**Napa Valley Unified School District**

**Common Core Standards**

**Grade 2 – Reading and Speaking & Listening Standards On-A-Page**

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| **Reading Literature** | **Reading Information** | **Speaking & Listening** |
| **Key Ideas and Details**   1. Ask and answer such questions as *who, what,* *where, when, why*, and *how* to demonstrate understanding of key details in a text 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.   **Craft and Structure**   1. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA 2. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 3. 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**   1. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2. (Not applicable to literature) 3. 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**   1. 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. | **Key Ideas and Details**  1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrateunderstanding of key details in a text.  2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  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**  4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.**(**See grade 2 Language standards 4-6 for additional expectations.) CA  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.  6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **Integration of Knowledge and Ideas**  7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  8. Describe how reasons support specific points the author makes in a text.  9. Compare and contrast the most important points presented by two texts on the same topic.  **Range of Reading and Level of Text Complexity**  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. | **Comprehension and Collaboration**   1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. 2. 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). 3. Build on others’ talk in conversations by linking their comments to the remarks of others. 4. Ask for clarification and further explanation as needed about the topics and texts under discussion 5. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 6. Give and follow three- and four-step oral directions. CA 7. 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.   **Presentation of Knowledge and Ideas**  4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **a.**  Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA  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.  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 for specific expectations.) |

NVUSD instructional coaches 7-13