**CCSS ELA – Reading: Literature**

Unpacking the Standards – Grade 2

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.2.1](http://www.corestandards.org/ELA-Literacy/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. | Ask/Answer Questions  Key Details | Ask and answer questions from a text with key details using *who,* *what*, *where*, *when,* *why* and *how*  Know key details are pieces of information that help to understand a literary text   * Use key details to find information in literary text * Answer who, what, where, when, why and how questions * Determine if there is a need to look for information in more than one sentence * Ask who, what, when, why and how questions   Know key words give clues about what to look for in a literary text to answer a question  Know that “who” questions are asking about characters  Know that “what” questions are asking about ideas or changes  Know that “where” questions are asking about locations  Know that “when” questions are asking about time  Know that “why” questions are asking about a cause of something  Know that “how” questions are asking about events in the plot |
| 2 | **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.2.2](http://www.corestandards.org/ELA-Literacy/RL/2/2/) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | Retelling/summarizing  Theme/central messages  Fables and folktales | Retell stories including key details, theme, lesson, moral  Know to recount a story means to retell it  Know a fable is a short story that has a moral  Know a folktale is a story that has been told for a long time  Know a moral is a lesson that a story can teach you  Know before reading a story that there must be an identified purpose for reading  Know that stories can teach lessons or convey a message(s)   * Know how to listen to a story and figure out the message, lesson or moral * Identify the cultural details which help send a central message, lesson, or moral * Determine how stories, fables and/or folktales help to teach a lesson, moral or central message |
| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.2.3](http://www.corestandards.org/ELA-Literacy/RL/2/3/) Describe how characters in a story respond to major events and challenges. | Characters  Setting  Major events and challenges  Interaction of character in plot | Identify and describe characters, setting, major events and challenges and interaction of character in plot  Know the major events in a story are described by key details in a text  Know a challenge is an act that requires special effort  Know characters will react to major events and challenges in different ways based on their personality traits and their experiences in a story  Identify major events in a story  Identify challenges in a story  Describe how a character responds to major events in a story  Describe how a character responds to challenges in a story |
| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.2.4](http://www.corestandards.org/ELA-Literacy/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. | Vocabulary in Context  Word Choice  Feelings and senses  Rhythm and meaning | Ask and answer questions about vocabulary in text  Identify vocabulary words that suggest feeling or appeal to the senses  Describe rhythm and meaning in a phrase, story, poem, or song  Know rhythm is a strong, repeated pattern or sound which is evidence when reading orally  Know alliteration is the repetition of the same sound, usually a consonant at the beginning of consecutive words or words that are in close proximity  Know word choice helps to create an overall mood or feeling of a story, poem or song  Know repeated lines are used to create rhythm and meaning  Identify regular beats, alliteration, rhymes, and repeated lines  Explain how rhythmic words and phrases add meaning to a story, poem or song |
| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.2.5](http://www.corestandards.org/ELA-Literacy/RL/2/5/) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | Types of text  Different types of text  Story structure | Recognize common types of text  Differentiate between fiction and non-fiction and informal text  Identify beginning and ending of story |
| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.2.6](http://www.corestandards.org/ELA-Literacy/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. | Roles of author and illustrator  Narrators role  Text Structure/Organization  Sequence of Events | Name and define author and illustrator with prompting and support  Identify the narrator at various points in a text  Identify characters point of view (including character change of voice when reading aloud)  Know the structure of a story is how the story is organized  Know stories have a plot that includes characters, setting, problem, solution  Know a story has a beginning, middle and end  Know the beginning or introduction tells about important characters and the problem(s) characters have  Know the conclusion (resolution or ending) tell how characters solve their problem  Identify the beginning, middle and end of the story  Identify the problem and where the problem is introduced in the story  Identify the solution and where the solution happens in the story |
| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.2.7](http://www.corestandards.org/ELA-Literacy/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. | Characters  Textual Evidence  Sequence of Events  Plot  Problem/Solution (Resolution) | Match the illustration to the events they depict in the story  Describe story elements using illustrations and story details  Using technology students will demonstrate understanding of story’s characters, setting, or plot  Identify and describe characters based on evidence from a text and its illustrations  Identify and describe the setting based on evidence from a text and its illustrations  Identify the plot as the sequence of events, including the problem and solution  Explain how an illustration supports the text  Describe characters based on evidence from a text and its illustrations  Determine how the characters’ actions influence the plot  Describe the setting based on evidence from a text and its illustrations  Determine how the plot develops through the sequence of events |
| 8 | (RL.2.8 not applicable to literature) |  |  |
| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.2.9](http://www.corestandards.org/ELA-Literacy/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. | Compare/Contrast  Similar/Different | Compare and contrast familiar character and their experiences  Compare and contrast characters and their experiences  Compare and contrast characters and their experiences of different versions of the same story  Know comparing is finding similarities between two or more ideas, concepts or objects  Know contrasting is finding the differences between two or more ideas, concepts or objects  Know a version of a story is an account of the story from the point of view of an author or culture  Explain how two or more texts are different version of the same story  Explain how two or more versions of the same story are similar  Explain how two or more versions of the same story are different |
| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RL.2.10](http://www.corestandards.org/ELA-Literacy/RL/2/10/) By the end of the year,read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity and proficiently, with scaffolding as needed at the high end of the range. | Fluency  Comprehension | Read grade appropriate texts across multiple genres in groups with purpose and understanding  With prompting and support read prose in poetry  With scaffolding read and comprehend literature, including stories and poetry |

