

*-Second Grade-*

*USD 417 Morris County*

# **Common Core Standards**

*E.L.A. & Literacy*

## **Quick Reference Tool**

### **Contents:**

College & Career Readiness Anchor Standards

Kansas Addl. 15%

ELA & Literacy Standards

ELA-Literacy Content Alignment/Cognitive Levels

# K-12 College & Career Readiness Anchor Standards

## Strand: Reading

| BOXED SUB HEADINGS                          | STANDARDS   | IDENTIFIERS |
|---|---|-------------|
| Key Ideas & Details                         | 1. <b>Read</b> closely to determine what the text says explicitly and to <b>make</b> logical inferences from it; <b>cite</b> specific textual evidence when <b>writing or speaking</b> to <b>support</b> conclusions drawn from the text. | R.CCR.1     |
|   | 2. <b>Determine</b> central ideas or themes of a text and <b>analyze</b> their development; <b>summarize</b> the key supporting details and ideas.  | R.CCR.2     |
|   | 3. <b>Analyze</b> how and why individuals, events, and ideas develop and interact over the course of a text.  | R.CCR.3     |
| Craft & Structure                           | 4. <b>Interpret</b> words and phrases as they are used in a text, including <b>determining</b> technical, connotative, and figurative meanings, and <b>analyze</b> how specific word choices shape meaning or tone.                       | R.CCR.4     |
|   | 5. <b>Analyze</b> 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                                   | R.CCR.5     |
|   | 6. <b>Assess</b> how point of view or purpose shapes the content and style of a text.   | R.CCR.6     |
| Integration of Knowledge & Ideas            | 7. <b>Integrate and evaluate</b> content presented in diverse media and formats, including visually and quantitatively, as well as in words.*   | R.CCR.7     |
|   | 8. <b>Delineate and evaluate</b> the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  | R.CCR.8     |
|   | 9. <b>Analyze</b> how two or more texts address similar themes or topics in order to <b>build</b> knowledge or to <b>compare</b> the approaches the authors take.   | R.CCR.9     |
| Range of Reading & Level of Text Complexity | 10. <b>Read and comprehend</b> complex literary and informational texts independently and proficiently.   | R.CCR.10    |

## Strand: Writing

|                                      |   |         |
|--------------------------------------|---|---------|
| Text Types & Purposes                | 1. <b>Write</b> arguments to support claims in an analysis of substantive topics or texts, <b>using</b> valid reasoning and relevant and sufficient evidence.   | W.CCR.1 |
|                                      | 2. <b>Write</b> informative/explanatory texts to <b>examine and convey</b> complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | W.CCR.2 |
|                                      | 3. <b>Write</b> narratives to develop real or imagined experiences or events <b>using</b> effective technique, well chosen details, and well structures event sequences.                                | W.CCR.3 |
| Production & Distribution of Writing | 4. <b>Produce</b> clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  | W.CCR.4 |
|                                      | 5. <b>Develop and strengthen</b> writing as needed by <b>planning, revising, editing, rewriting, or trying</b> a new approach.  | W.CCR.5 |
|                                      | 6. <b>Use</b> technology, including the internet, to <b>produce and publish</b> writing and to <b>interact and collaborate</b> with others.   | W.CCR.6 |

