

Common Core Reading Standards for Grade 2

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.



Grade 2 students:

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.
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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.
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.
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.

What does this mean and what can I do at home to help my child develop these skills?

- Ask my child questions about who, what, when, where, why, and how, to see if he understands the story and to make him think about what the author is saying
- Read and tell stories, fables, and folktales about different cultures and talk about the lessons the story tells
- Talk about words and phrases that are used to supply rhythm and meaning, such as beat, rhymes, repeating words, starting words with the same letter...
- Ask my child whose point of view the story is coming from, and how the story might be different if someone else were telling it
- Show my child how pictures, graphs, bold areas, and words in boxes can help him better understand the story
- Ask my child to tell me what is different from and the same as in the characters in different stories
- Read two versions of the same story and ask my child to tell me how they are different and similar
- Help my child read some of the words in more difficult books

Common Core Reading Standards Foundational Skills Grade 2

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Grade 2 students:

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.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

What does this mean and what can I do at home to help my child develop these skills?

- Help my child recognize the difference between long and short vowels in regularly used words
- Help my child know how vowel combinations sound and are spelled
- Help my child identify and understand common and Latin prefixes (beginnings, re-, in-, sub-) and suffixes (endings – -ment, -tion)
- Practice reading words that are spelled differently but can sound the same (read/red, threw/through)
- Help my child recognize common irregularly spelled words (said, laugh)
- Allow my child to read to me often, the same book, so that he sees how much he is improving as he rereads it



Common Core Writing Standards Grade 2

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Grade 2 students:	
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.
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.
4.	(Begins in grade 3)
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.
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)
10.	(Begins in grade 3)



What does this mean and what can I do at home to help my child develop these skills?

- Help my child to give his opinion about a topic or book by stating his opinion and giving a reason for his thinking. “My favorite book is ... because ...”
- Help my child to write about a topic, supply some facts about the topic, and find a way to close/end the narrative
- Help my child see that order is important in writing about a story or happening, using a proper sequence of events
- Help my child to improve on her original writing by responding to suggestions and adding details
- Help my child to use the computer, pens, crayons, paint, etc. to produce and publish what he and others have written/drawn.
- Help my child to work with others to do simple research about a given topic – and write and organize the facts they find
- Help my child to recall information about his own experiences, or what he has read or researched, to answer questions

Speaking and Listening Standards Second Grade

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Grade 2 students:	
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. <ol style="list-style-type: none">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).Build on others' talk in conversations by linking their comments to the remarks of others.Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.
4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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.
6.	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 on pages 26 and 27 for specific expectations.)

What does this mean and what can I do at home to help my child develop these skills?

- Hold real conversations with my child, showing her how to discuss calmly, listen to others, and respond or add to what they are saying
- Allow my child opportunities to use technology to participate in conversations (telephone, interactive internet conversations like Skype and others)
- Ask my child to tell me in her own words what she has read, heard, or viewed
- Encourage my child to ask questions to find out more about a topic
- Help my child to tell stories about things that have happened to her, adding descriptive details to help others “see” the story
- Help my child to record herself telling stories and poems so that she can hear how she sounds
- Frequently use complete sentences when I talk to my child, and expect the same from her



Language Standards Grade 2

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Grade 2 students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use collective nouns (e.g., *group*).
 - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - c. Use reflexive pronouns (e.g., *myself, ourselves*).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Compare formal and informal uses of English.
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., *happy/unhappy, tell/retell*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
3. 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., *When other kids are happy that makes me happy*).



What does this mean and what can I do at home to help my child develop these skills?

- Help my child to develop and use good grammar skills when speaking or writing
 - some words use -s or -es to become plural, while others are irregular – children, feet, teeth, fish, mice
 - Reflexive pronouns (myself, ourselves)
 - Past tense of unusual words sit/sat, tell/told, take/took
 - Adjectives (modifying nouns) and adverbs (modifying verbs)
- Rearrange sentences in other ways so they still make sense
- Use capital letters where needed
- Use punctuation (periods, commas, apostrophes)
- Understand how prefixes (un-, re-) and suffixes (-ment, -ion) change words
- Use compound words (birdhouse, bookmark)
- Help my child use research materials (dictionaries, glossaries, and computers)