

MCS Second Grade MS CCR ELA Standards by Nine Weeks

First Nine Weeks Standards:

Reading Literature: 2.RL.1; 2.RL.2; 2.RL.3; 2.RL.4; 2.RL.5; 2.RL.6; 2.RL.7; 2.RL.9; 2.RL.10

Reading Informational Text: 2.RI.1; 2.RI.4; 2.RI.5; 2.RI.6; 2.RI.7; 2.RI.8; 2.RI.9; 2.RI.10

Reading Foundational Skills: 2.RF.3,a,b,c,d,e,f; 2.RF.4,a,b,c

Writing: 2.W.2; 2.W.3; 2.W.5; 2.W.6; 2.W.7; 2.W.8

Speaking and Listening: 2.SL.1,a,b,c; 2.SL.2; 2.SL.3; 2.SL.4; 2.SL.5; 2.SL.6

Language: 2.L.1,a,b,c,d,e,f; 2.L.2,a,b,c,d,e; 2.L.3,a; 2.L.4,a,b,c,d,e; 2.L.5,a,b; 2.L.6

Second Nine Weeks Standards:

Review Skills:

Reading Literature: 2.RL.1; 2.RL.2; 2.RL.3; 2.RL.4; 2.RL.5; 2.RL.6; 2.RL.7; 2.RL.9; 2.RL.10

Reading Informational Text: 2.RI.1; 2.RI.4; 2.RI.5; 2.RI.6; 2.RI.7; 2.RI.8; 2.RI.9; 2.RI.10

Reading Foundational Skills: 2.RF.3,a,b,c,d,e,f; 2.RF.4,a,b,c

Writing: 2.W.2; 2.W.3; 2.W.5; 2.W.6; 2.W.7; 2.W.8

Speaking and Listening: 2.SL.1,a,b,c; 2.SL.2; 2.SL.3; 2.SL.4; 2.SL.5; 2.SL.6

Language: 2.L.1,a,b,c,d,e,f; 2.L.2,a,b,c,d,e; 2.L.3,a; 2.L.4,a,b,c,d,e; 2.L.5,a,b; 2.L.6

New Skills:

Reading Informational Text: 2.RI.2; 2.RI.3

Writing: 2.W.1

Third Nine Weeks Standards:

Review Skills:

Reading Literature: 2.RL.1; 2.RL.2; 2.RL.3; 2.RL.4; 2.RL.5; 2.RL.6; 2.RL.7; 2.RL.9; 2.RL.10

Reading Informational Text: 2.RI.1; 2.RI.2; 2.RI.3; 2.RI.4; 2.RI.5; 2.RI.6; 2.RI.7; 2.RI.8; 2.RI.9; 2.RI.10

Reading Foundational Skills: 2.RF.3,a,b,c,d,e,f; 2.RF.4,a,b,c

Writing: 2.W.1; 2.W.2; 2.W.3; 2.W.5; 2.W.6; 2.W.7; 2.W.8

Speaking and Listening: 2.SL.1,a,b,c; 2.SL.2; 2.SL.3; 2.SL.4; 2.SL.5; 2.SL.6

Language: 2.L.1,a,b,c,d,e,f; 2.L.2,a,b,c,d,e; 2.L.3,a; 2.L.4,a,b,c,d,e; 2.L.5,a,b; 2.L.6

Fourth Nine Weeks Standards:

Review Skills:

Reading Literature: 2.RL.1; 2.RL.2; 2.RL.3; 2.RL.4; 2.RL.5; 2.RL.6; 2.RL.7; 2.RL.9; 2.RL.10

Reading Informational Text: 2.RI.1; 2.RI.2; 2.RI.3; 2.RI.4; 2.RI.5; 2.RI.6; 2.RI.7; 2.RI.8; 2.RI.9; 2.RI.10

Reading Foundational Skills: 2.RF.3,a,b,c,d,e,f; 2.RF.4,a,b,c

Writing: 2.W.1; 2.W.2; 2.W.3; 2.W.5; 2.W.6; 2.W.7; 2.W.8

Speaking and Listening: 2.SL.1,a,b,c; 2.SL.2; 2.SL.3; 2.SL.4; 2.SL.5; 2.SL.6

Language: 2.L.1,a,b,c,d,e,f; 2.L.2,a,b,c,d,e; 2.L.3,a; 2.L.4,a,b,c,d,e; 2.L.5,a,b; 2.L.6