**CCSS ELA – Reading: Informational Text**

Unpacking the Standards – Grade 2

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.2.1](http://www.corestandards.org/ELA-Literacy/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. | Ask/Answer Questions | Formulate who, what, where, when, why and how questions about an informational text  Know the answers to who, what, where, when, why and how questions can be found in a text  Know that a key detail is a piece of informational text that aids their comprehension  Know key words in questions give clues about what information is being sought  Identify key words within a text  Know that “who” questions refer to people within a text  Know that “what” questions refer to things or ideas in a text  Know that “where” questions refer to a location within a text  Know that “when” questions refer to the time of events within a text  Know that “why” questions refer to the cause of events in a text  Know that “how” questions refer to the events in a text  Answer who, what, where, when, why and how questions about an informational text  Create who, what, where, when, why and how questions about an informational text  Determine what information is being asked to find in the text  Monitor comprehension of a text by asking appropriate questions while reading |
| 2 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.2.2](http://www.corestandards.org/ELA-Literacy/RI/2/2/) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | Main Topic  Text Structure/Organization | Know a main topic is what an informational text is about  Know a paragraph is an indented section in a text that deals with a specific key detail of that text  Know to indent means to leave a blank space at the beginning of a new paragraph  Know each paragraph in a text has its own focus that helps to support the main topic of the entire text  Identify the main topic of an informational text  Identify the topic of each paragraph within the text  Explain how different paragraphs support the main topic of an informational text |
| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.2.3](http://www.corestandards.org/ELA-Literacy/RI/2/3/) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | Historical Events  Scientific Ideas/Concepts  Technical Procedures  Text Structure  Linking Words/Transitions | Know that historical events are significant occurrences from the past   * Identify the events, key ideas/concepts, or steps in informational texts   Know that scientific ideas/concepts are important understanding discovered and/or developed by the scientific community  Know that technical procedures elaborate the steps in a specialized process  Know the key features of content-specific texts (i.e. science and historical texts) based on text structures (events, steps, procedures, etc.)  Know simple transition/linking words that show connections (first, because, then, on the other hand, as a result, etc.) in informational texts   * Identify words that signal connections in informational texts   Describe how a series of historical events scientific ideas/concepts, or steps in technical procedures are connected |
| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.2.4](http://www.corestandards.org/ELA-Literacy/RI/2/4/) Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* | Vocabulary in Context  Word Choice  Context Clues | Know context clues are words or sentences around unfamiliar words used to explain their meaning  Know different kinds of word attack skills (antonyms, prefixes, root words, suffixes, synonyms, etc.)  Know a glossary is an alphabetical list of important words and their meanings found at the end of the text  Use context clues to determine the meaning of a word and/or phrase  Use different kinds of word attack skills (antonyms, prefixes, root words, suffixes, synonyms, etc.) to explain the meaning of words and/or phrases  Use a glossary to find the meaning of a word |
| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.2.5](http://www.corestandards.org/ELA-Literacy/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 | Text Features | Know text features are used to locate important facts and information  Know authors use text features to point out important ideas or give additional information, which helps the reader understand the text  Know captions are short explanations under a picture or visual which give more information about the picture or visual  Know bold print is words or phrases from the text written in darker print  Know subheadings are words or groups of words under a heading which tell what a section of text is about  Know glossaries are alphabetical lists of words and their meanings, found at the back of a text  Know indexes are alphabetical lists of important topics and their page numbers located in the back of the book  Know electronic menus are tools that guide the reader to specific topics within an electronic text  Know icons are pictures representing specific files or software applications  Use text features to locate specific facts and information in a text  Explain how various text features help readers gain information from a text |
| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.2.6](http://www.corestandards.org/ELA-Literacy/RI/2/5/) – Identify the main purpose of a text, including what the author wants to answer, explain or describe | Main Purpose  Author’s Purpose | Know authors write for different reasons (inform, entertain, persuade, etc.)  Know text written to inform explains or gives information on a topic  Know text written to entertain is for the reader’s enjoyment and makes the reader feel emotions  Know text written to persuade tells the author’s feelings or beliefs on a topic and attempts to convince the reader to do something or agree with the author’s view  Know the main purpose of a text is the author’s reason for writing it  Determine what the author wants to answer, explain or describe  Determine the main purpose of a text and give examples from the text to support  Give examples of words, phrases or sentences that show the reader what the author is trying to answer, explain or describe |
| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.2.7](http://www.corestandards.org/ELA-Literacy/RI/2/7/) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | Media  Types of Images | Identify images in a text, including diagrams, illustrations and photographs  Explain the purpose of diagrams, drawing, illustrations and photographs in formational text  Explain what specific information is provided by diagrams, drawing, illustrations and photographs |
| 8 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.2.8](http://www.corestandards.org/ELA-Literacy/RI/2/8/) Describe how reasons support specific points the author makes in a text. | Textual Evidence  Author’s Purpose | Identify the points the author makes in a text  Identify the reasons an author gives to support specific points in a text  Explain what information from the texts provides information about the author’s message  Explain why the author includes certain information in the text |
| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.2.9](http://www.corestandards.org/ELA-Literacy/RI/2/9/) Compare and contrast the most important points presented by two texts on the same topic. | Compare/Contrast | Know that compare means to find similarities between two or more things  Know that contrast means to find differences between two or more things  Know that informational text uses text features to convey important information  Identify the most important points in an informational text  Compare how two informational texts on the same topic present the most important points  Contract how two informational texts on the same topic present the most important points |
| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RI.2.10](http://www.corestandards.org/ELA-Literacy/RI/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. | Fluency  Comprehension | Read grade appropriate texts across multiple genres in groups with purpose and understanding  With prompting and support read prose in poetry  With scaffolding read and comprehend literature, including stories and poetry |

