

# Common Core Lesson Tracker for Grade 2 English Language Arts Reading: Literature

#### **Key Ideas and Details**

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.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.					
CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.					
CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.					

#### **Craft and Structure**

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.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.					
CCSS.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.					
CCSS.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.					

Integration of Knowledge and Ideas				Readin	g Literature
CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.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.					
(RL.2.8 not applicable to literature)					
CCSS.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.					
Range of Reading and	Level of Text	Complexity			
CCSS	Checkpoint	Checkpoint	Checkpoint	Checkpoint	Outcome
CCSS.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 band proficiently, with scaffolding as needed at the high end of the range.					

# **Grade 2 English Language Arts Reading: Informational Text**

#### **Key Ideas and Details**

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.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.					
CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.					
CCSS.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.					

#### **Craft and Structure**

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.					
CCSS.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.					
CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.					

Integration of Knowledge and Ideas				Inform	ational Text
CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.					
CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.					
CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.					
Range of Reading and	Level of Text	Complexity			
CCSS	Checkpoint	Checkpoint	Checkpoint	Checkpoint	Outcome
CCSS.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.					

### Grade 2 English Language Arts Foundational Skills

Foundational Skills										
Phonics and Word Recognition										
CCSS	Introduced	Practiced	Practiced	Assessed	Outcome					
	CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.									
CCSS.ELA-Literacy.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.  CCSS.ELA-Literacy.RF.2.3b Know spelling-sound correspondences for additional common vowel teams.  CCSS.ELA-Literacy.RF.2.3c Decode regularly spelled two-syllable words with long vowels.  CCSS.ELA-Literacy.RF.2.3d Decode words with common prefixes and suffixes.  CCSS.ELA-Literacy.RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.  CCSS.ELA-Literacy.RF.2.3f Recognize and read grade-appropriate irregularly spelled words.										
Fluency  CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.  CCSS.ELA-Literacy.RF.2.4a Read grade-										
level text with purpose and understanding.  CCSS.ELA-Literacy.RF.2.4b Read grade- level text orally with accuracy, appropriate rate, and expression on successive readings.  CCSS.ELA-Literacy.RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.										

### Grade 2 English Language Arts WRITING

### **Text Types and Purposes**

Introduced	Practiced	Practiced	Assessed	Outcome
		Introduced Practiced		

#### **Production and Distribution of Writing**

CCSS	Introduced	Practiced	Practiced	Introduced	Outcome
W.2.4 begins in grade 3)					
CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.					
CCSS.ELA-Literacy.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.					

Research to Build and Present Knowledge					
ccss	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.ELA-Literacy.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).					
CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.					
(W.2.9 begins in grade 4)					
Range of Writing					
Begins in 3 <sup>rd</sup> Grade					

### **Grade 2 English Language Arts Speaking and Listening**

#### **Comprehension and Collaboration Practiced** CCSS Introduced **Practiced Assessed** Outcome CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.2.1a 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). CCSS.ELA-Literacy.SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others. CCSS.ELA-Literacy.SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion. CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CCSS.ELA-Literacy.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.

# **Grade 2 English Language Arts Speaking and Listening**

#### **Presentation of Knowledge and Ideas**

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome	
CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.						
CCSS.ELA-Literacy.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.						
CCSS.ELA-Literacy.SL.2.6 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 here for specific expectations.)						

# Grade 2 English Language Arts Language

Conventions of Standard English						
CCSS	Introduced	Practiced	Practiced	As		

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.ELA-Literacy.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
CCSS.ELA-Literacy.L.2.1a Use collective nouns (e.g., <i>group</i> ).					
CCSS.ELA-Literacy.L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).					
CCSS.ELA-Literacy.L.2.1c Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).					
CCSS.ELA-Literacy.L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).					
CCSS.ELA-Literacy.L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.					
CCSS.ELA-Literacy.L.2.1f 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).					

# Grade 2 English Language Arts Language

<b>Conventions of</b>	Standard	English	(CONT.)
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Controlled of Staffaara English (cont.)						
CCSS	Introduced	Practiced	Practiced	Assessed	Outcome	
CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
CCSS.ELA-Literacy.L.2.2a Capitalize holidays, product names, and geographic names.						
CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters.						
CCSS.ELA-Literacy.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.						
CCSS.ELA-Literacy.L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).						
CCSS.ELA-Literacy.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.						
Knowledge of Langua	ge					
CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
CCSS.ELA-Literacy.L.2.3a Compare formal and informal uses of English						

# Grade 2 English Language Arts Language

Vocabulary	y Acquisition	n and Use

Vocabalary Acquisition and Osc						
Introduced	Practiced	Practiced	Assessed	Outcome		
nine or clarify the r	neaning of unknov	vn and multiple-me	aning words and p	hrases based on		
grade 2 reading and content, choosing flexibly from an array of strategies.						
nstrate understand	ing of word relatio	nships and nuance	es in word meaning	js.		
	Introduced nine or clarify the roosing flexibly fro	Introduced Practiced nine or clarify the meaning of unknow oosing flexibly from an array of strate	Introduced Practiced Practiced nine or clarify the meaning of unknown and multiple-me oosing flexibly from an array of strategies.	Introduced Practiced Practiced Assessed nine or clarify the meaning of unknown and multiple-meaning words and p		