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
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.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1* 2* 3* 4* 1* 2* 3* 4*	I can demonstrate by asking such questions as who, what, where, when, why, and how. I can demonstrate by answering such questions as who, what, where, when, why, and how.	Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details. Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. Students begin to understand that characters are people who are involved in a story. Character development is discussed in terms of the characters’ reaction to what is taking place in the story.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	1 2 3* 4* 1 2 3* 4*	I can recount/summarize fables and folktales from diverse cultures. I can determine their central message, lesson, or moral.	Use questions and prompts such as: <ul style="list-style-type: none"> • Who are the characters in the story? What are the most important events that happened in the story? How do you know? • What lesson is this story teaching you? • How did the characters solve the problem in this story?
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	2.RL.3 Describe how characters in a story respond to major events and challenges.	1 2* 3* 4*	I can describe how characters in a story respond to major events and challenges.	
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 or tone.	2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	1 2 3* 4* 1 2 3* 4*	I can describe how words and phrases add rhythm to a story, poem, or song. I can describe how words and phrases add meaning to a story, poem, or song.	Students are required to tell how words and phrases provide meaning to a story, poem, or song. They begin to understand story structure by explaining how the introduction is the beginning and the conclusion is where the action ends. Students at this level begin to understand how characters’ points of view differ. As students read orally, they should read using different voices for different characters. Use questions and prompts such as:

<p>Analyze 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.</p>	<p>2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>1 2* 3* 4* 1 2* 3* 4* 1 2 3* 4*</p>	<p>I can describe how the beginning introduces the story (i.e – introduction of characters, setting). I can describe how the ending concludes the action (i.e – sense of satisfaction, book coming full circle). I can describe the overall structure of a story (i.e – written story summary).</p>	<ul style="list-style-type: none"> • Describe the parts of a story (beginning and end). • Which parts of this poem rhyme? Can you find the part that shows the beat? Can you find a part that has alliteration? • How are the characters thinking/feeling about this event? Are the characters thinking the same way about...? • Think about this character. How would this character say this part?
<p>Assess how point of view or purpose shapes the content and style of a text.</p>	<p>2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>1 2 3* 4*</p>	<p>I can compare and contrast points of view of characters.</p>	
<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>1 2 3 4*</p>	<p>I can demonstrate understanding of characters, setting, or plot from illustrations and words in print or digital text.</p>	<p>Students are required to use information from pictures, print, or digital text to show they understand characters, setting and plot. They read versions of the same story and find similarities and differences.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do the illustrations tell you about the setting? • Can you find an illustration that tells you how a character is feeling? • What is the same about the characters in the two stories? What is different? • What happened to the characters that is the same? What happened that is different? • Look at these two stories. How did the authors solve the same problem in different ways?
<p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and</p>	<p>2.RL.8 (Not applicable to literature)</p>		<p>N/A</p>	

sufficiency of the evidence.				
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	1 2 3* 4*	I can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
Read and comprehend complex literary and informational texts independently and proficiently.	2.RL.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.	1 2 3 4* 1 2 3 4*	I can read and understand second grade text independently. I can read and understand third grade text with support.	<p>With assistance as needed, students are required to read proficiently and understand various types of literature for the 2-3 text complexity band.</p> <p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for</p>

Reading: Informational Text

2.RI

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
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.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1* 2* 3* 4* 1* 2* 3* 4*	I can demonstrate by asking such questions as who, what, where, when, why, and how. I can demonstrate by answering such questions as who, what, where, when, why, and how.	Students are required to use textual evidence to ask and answer general questions about key details using who, what, when, where, why, and how. They are required to be able to read several paragraphs and identify the main idea. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs. Students at this level are required to describe how historical events, scientific ideas or “how to” procedures are linked together in a text.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	2 3* 4* 2 3* 4*	I can identify the main idea of a specific paragraph within the text. I can identify the main idea of an entire text.	Use questions and prompts such as: <ul style="list-style-type: none"> • Think about what you read and create your own questions (using who, what, when, where, why, and/or how) about an important idea in this text. • What is the main idea of this text? • What are the important ideas in this text? How do you know? • Which step comes first? After that? • What happened first? What happened after that? • Can you tell me how these ideas are the same? Can you tell me how they are different?
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	2.RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2 3 4* 2 3 4* 2 3* 4* 2 3 4* 2 3 4*	I can identify historical events in the text. I can identify scientific ideas or concepts in the text. I can identify steps in a procedure in the text. I can describe how historical events in the text connect to another historical event. I can describe how scientific ideas or concepts in the text are connected to other scientific ideas.	

