

2nd Grade Reading Standards

CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words.

CC.1.1.2.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.

CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.

CC.1.2.2.H Describe how reasons support specific points the author makes in a text.

CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.

CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence

CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.

CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.3.2.C Describe how characters in a story respond to major events and challenges

CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture.

CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.