|   |   |          |
|---|---|----------|
| Research to Build & Present Knowledge   | 7. <b>Conduct</b> short as well as more sustained research projects based on focused questions, <b>demonstrating</b> understanding of the subject under investigation.  | W.CCR.7  |
|   | 8. <b>Gather</b> relevant information from multiple print and digital resources, <b>assess</b> the credibility and accuracy of each source, and <b>integrate</b> the information while <b>avoiding</b> plagiarism.  | W.CCR.8  |
|   | 9. <b>Draw</b> evidence from literary or informational texts to support analysis, reflection, and research.   | W.CCR.9  |
| Range of Writing                        | 10. <b>Write</b> 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 tasks, purposes, and audiences.  | W.CCR.10 |
| <b>Strand: Speaking &amp; Listening</b> |   |          |
| Comprehension & Collaboration           | 1. <b>Prepare for and participate</b> effectively in a range of conversations and collaborations with diverse partners, <b>building</b> on others' ideas and <b>expressing</b> their own clearly and persuasively.  | SL.CCR.1 |
|   | 2. <b>Integrate and evaluate</b> information presented in diverse media and formats, including visually, quantitatively, and orally.  | SL.CCR.2 |
|   | 3. <b>Evaluate</b> a speaker's point of view, reasoning, and use of evidence and rhetoric.  | SL.CCR.3 |
| Presentation of Knowledge & Ideas       | 4. <b>Present</b> information, findings, and supporting evidence such that listeners such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  | SL.CCR.4 |
|   | 5. <b>Make</b> strategic use of digital media and visual displays of data to <b>express</b> information and <b>enhance</b> understanding of presentations.  | SL.CCR.5 |
|   | 6. <b>Adapt</b> speech to a variety of contexts and communicative tasks, <b>demonstrating</b> command of formal English when indicated or appropriate   | SL.CCR.6 |
| <b>Strand: Language</b>                 |   |          |
| Conventions of Standard English         | 1. <b>Demonstrate</b> command of conventions of standard English grammar and usage when <b>writing or speaking</b> .  | L.CCR.1  |
|   | 2. <b>Demonstrate</b> command of the conventions of standard English capitalization, punctuation, and spelling when <b>writing</b> .  | L.CCR.2  |
| Knowledge of Language                   | 3. <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make <b>effective</b> choices for meaning or style, and to <b>comprehend</b> more fully when <b>reading or listening</b> .   | L.CCR.3  |
| Vocabulary Acquisition and Use          | 4. <b>Determine or clarify</b> the meaning of unknown and multiple-meaning words and phrases by <b>using</b> context clues, <b>analyzing</b> meaningful word parts, and <b>consulting</b> general and specialized reference materials, as appropriate.  | L.CCR.4  |
|   | 5. <b>Demonstrate</b> understanding of figurative language, word relationships, and nuances in word meanings.   | L.CCR.5  |
|   | 6. <b>Acquire and use</b> accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; <b>demonstrate</b> independence in <b>gathering</b> vocabulary knowledge when encountering an unknown term important to comprehension or expression. | L.CCR.6  |

## Kansas Additional 15%

|  |  |          |
|--|--|----------|
| Literacy Learning                        | 1. <b>Engage</b> in literacy learning through collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation                                   | KS.LL.1  |
|  | 2. <b>Use</b> meta-cognitive strategies to <b>monitor</b> literacy learning progress.  | KS.LL.2  |
|  | 3. <b>Engage</b> in five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.        | KS.LL.3  |
|  | 4. <b>Engage</b> in strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.                                | KS.LL.4  |
|  | 5. <b>Develop</b> the literacy skills presented throughout these standards in both academic and career/technical education contexts.   | KS.LL.5  |
| Range of Reading Level & Text Complexity | 6. <b>Encounter</b> a range of engaging and culturally sensitive text and media that motivate the desire to be literate.   | KS.RL.11 |
|  | 7. <b>Read</b> -both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.   | KS.RL.12 |
| Text Type & Purpose                      | 8. <b>Create</b> -both independently and collaboratively technical, non-print, digital, and multi-modal versions of text types and purposes outlined in standards 1, 2, and 3.               | KS.W.11  |
| Production & Distribution of Writing     | 9. <b>Strengthen</b> writing craft-both independently and collaboratively through recursive <b>wiring and revision</b> process and the <b>use of</b> common vocabulary of the 6 Trait model. | KS.W.12  |

