol>

	<ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases <b>in all content areas</b>.</li> </ul> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li> </ul> <p>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., <i>When other kids are happy that makes me happy</i>).</p>
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## The Standards

The CCSS with California additions that follow are the pre-publication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 21, 2010. Content that is unique to the CCSS and which was added by California to the multi-state common core standards is in bold typeface. The SCOE document is available online at

[http://www.scoe.net/castandards/agenda/2010/ela\\_ccs\\_recommendations.pdf](http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf). These grade two CCSS for English Language Arts were adopted by the California SBE on August 2, 2010.

A complete listing of the grade two 1997 California English language arts standards is located on CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

<b>Common Core State Standards with California Additions English Language Arts – Second Grade</b>	
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3.	Describe how characters in a story respond to major events and challenges.
<b>Craft and Structure</b>	



4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <b>(See grade 2 Language standards 4–6 for additional expectations.)</b>
5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>Integration of Knowledge and Ideas</b>	
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.
<b>Range of Reading and Level of Text Complexity</b>	
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.
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
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.
2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>Craft and Structure</b>	
4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <b>(See grade 2 Language standards 4–6 for additional expectations.)</b>
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.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>Integration of Knowledge and Ideas</b>	

7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8.	Describe how reasons support specific points the author makes in a text.
9.	Compare and contrast the most important points presented by two texts on the same topic.
<b>Range of Reading and Level of Text Complexity</b>	
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.
<b>Reading Standards: Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
3.	<p>Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text</b>.</p> <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
<b>Fluency</b>	
4.	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
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.
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.
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.
<b>Production and Distribution of Writing</b>	
4.	<b>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.)</b>
5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>Research to Build and Present Knowledge</b>	
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).
8.	Recall information from experiences or gather information from provided sources to answer a question.
9.	(Begins in grade 4)
<b>Range of Writing</b>	
10.	<b>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.</b>
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1.	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. 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).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>

2.	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>a. Give and follow three- and four-step oral directions.</b></p>
3.	<p>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.</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
4.	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</b></p>
5.	<p>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.</p>
6.	<p>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.)</p>
<p><b>Language Standards</b></p>	
<p><b>Conventions of Standard English</b></p>	
1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a. Create readable documents with legible print.</b></p> <p>b. Use collective nouns (e.g., <i>group</i>).</p> <p>c. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>f. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>g. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>

2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>
<b>Knowledge of Language</b>	
3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>a. Compare formal and informal uses of English.</li> </ol>
<b>Vocabulary Acquisition and Use</b>	
4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</li> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li> <li>d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases <b>in all content areas</b>.</li> </ol>
5.	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li> <li>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and</li> </ol>



	closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).
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., <i>When other kids are happy that makes me happy</i> ).