		2 3 4*	I can describe how the steps in a procedure in the text connect to other steps.	
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 or tone.	2.RI.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	1 2* 3* 4*	I can describe the meaning of words and phrases from a text.	Students are required to find out word meanings and phrases that are specific to grade 2. As students continue to build the skill of using text features to find information with proficiency, they need to be able to use captions, bold print, subheadings, glossaries, electronic menus, icons, etc. to analyze the text information. Students are required to tell the main purpose of a text according to what the author wants the reader to know.
Analyze 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.	2.RI.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.	1 2 3 4* 1 2 3 4*	I can identify text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons). I can use text features to locate information in a text.	Use questions and prompts such as: <ul style="list-style-type: none"> • What features in the text help you find important information about what you are reading? • How do the subheadings help you understand what you are reading? • How does the glossary help you? • How does bold print help you? • Why do you think the author wrote this text? • What does the author want you to learn from this text?
Assess how point of view or purpose shapes the content and style of a text.	2.RI.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	1 2 3* 4* 1 2 3* 4*	I can identify the main purpose of a text. I can identify the author's purpose for writing the text.	
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well	2.RI.7. Explain how specific images (e.g., a diagram showing how a machine works)	1 2 3* 4*	I can explain how pictures and diagrams help me understand a text.	Students are required to integrate visual and print information to clarify understanding. At this level, students should also be able describe the author's reasoning by finding support within the text. Second grade students are required to identify the most

as in words.	contribute to and clarify a text.				important points in a text. Then, they should be able to find similarities and differences in the points they have identified when reading about two texts that share the same topic.
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	2.RI.8 Describe how reasons support specific points the author makes in a text.	1 2 3 4*		I can restate the author’s reasons that support his/her points.	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How does the diagram/image help you understand what you are reading? • Can you tell ways the author uses specific information in a text to help you understand? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • Look at these two texts about the same topic. What is the same about the points presented in these two texts? What is different?
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	1 2 3* 4* 1 2 3* 4*		<p>I can compare the most important points presented by two texts on the same topic.</p> <p>I can contrast the most important points presented by two texts on the same topic.</p>	
Read and comprehend complex literary and informational texts independently and proficiently.	2.RI.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.	1 2 3 4* 1 2 3 4*		<p>I can independently read and understand informational texts on a second grade level.</p> <p>I can read and understand informational texts on a third grade level with support.</p>	<p>Students are required to read informational text in the grade 2-3 text complexity band proficiently with scaffolding as needed.</p> <p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p>

				<p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>
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Reading: Foundational Skills	2.RF
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CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
There are no Anchor Standards for Reading Foundational Skills	2.RF.1 Not applicable at 2nd Grade			
There are no Anchor Standards for Reading Foundational Skills.	2.RF.2 Not applicable at 2nd Grade			
There are no Anchor Standards for Reading Foundational Skills.	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	1* 2* 3* 4*	<p>I can tell the difference between one syllable words with long or short vowel sounds when reading.</p> <p>I can read and spell words with</p>	<p>Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhance decoding, spelling ability, and vocabulary development.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them. • Look at the beginning of the word and try it again. • Look at the end of the word and try it again.

	<p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>1 2 3* 4*</p> <p>1 2* 3* 4*</p> <p>1 2 3 4*</p> <p>1 2 3 4*</p> <p>1 2 3* 4*</p> <p>1 2 3 4*</p>	<p>common vowel teams (see Appendix A p. 21).</p> <p>I can read two-syllable words with long vowels.</p> <p>I can read words with common prefixes.</p> <p>I can read words with common suffixes.</p> <p>I can read words with special patterns.</p> <p>I can read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> • Look at the word, does it look like ...? • You said ...does it look like ...?
<p>There are no Anchor Standards for Reading Foundational Skills.</p>	<p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>	<p>1 2 3 4*</p>	<p>I can read grade-level texts accurately and fluently with understanding.</p>	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice go up when you see the question mark at the end.