# Second Grade ELA-Literacy Standards

## Strand: Reading

| SUB STRAND         | BOXED SUB HEADINGS                          | STANDARDS  | IDENTIFIERS |
|--------------------|---|--|-------------|
| Literature         | Key Ideas & Details                         | 1. <b>Ask and answer</b> such questions as who, what, where, when, why and how to <b>demonstrate</b> understanding of key details in a text.   | RL.2.1      |
|                    |   | 2. <b>Recount</b> stories, including fables and folktales from diverse cultures, and <b>determine</b> their central message, lesson, or moral.   | RL.2.2      |
|                    |   | 3. <b>Describe</b> how characters in a story respond to major events and challenges.   | RL.2.3      |
|                    | Craft & Structure                           | 4. <b>Describe</b> how words and phrases (e.g. regular beats, alliteration rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  | RL.2.4      |
|                    |   | 5. <b>Describe</b> the overall structure of a story, including <b>describing</b> how the beginning introduces the story and the ending concludes the action  | RL.2.5      |
|                    |   | 6. <b>Acknowledge</b> differences in the points of view of characters, including by <b>speaking</b> in a different voice for each character when <b>reading</b> dialogue aloud.                                | RL.2.6      |
|                    | Integration of Knowledge & Ideas            | 7. <b>Use</b> information gained from illustrations and words in print or digital text to <b>demonstrate</b> understanding of its characters, setting, or plot...  | RL.2.7      |
|                    |   | 8. Not applicable to literature.   | RL.2.8      |
|                    |   | 9. <b>Compare and contrast</b> two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  | RL.2.9      |
|                    | Range of Reading & Level of Text Complexity | 10. By the end of the year, <b>read and comprehend</b> 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     |
| Informational Text | Key Ideas & Details                         | 1. <b>Ask and answer</b> questions as who, what, where, when, why, and how to <b>demonstrate</b> understanding of key details in a text.   | RI.2.1      |
|                    |   | 2. <b>Identify</b> the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text.   | RI.2.2      |
|                    |   | 3. <b>Describe</b> the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   | RI.2.3      |
|                    | Craft & Structure                           | 4. <b>Determine</b> the meaning of words and phrases in a text relevant to a grade 2 topics and subject area.  | RI.2.4      |
|                    |   | 5. <b>Know and use</b> various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to <b>locate</b> key facts or information in a text efficiently.                        | RI.2.5      |
|                    |   | 6. <b>Identify</b> the main purpose of a text, including what the author wants to answer, explain, or describe.  | RI.2.6      |
|                    | Integration of Knowledge & Ideas            | 7. <b>Explain</b> how specific imaged (e.g., a diagram showing how a machine works) contribute to and clarify text.  | RI.2.7      |
|                    |   | 8. <b>Describe</b> how reasons support specific points the author makes in a text.   | RI.2.8      |
|                    |   | 9. <b>Compare and contrast</b> the most important points presented by two texts on the same topic.   | RI.2.9      |

|                        |   |  |           |
|------------------------|---|--|-----------|
|                        | Range of Reading & Level of Text Complexity | 10. By the end of the year, <b>read and comprehend</b> 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.  | RI.2.10   |
| Foundational Skills    | Phonics & Word Recognition                  | 1. <b>Know and apply</b> grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. <b>Distinguish</b> long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. <b>Know</b> spelling-sound correspondence for additional common vowel teams.</li> <li>c. <b>Decode</b> regularly spelled two-syllable words with long vowels.</li> <li>d. <b>Decode</b> words with common prefixes and suffixes.</li> <li>e. <b>Identify</b> words with inconsistent but common spelling-sound correspondences.</li> <li>f. <b>Recognize and read</b> grade level appropriate irregularly spelled words.</li> </ul> | RF.2.1a-f |
|                        | Fluency                                     | 2. <b>Read</b> with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. <b>Read</b> on-level text with purpose and understanding.</li> <li>b. <b>Read</b> on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. <b>Use</b> context to confirm or self-correct word recognition and understanding, <b>rereading</b> as necessary.</li> </ul>   | RF.2.2a-c |
| <b>Strand: Writing</b> |   |  |           |
|                        | Text Types & Purposes                       | 1. <b>Write</b> opinion pieces in which they <b>introduce</b> the topic or book they are writing about, <b>state</b> an opinion, <b>supply</b> reasons that support the opinion, <b>use</b> linking words (e.g., because, and also) to connect opinion and reasons, and <b>provide</b> a concluding statement or section).   | W.2.1     |
|                        |   | 2. <b>Write</b> informative/explanatory texts in which they <b>introduce</b> a topic, <b>use</b> facts and definitions to <b>develop</b> points, and <b>provide</b> a concluding statement or section.   | W.2.2     |
|                        |   | 3. <b>Write</b> narratives in which they <b>recount</b> a well-elaborated event or short sequence of events, <b>include</b> details to describe actions, thoughts, and feelings, <b>use</b> temporal words to signal event order, and <b>provide</b> a sense of closure.   | W.2.3     |
|                        | Production & Distribution of Writing        | 4. (Begins in grade 3).  | W.2.4     |
|                        |   | 5. With guidance and support from adults and peers, <b>focus</b> on a topic and <b>strengthen</b> writing as needed by <b>revising and editing</b> .   | W. 2.5    |
|                        |   | 6. With guidance and support from adults, <b>use</b> a variety of digital tools to <b>produce and publish</b> writing, including <b>collaboration</b> with peers.  | W.2.6     |
|                        | Research to Build & Present Knowledge       | 7. <b>Participate</b> in shared research and writing projects (e.g. read a number of books on a single topic to <b>produce</b> a report, record science observations).   | W.2.7     |
|                        |   | 8. <b>Recall</b> information from experiences or <b>gather</b> information from provided sources to answer a question.   | W.2.8     |
|                        |   | 9. (Begins in grade 4).  | W.2.9     |
|                        | Range of Writing                            | 10. (Begins in grade 3).   | W.2.10    |

