

**COMMON CORE ESSENTIAL ELEMENTS
FOR
SECOND GRADE**

COMMON CORE ESSENTIAL ELEMENTS FOR SECOND GRADE

Second Grade English Language Arts Standards: Reading (Literature)	
CCSS Grade-Level Standards	Common Core Essential Elements
Key Ideas and Details.	
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.	EERL.2.1. Answer <i>who</i> and <i>where</i> questions to demonstrate understanding of details in a familiar text.
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	EERL.2.2. Retell familiar stories from diverse cultures, including two or more elements from different parts of the story.
RL.2.3. Describe how characters in a story respond to major events and challenges.	EERL.2.3. Identify the actions and feelings of the characters in a familiar story.
Craft and Structure.	
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.	EERL.2.4. Identify rhyming words or repeated phrases in a familiar story, poem, or song.
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	EERL.2.5. Determine the beginning and ending of a story.
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.	EERL.2.6. Identify the speakers in a dialogue.
Integration of Knowledge and Ideas.	
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.	EERL.2.7. Use illustrations in print or digital text to identify characters and settings.
RL.2.8. (Not applicable to literature)	EERL.2.8. N/A
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.	EERL.2.9. Identify similarities in two versions of the same story.
Range of Reading and Level of Text Complexity.	
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.	RL.2.10. **This Literature Essential Element references all elements above.

Second Grade English Language Arts Standards: Reading (Informational Text)	
CCSS Grade-Level Standards	Common Core Essential Elements
Key Ideas and Details.	
RI.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.	EERI.2.1. Answer <i>who</i> and <i>what</i> questions to demonstrate understanding of details in a familiar text.
RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	EERI.2.2. Identify the topic of the text.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	EERI.2.3. Sequence at least two steps in a procedure or ideas/incidents in an event.
Craft and Structure.	
RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	EERI.2.4. Identify words related to a topic of a text.
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.	EERI.2.5. Locate facts or information in a familiar text.
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	EERI.2.6. Identify purpose of a text.
Integration of Knowledge and Ideas.	
RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	EERI.2.7. Demonstrate understanding of how images relate to a familiar informational text.
RI.2.8. Describe how reasons support specific points the author makes in a text.	EERI.2.8. N/A (See EERI.2.1.)
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	EERI.2.9. Identify a common element between two texts.
Range of Reading and Level of Text Complexity.	
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.	EERI.2.10. **This Informational Text Essential Element references all elements above.

Second Grade English Language Arts Standards: Reading (Foundational Skills)	
CCSS Grade-Level Standards	Common Core Essential Elements
Phonics and Word Recognition.	
RF.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.	EERF.2.3.a-c. Apply letter-sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations.
d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.	EERF.2.3.d-e. Identify the beginning sound of familiar words beginning with a single consonant sound.
f. Recognize and read grade-appropriate irregularly spelled words.	EERF.2.3.f. Recognize 10 or more written words.
Fluency.	
RF.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. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	EERF.2.4. Read a shared-reading selection.

Second Grade English Language Arts Standards: Writing	
CCSS Grade-Level Standards	Common Core Essential Elements
Text Types and Purposes.	
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., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	EEW.2.1. Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.
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.	EEW.2.2. Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
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.	EEW.2.3. Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
Production and Distribution of Writing.	
W.2.4. (Begins in grade 3)	EEW.2.4. (Begins in grade 3)
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	EEW.2.5. With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	EEW.2.6. With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.
Research to Build and Present Knowledge.	
W.2.7. 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).	EEW.2.7. Participate in shared writing projects - communicate a message to add information.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	EEW.2.8. Identify information related to personal experiences and answer simple questions about those experiences.
W.2.9. (Begins in grade 4)	EEW.2.9. (Begins in grade 4)
Range of Writing.	
W.2.10. (Begins in grade 3)	EEW.2.10. (Begins in grade 3)

Second Grade English Language Arts Standards: Speaking and Listening	
CCSS Grade-Level Standards	Common Core Essential Elements
Comprehension and Collaboration.	
SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. 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).	EESL.2.1. Participate in conversations with peers and adults in small groups. a. Engage in multiple-turn exchanges with peers and adults in small groups.
b. Build on others' talk in conversations by linking their comments to the remarks of others.	EERF.2.1.b. Build on comments or topics initiated by adults and peers.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	EESL.2.1.c. Ask questions related to a prescribed topic or text.
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	EESL.2.2. Ask and answer questions about key details from a text read aloud or information presented orally or through other media.
SL.2.3. 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.	EESL.2.3. Answer questions about what a speaker says.
Presentation of Knowledge and Ideas.	
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	EESL.2.4. Identify a photograph or object that reflects a personal experience and tell one detail about it.
SL.2.5. 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.	EESL.2.5. Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	EESL.2.6. Communicate to provide clarification.

Second Grade English Language Arts Standards: Language	
CCSS Grade-Level Standards	Common Core Essential Elements
Conventions of Standard English.	
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a-f. (See below)	EEL.2.1. Communicate to convey information. a-f. Produce all letters.
a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	EEL.2.1.a-b. Use frequently occurring nouns (e.g., <i>mom, dad, boy, girl</i>).
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	EEL.2.1.c. Use frequently occurring pronouns to refer to self and others (e.g., <i>we, they, him, her, them</i>).
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	EEL.2.1.d. Use frequently occurring verbs.
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	EEL.2.1.e. Use frequently occurring adjectives.
f. 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>).	EEL.2.1.f. Link two or more words together in communication.
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EEL.2.2. Use conventions of spelling when communicating. a. Capitalize the first letter of familiar names.
a. Capitalize holidays, product names, and geographic names.	
b. Use commas in greetings and closings of letters.	EEL.2.2.b. N/A
c. Use an apostrophe to form contractions and frequently occurring possessives.	EEL.2.2.c. N/A
d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> □ <i>badge</i> ; <i>boy</i> □ <i>boil</i>).	EEL.2.2.d. Identify printed rhyming words with the same spelling pattern.
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	EEL.2.2.e. Consult print in the environment to support reading and spelling.
Knowledge of Language.	
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	EEL.2.3. Use informal language when communicating.
a. Compare formal and informal uses of English.	

Second Grade English Language Arts Standards: Language	
CCSS Grade-Level Standards	Common Core Essential Elements
Vocabulary Acquisition and Use.	
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 a. Use sentence-level context as a clue to the meaning of a word or phrase. 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>).	EEL.2.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas. a-b. Use newly acquired vocabulary.
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>).	EEL.2.4.c. Sort words into familiar categories.
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>).	EEL.2.4.d. N/A
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	EEL.2.4.e. Ask about an unknown word.
L.2.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	EEL.2.5. Demonstrate understanding of word relationships. a. Identify real-life connections between words and their use (e.g., <i>happy: "I am happy."</i>).
b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	EEL.2.5.b. Identify the function of common nouns.
L.2.6. 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>).	EEL.2.6. Use adjectives and adverbs from texts that have been read.