	<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>1 2 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2* 3* 4*</p> <p>1 2* 3* 4*</p> <p>1 2* 3* 4*</p>	<p>I can tell why I am reading this passage.</p> <p>I can read grade-level texts with expression.</p> <p>I can use clues from the passage to help me self-correct difficult words.</p> <p>I can use clues from the passage to help me understand.</p> <p>I can reread text to help me understand.</p>	<ul style="list-style-type: none"> • Make you voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should.
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Writing **2.W**

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2.W.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., because, and, also) to connect opinion and reasons, and provide a	<p>2 3 4*</p> <p>2 3 4*</p> <p>2 3 4*</p> <p>2 3 4*</p>	<p>I can compose an opinion piece to introduce a topic or book.</p> <p>I can compose an opinion piece to state an opinion.</p> <p>I can supply reasons using linking words (because, and, also) to support my opinion.</p> <p>I can provide a concluding statement that restates my opinion.</p>	<p>Second grade students should be able to express their opinion and demonstrate the ability to share their opinion and reasoning with others. In order to do so, students need multiple opportunities to express opinions (verbally and in writing) and develop reasoning to support their thinking.</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.</p> <ul style="list-style-type: none"> • For example, second grade students need to be able to choose descriptive words to use within their writing that show their thinking, relate

	concluding statement or section.					their feelings, and describe actions.
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2.W.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.	1	2	3*	4*	I can introduce a topic in my writing.
		1	2	3*	4*	I can include facts and definitions in my informative/explanatory text to develop my points.
		1	2	3*	4*	I can develop a concluding statement in my informative/explanatory text
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	2.W.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.	1	2*	3*	4*	I can write a personal story in sequential order.
		1	2*	3*	4*	I can produce a narrative that includes details describing my actions, thoughts, and feelings.
		1	2*	3*	4*	I can integrate words like first, next, and last to signal event order in my story.
		1	2*	3*	4*	I can produce a sentence that provides a sense of closure to my story.
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	2.W.4 Begins in Grade 3					N/A
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or	2.W.5 With guidance and support from adults and peers,	1	2	3	4*	I can produce a writing piece that is focused on a topic.
		1	2	3	4*	I can revise and edit my writing
						At this level, students begin to write more complex sentences using linking words (because, and, also). Second grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question about the topic) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use transitional words to show order of events and write with more complex sentences to link the parts of their writing together. Second grade students write across genres including (opinion, informative/explanatory, and narrative). They must be able to find and include facts and definitions as part of informative/explanatory writing. In order to do so, students need strategies for researching a topic (gathering facts), selecting relevant information (picking the facts to use/note taking), and developing a way to present the ideas from beginning to end (format and organization of written presentation). Narrative writing must describe the order of events as they occurred using temporal words (first, next, then, last, etc).
						With assistance from adults and peers, students should focus their writing on a topic and develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance conferences, check sheets, peer editing).
						With assistance, students continue to use digital tools to

trying a new approach.	focus on a topic and strengthen writing as needed by revising and editing.		piece with the help of my teacher and peers.	publish their writing independently and in collaboration with peers (use of keyboarding and technology). At this grade level, students will need to be able to “log on” to programs, computer stations, and hand-held devices to engage with digital media.
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1 2 3 4* 1 2 3 4*	I can use digital tools to find facts for my writing pieces. I can collaborate with others with using digital tools to produce and publish writing.	
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	2.W.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).	1 2 3* 4*	I can participate in shared research and writing projects and present what I’ve learned.	Participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together. At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge to find the key information they need to answer research questions and take notes.
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	1 2* 3* 4*	I can answer a question with my writing by using books or what I know.	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	2.W.9 Begins in Grade 4			

Write 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.	2.W.10 Begins in Grade 3			N/A
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Speaking and Listening 2.SL

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	2.SL.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. 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). b. Build on others’ talk in	1* 2* 3* 4*	I can talk with a partner about a topic.	Students in grade two will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers’ idea, sharing the floor, etc.). Second grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard.
		1* 2* 3* 4*	I can talk with my teacher about a topic.	
		1* 2* 3* 4*	I can talk with my group about a topic	
		1* 2* 3* 4*	I can follow classroom rules when speaking in a group.	
		1* 2* 3* 4*	I can listen to comments made by my classmates and connect them	

