E/LA Common Core Standards for Reading
Grade 2

Key Ideas and Details – Anchor Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.

Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
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.					
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.					
RL.2.3. Describe how characters in a story respond to major events and challenges.					
Informational Text					
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.					
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within 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.					

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Grade 2

Craft and Structure – Anchor Standards					
4. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning and tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (ex: a section, chapter, scene or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.					
Indicator	**Date Taught**	**Date Retaught**	**Date Reviewed**	**Date Assessed**	**Date ReAssessed**
Reading Literature					
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.					
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.					
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.					
Informational Text					
RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.					
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.					
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.					

E/LA Common Core Standards for Reading
Grade 2

Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
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)					
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.					
Informational Text					
RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.					
RI.2.8. Describe how reasons support specific points the author makes in a text.					
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.					

E/LA Common Core Standards for Reading
Grade 2

Range of Reading and Level of Text Complexity – Anchor Standards					
10. Read and comprehend complex literary and informational texts independently and proficiently.					
Indicator	**Date Taught**	**Date Retaught**	**Date Reviewed**	**Date Assessed**	**Date ReAssessed**
Reading Literature					
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.					
Informational Text					
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..					

E/LA Common Core Standards for Reading
Grade 2

Foundational Skills					
Indicator	**Date Taught**	**Date Retaught**	**Date Reviewed**	**Date Assessed**	**Date ReAssessed**
Phonics and Word Recognition					
RF.2.3. 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.					
Know spelling-sound correspondences for additional common vowel teams.					
Decode regularly spelled two-syllable words with long vowels					
Decode words with common prefixes and suffixes.					
Identify words with inconsistent but common spelling-sound correspondences.					
Recognize and read grade-appropriate irregularly spelled words.					
Fluency					
RF.2.4. Read with sufficient accuracy and fluency to support comprehension					
Read grade-level text with purpose and understanding.					
Read grade-level text orally with accuracy, appropriate rate, and expression.					
Use context to confirm or self-correct word recognition and understanding, rereading as necessary					