## Strand: Speaking & Listening

|                                   |  |           |
|-----------------------------------|--|-----------|
| Comprehension & Collaboration     | <p>1. <b>Participates</b> 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. <b>Follow</b> agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, <b>listening</b> to others with care, <b>speaking</b> one at a time about the topics and texts under discussion).</li> <li>b. <b>Build on</b> others' talk in conversations by <b>linking</b> their comments to the remarks of others.</li> <li>c. <b>Ask</b> for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> | SL.2.1a-c |
|                                   | <p>2. <b>Recount or describe</b> key ideas or details from a text read aloud or information presented orally or through other media.</p>   | SL.2.2    |
|                                   | <p>3. <b>Ask and answer</b> questions about what a speaker says in order to <b>clarify</b> comprehension, <b>gather</b> additional information, or <b>deepen</b> understanding of a topic or issue.</p>  | SL.2.3    |
| Presentation of Knowledge & Ideas | <p>4. <b>Tell</b> a story or recount and experience with appropriate facts and relevant, descriptive details, <b>speaking</b> audibly in coherent sentences.</p>   | SL.2.4    |
|                                   | <p>5. <b>Create</b> audio recordings of stories or poems; <b>add</b> drawings or other visual displays to stories or recounts of experiences when appropriate to <b>clarify</b> ideas, thoughts, and feelings.</p>   | SL.2.5    |
|                                   | <p>6. <b>Produce</b> complete sentences when appropriate to a situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations).</p>   | SL.2.6    |

## Strand: Language

|                                 |  |          |
|---------------------------------|--|----------|
| Conventions of Standard English | <p>1. <b>Demonstrate</b> the command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. <b>Use</b> collective nouns (e.g., groups).</li> <li>b. <b>Form and use</b> frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>c. <b>Use</b> reflexive pronouns (e.g., myself, ourselves).</li> <li>d. <b>Form and use</b> the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>e. <b>Use</b> adjectives and adverbs, and <b>choose</b> between them depending on what is to be modified.</li> <li>f. <b>Produce, expand, and rearrange</b> complete simple and compound sentences (e.g., The boy watched a movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul> | L.2.1a-f |
|                                 | <p>2. <b>Demonstrate</b> command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. <b>Capitalize</b> holidays, product names, names, and geographic names.</li> <li>b. <b>Use</b> commas in greetings and closings of letters.</li> <li>c. <b>Use</b> an apostrophe for form contractions and frequently occurring possessives.</li> <li>d. <b>Generalize</b> learned spelling patterns when <b>writing</b> words (e.g., cage-</li> </ul>   | L.1.2a-e |

|  |                              |   |           |
|--|------------------------------|---|-----------|
|  |                              | <p>2. <b>Demonstrate</b> command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. <b>Capitalize</b> holidays, product names, names, and geographic names.</li> <li>b. <b>Use</b> commas in greetings and closings of letters.</li> <li>c. <b>Use</b> an apostrophe for form contractions and frequently occurring possessives.</li> <li>d. <b>Generalize</b> learned spelling patterns when <b>writing</b> words (e.g., cage-badge; boy-boil).</li> <li>e. <b>Consult</b> reference materials, including beginning dictionaries as needed to <b>check and correct</b> spellings.</li> </ul>   | L.1.2a-e  |
|  | Knowledge of Language        | <p>3. <b>Use</b> knowledge of language and its conventions when <b>writing, speaking, reading, or listening</b>.</p> <ul style="list-style-type: none"> <li>a. <b>Compare</b> formal and informal uses of English.</li> </ul>   | L.2.3a    |
|  | Vocabulary Acquisition & Use | <p>4. <b>Determine</b> or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. <b>Use</b> sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. <b>Determine</b> the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>c. <b>Use</b> a known root as a clue to the meaning of an unknown word with the same root (e.g., addition/additional).</li> <li>d. <b>Use</b> knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</li> <li>e. <b>Use</b> glossaries and beginning dictionaries, both print and digital, to <b>determine or clarify</b> the meaning of words and phrases.</li> </ul> | L.2.4a- e |
|  |                              | <p>5. <b>Demonstrate</b> understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. <b>Identify</b> real-life connections between words and their use (e.g.,</li> </ul>  | L.2.5 a-b |