	<p>conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	1* 2* 3* 4*	<p>to what I know.</p> <p>I can ask for help when I don't understand what others are speaking about.</p>	<p>Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.</p>
<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	1* 2* 3* 4*	<p>I can describe details from media or books that are read aloud.</p>	
<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>2.SL.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.</p>	<p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p>	<p>I can ask questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>I can answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	
<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style</p>	<p>2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking</p>	1 2* 3* 4*	<p>I can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	

are appropriate to task, purpose, and audience.	audibly in coherent sentences.			multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate digital media and visual displays.
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	2.SL.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.	3 4* 1* 2* 3* 4*	I can create audio recordings of stories or poems. I can create a drawing/visual display to represent stories or recounts of experiences.	Students will need to engage in behaviors that lead to the expression of complete ideas both verbally and in writing: turn and talk, small group discussion, computer use, and writing and speaking learning activities. Students will also need a purposeful focus on choice-making throughout ELA. <ul style="list-style-type: none"> For example, second grade students need to be able to choose visual displays that add to and support their thinking about a topic. Students must be able to articulate their ideas in complete sentences.
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	1* 2* 3* 4*	I can produce a complete sentence when I am asked for more details or clarification.	

Language

2.L

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or Keyboarding) or speaking.	1 2* 3* 4*	I can use collective nouns.	An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.” Second grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are

	<p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The</p>	<p>1 2 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2 3 4*</p> <p>1* 2* 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2 3* 4*</p>	<p>I can form and use irregular plural nouns.</p> <p>I can use reflexive pronouns.</p> <p>I can form and use the past tense of irregular verbs.</p> <p>I can use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>I can produce simple sentences.</p> <p>I can expand simple and compound sentences.</p> <p>I can rearrange complete simple and compound sentences.</p>	<p>appropriate to formal spoken English as they are to formal written English.</p> <p>In this grade, emphasis expands to include irregular nouns and verbs, reflexive pronouns, adverbs, and more complex sentences.</p> <p>With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and are beginning to use reference materials.</p>
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	little boy watched the movie; The action movie was watched by the little boy).			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<p>1 2* 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2* 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2 3 4*</p>	<p>I can capitalize proper nouns (holidays, product names, and geographic names).</p> <p>I can use commas in the greeting and closing of a letter.</p> <p>I can identify a contraction.</p> <p>I can use apostrophes to form contractions.</p> <p>I can use apostrophes to for possessives.</p> <p>I can use spelling patterns when writing words.</p>	

	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	1 2 3 4*	I can use a dictionary to check and correct my spelling.	
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	1 2 3 4*	I can compare formal and informal uses of English.	Students in grade 2 will use what they know about HOW language works when they write, speak, read, and listen. Students at this level will compare writing and speaking that is formal and informal. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	2.L.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.	1 2 3 4*	I can 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.	As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades. The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes. Learning words at this stage consists in part of exploring different shades of the same verb (run/sprint) and closely related adjectives, growing vocabulary by using

		1	2*	3*	4*	I can use context clues to find the meaning of word or phrase.	known word parts (prefix, root or compound part) to acquire unknown words, and developing print and digital reference use (glossary and dictionary).
	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).	1	2	3	4*	I can determine the meaning of a word when a prefix is added.	
	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	1	2	3	4*	I can 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).	1	2*	3*	4*	I can 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	1	2	3	4*	I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	

	clarify the meaning of words and phrases.			
Demonstrate understanding of word relationships and nuances in word meanings.	<p>2.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>1 2 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2 3* 4*</p>	<p>I can show that I understand differences in what words mean.</p> <p>I can identify real life connections between words and their use. (e.g., describe foods that are spicy or juicy).</p> <p>I can identify verbs (e.g., toss, throw, hurl) that have similar meanings.</p> <p>I can identify adjectives (e.g., thin, slender, skinny, scrawny) that have similar meaning.</p>	
Acquire and use accurately a range of	2.L.6 Use words and phrases	1 2 3* 4*	I can use words and phrases acquired through conversations,	

<p>general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>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).</p>		<p>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).</p>	
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