**CCSS ELA – Reading: Foundational Skills**

Unpacking the Standards – Grade 2

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | * **Phonics and Word Recognition:** * [CCSS.ELA-Literacy.RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/) Know and apply grade-level phonics and word analysis skills in decoding words. * [CCSS.ELA-Literacy.RF.2.3a](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) Distinguish long and short vowels when reading regularly spelled one-syllable words. * [CCSS.ELA-Literacy.RF.2.3b](http://www.corestandards.org/ELA-Literacy/RF/2/3/b/) Know spelling-sound correspondences for additional common vowel teams. * [CCSS.ELA-Literacy.RF.2.3c](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/) Decode regularly spelled two-syllable words with long vowels. * [CCSS.ELA-Literacy.RF.2.3d](http://www.corestandards.org/ELA-Literacy/RF/2/3/d/) Decode words with common prefixes and suffixes. * [CCSS.ELA-Literacy.RF.2.3e](http://www.corestandards.org/ELA-Literacy/RF/2/3/e/) Identify words with inconsistent but common spelling-sound correspondences. * [CCSS.ELA-Literacy.RF.2.3f](http://www.corestandards.org/ELA-Literacy/RF/2/3/f/) Recognize and read grade-appropriate irregularly spelled words. | Phonics  Syllables  Letter-sound correspondence  Vowel Team  Decode | * Know two and three letter blends * Know the sounds of common vowel teams * Know the sounds of r-controlled vowel patterns * Know the sounds of dipthongs * Recognize common letter patterns in words * Recognize common prefixes and suffixes * Recognize common root/base words * Recognize common syllable patterns in words * Recognize common syllable types in words * Use common spelling patterns to read a word * Use common syllable patterns to read syllables * Pronounce a syllable using its syllable type * Break a word into its prefix, suffix and root/base word to read it   2.3a:   * Know all short vowel sounds * Know all long vowel sounds * Recognize a short vowel pattern in a word * Recognize a long vowel pattern in a word * Tell the difference between short and long vowel patterns * Use short vowel patterns to read words * Use long vowel patterns to read words * Orally read a word with a short or long vowel pattern   2.3b:   * Know vowel teams are a group of two, three, or four letters which make a vowel sound * Identify common vowel teams * Know vowel teams can make a short or long vowel sound * Identify the sound(s) of different vowel teams   2.3c:   * Recognize long vowel patterns in syllables * Recognize common syllable patterns in words * Recognize syllable types in words * Blend syllables together * Use common syllable patterns to read syllables in words * Pronounce a syllable using its syllable type * Blend two syllables together to read a word * Orally read two-syllable words with long vowel   2.3d:   * Identify common prefixes and suffixes * Know how to pronounce common prefixes and suffixes * Blend words together containing a prefix and/or a suffix * Orally read words with a prefix and/or a suffix   2.3e:   * Identify common spelling in words * Know the sounds of common spellings * Know some spellings can be pronounces in different ways * Know letters that come before or after a spelling can affect their pronunciation   2.3f:   * Know some spelling patterns do not occur often in words * Know some spelling patterns are not pronounces the way they appear * Recognize words with unusual spelling patterns * Orally read words with unusual spelling patterns |
| 2 | **Phonological Awareness:**  [CCSS.ELA-Literacy.RF.2.4](http://www.corestandards.org/ELA-Literacy/RF/2/4/) Read with sufficient accuracy and fluency to support comprehension.   * [CCSS.ELA-Literacy.RF.2.4a](http://www.corestandards.org/ELA-Literacy/RF/2/4/a/) Read grade-level text with purpose and understanding. * [CCSS.ELA-Literacy.RF.2.4b](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. * [CCSS.ELA-Literacy.RF.2.4c](http://www.corestandards.org/ELA-Literacy/RF/2/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Fluency  Comprehension  Rate  Automaticity | 2.4a:   * Know there are different reasons for reading * Determine a purpose for reading * Orally read second grade text for a specific purpose * Tell or explain about what is read   2.4b:   * Know fluency includes reading with few or no errors * Know fluency includes reading at an appropriate rate * Know fluency includes reading with expression * Know fluency improves with repeated reading * Know automaticity means to read words quickly and easily * Adjust the rate of reading to match the purpose * Know reading poetry requires phrasing and sense of rhythm * Read orally with automaticity * Read orally with expression   2.4c:   * Know strategies for decoding words * Know rereading can improve understanding * Use context to confirm the pronunciation of a word * Use context to confirm what is read makes sense * Reread if something does not make sense * Make changes to improve understanding after rereading * Make corrections while reading orally |