



# Common Core State Standards for Washington

## Second Grade Highlights

### The Common Core State Standards for English Language Arts

#### Overview

These standards describe what students should know and be able to do in order to be college and career ready in the 21<sup>st</sup> century. Students who master the standards will be fluent readers, critical thinkers, informative writers, effective speakers, and engaged listeners. They will effectively comprehend complex informational and literary texts and respond, as warranted by the task, using technology as a source of information and a means of communication.

The standards are divided into four strands: reading, (including literature and informational text and foundational skills), writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by two grade spans for high school.

The foundational skills standards for kindergarten through grade five foster students' understanding and knowledge of concepts of print, the alphabetic principle, and other basic conventions. Developing phonological awareness, phonics and word recognition, and fluency are addressed in these standards.

Specific information on the CCSS can be found at: <http://www.corestandards.org>

\*Individual grade-specific standards can be identified by their strand, grade, and standard number. For example, RL.2.2 stands for Reading Literature Text, grade 2, standard 2.



As Washington State moves to the Common Core State Standards, **second grade** students will continue to learn current Washington GLEs while transitioning to the CCSS. This snapshot features some of the shifts, however, it is not intended to be an all-inclusive list of changes in the standards.

#### Reading

- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2)\*
- Describe how characters in a story respond to major events and challenges. (RL.2.3)

#### Writing

- Write opinion pieces that introduce the topic or book, 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 concluding statement or section. (W.2.1)
- With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing. (W.2.6)

#### Speaking and Listening

- 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). (SL.2.1a)
- 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. (SL.2.5)

#### Language

- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1b)
- Capitalize holidays, product names, and geographic names. (L.2.2a)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (L.2.4C.)