# ELA-Literacy Content Alignment/Cognitive Levels

| <p><b>COLOR CODE KEY</b></p> <p>Not Covered</p> <p>&lt;2.5 %</p> <p>&lt;5.0%</p> <p>&lt;7.5%</p> <p>&gt;7.5%</p> <p><b>% Percentage of ELA-Literacy Instructional Time</b></p> | Common Core Standards |                              |                             |                     |                    | Current State Standards |                              |                             |                     |                    |
|--|-----------------------|------------------------------|-----------------------------|---------------------|--------------------|-------------------------|------------------------------|-----------------------------|---------------------|--------------------|
|  | Cognitive Levels      |                              |                             |                     |                    | Cognitive Levels        |                              |                             |                     |                    |
|  | Memorization / Recall | Perform Procedures / Explain | Generate/Create/Demonstrate | Analyze/Investigate | Evaluate/Integrate | Memorization / Recall   | Perform Procedures / Explain | Generate/Create/Demonstrate | Analyze/Investigate | Evaluate/Integrate |
|  | I                     | II                           | III                         | IV                  | V                  | I                       | II                           | III                         | IV                  | V                  |
| Phonemic Awareness   | <2.5%                 |                              | <2.5%                       |                     |                    | <2.5%                   | <2.5%                        | <2.5%                       | <2.5%               |                    |
| Phonics  | <2.5%                 | <2.5%                        | <2.5%                       |                     |                    | <2.5%                   | <2.5%                        | <2.5%                       |                     |                    |
| Vocabulary   | <2.5%                 | <5.0%                        | <5.0%                       | <2.5%               | <2.5%              | <2.5%                   | <5.0%                        | <5.0%                       | <2.5%               |                    |
| Text and Print Feature   | <2.5%                 | <2.5%                        | <2.5%                       | <2.5%               |                    | <2.5%                   | <2.5%                        | <2.5%                       | <2.5%               | <2.5%              |
| Fluency  | <2.5%                 | <2.5%                        | <2.5%                       |                     |                    | <5.0%                   | <5.0%                        | <5.0%                       | <2.5%               | <2.5%              |
| Comprehension  | <5.0%                 | <5.0%                        | >7.5%                       | <2.5%               | <2.5%              | >7.5%                   | >7.5%                        | >7.5%                       | <5.0%               | <2.5%              |
| Critical Reasoning   |                       | <2.5%                        | <5.0%                       | <5.0%               | <5.0%              | <5.0%                   | <2.5%                        | <5.0%                       | <2.5%               | <2.5%              |
| Author's Craft   | <2.5%                 | <2.5%                        | <2.5%                       | <2.5%               | <2.5%              |                         | <2.5%                        | <2.5%                       | <2.5%               |                    |
| Writing Process  |                       |                              | <2.5%                       | <2.5%               |                    |                         |                              |                             |                     |                    |
| Elements of Presentation (Verbal & Written)  | <2.5%                 | <2.5%                        | <2.5%                       | <2.5%               | <2.5%              | <2.5%                   | <2.5%                        | <2.5%                       |                     |                    |
| Writing Applications   | <2.5%                 | <2.5%                        | <2.5%                       | <2.5%               | <2.5%              |                         |                              |                             |                     |                    |
| Language Study   | <5.0%                 | <5.0%                        | <5.0%                       | <2.5%               | <2.5%              | <2.5%                   | <2.5%                        | <2.5%                       |                     |                    |
| Listening & Viewing  | <2.5%                 | <2.5%                        | <2.5%                       | <2.5%               | <2.5%              |                         |                              |                             |                     |                    |
| Speaking & Presenting  | <2.5%                 | <2.5%                        | <2.5%                       |                     | <2.5%              | <2.5%                   |                              | <2.5%                       |                     |                    |

\*Table data/info acquired from seconline.org

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