Dover Area School District Curriculum K-U-D
Grade 2 ELA

Standards	Know	Understand	Do
Standards	**Facts, formulas, vocab**	**Big ideas, concepts, principles, generalization**	**Numeracy, literacy, thinking strategies**
CC.1.1.2.D 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. ☐ Decode two-syllable words with long vowels and words with common prefixes and suffixes. ☐ Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ☐ Read grade appropriate irregularly spelled words.	phonics skills, decode words, syllables, prefixes, suffixes, sight words, irregularly spelled words	Effective readers gain a working knowledge of concept of print, alphabetic principle, and phonetic concepts to decode words.	Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words with long vowels and words with common prefixes and suffixes. Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read grade appropriate irregularly spelled words.
CC.1.1.2.E Read with accuracy and fluency to support comprehension. ☐ Read on-level text with purpose and understanding. ☐ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ☐ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	accuracy, fluency, comprehension, expression, self-correcting strategies	Using appropriate rate and expression help to comprehend the text.	Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.	main idea, multiparagraph text	Effective readers know that paragraphs and multi paragraph texts are focused on a main idea.	Identify details of a multiparagraph text and individual paragraphs within a text in order to identify the main idea.
CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	key details, question words (who, what, where, when, why, how)	Effective readers demonstrate understanding of key details by asking and answering questions.	Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.
CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.	connections, sequence, events, procedures	Effective readers understand that connections can be made in a text to deepen understanding.	Describe the connection between a series of events in a text by identifying sequence words. Describe the connection between concepts in a text. Describe the connection between steps or a procedure within a text.
CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.	text features, search, tools, key facts/information	Effective readers use text features to find key facts.	Use text features and other tools to locate key facts in a text efficiently.
CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.	multiple meaning words	Effective readers understand that words may have multiple meanings.	Determine the meaning of words and phrases, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.	graphic representations, clarify	Effective readers use graphic representation to help better understand a text.	Explain how graphic representations clarify a text.
CC.1.2.2.H Describe how reasons support specific points the author makes in a text.	reasons, support, author	Effective readers use the author's point of view to understand the text.	Describe how reasons support specific points the author makes in a text.
CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	compare, contrast, topic	Effective readers use compare and contrast to construct meaning.	Compare and contrast the most important points presented by two books on the same topic.
CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	conversational words, specific	A variety of words and phrases help communication in different settings.	Use conversational, general academic, and domain-specific words and phrases.

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CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.	strategies, tools, multiple meaning	Effective readers use a variety of tools to determine the meaning of unknown words and multiple-meaning words to help understand the text.	Determine the meaning of unknown words and phrases.
CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently, and proficiently.	literary nonfiction, informational text	Effective readers use appropriate strategies to construct meaning.	Read and comprehend nonfiction and informational text.
CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.	central message, lesson, moral	A retelling (summary) will include a story's central message, lesson, or moral.	Recount stories and include the central message, lesson, or moral.
CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	key details, question words (who, what, where, when, why, how)	Effective readers will use key details to answer questions such as who, what, when, where, how and why.	Ask and answer questions to demonstrate understanding of key details in a text.
CC.1.3.2.C Describe how characters in a story respond to major events and challenges.	characters, major events, challenges	Characters in a story respond to major events and challenges.	Describe how characters respond to major events.
CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	points of view, characters, voices, dialogue	Characters have different points of view.	Acknowledge differences in the points of view of characters.
CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	story structure (plot), beginning, introduces, ending, concludes	Effective readers can describe the structure of a story.	Describe the structure of a story.
CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	rhythm, poem, song	Effective readers recognize how words and phrases supply rhythm and meaning to story or poem.	Describe how words and phrases supply rhythm and meaning.
CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	illustrations, print, digital text, character, setting, plot	Effective readers use illustrations and details to clarify characters, settings, or plot.	Demonstrate understanding of characters, setting, and plot.
CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.	compare, contrast, version, authors, cultures	Effective readers are able to compare and contrast two versions of the same story by identifying similarities and differences.	Compare and contrast two or more versions of the same story by different authors or from different cultures.
CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	clarify, unknown words, multiple-meaning words,	Effective readers utilize strategies and tools to clarify unknown multiple-meaning words.	Determine the meaning of unknown words and phrases.
CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	conversational, academic, phrases	Effective speakers use words and phrases to convey meaning.	Use words and phrases through conversation.
CC.1.3.2.K Read and comprehend literature on grade level, reading independently, and proficiently.	read, comprehend, independent, proficient	Effective readers use appropriate strategies to construct meaning from text.	Read and comprehend literature on grade level.
CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	informative/explanatory texts, topic,	Effective writers will write for different purposes and audiences. Effective writers write clear and focused text to convey a well-defined perspective and appropriate content.	Write informative/explanatory texts.
CC.1.4.2.B Identify and introduce the topic.	topic	Effective writers will recognize the audience and purpose to influence the writer's choice of organizational pattern, language, and literacy techniques.	Identify the topic.

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CC.1.4.2.C Develop the topic with facts and/or definitions.	topic, facts, definitions	Effective writers expand on their topic by including facts that support their writing.	Develop topic by using facts and definitions.
CC.1.4.2.D Group information and provide a concluding statement or section.	concluding statement, section	Effective writers use concluding statements.	Provide a concluding statement.
CC.1.4.2.E Choose words and phrases for effect.	phrases, word choice	Effective writers understand and use a variety of words for effect.	Choose words and phrases for effect.
CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. □ Capitalize proper nouns. □ Use commas and apostrophes appropriately. □ Spell words drawing on common spelling patterns. □ Consult reference material as needed	grammar, punctuation, capitalize, proper nouns, commas, apostrophes, common spelling patterns,	Effective writers will use rules of grammar and conventions of language support clarity of communications between writers/speakers, and readers/listeners.	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. □ Capitalize proper nouns. □ Use commas and apostrophes appropriately. □ Spell words drawing on common spelling patterns. □ Consult reference material as needed.
CC.1.4.2.G Write opinion pieces on familiar topics or texts.	opinion, familiar, topics, texts	Effective writers use persuasive language to state their opinion.	Write an opinion about something you know about or a text you have read.
CC.1.4.2.H Identify the topic and state an opinion.	topic, opinion	Effective writers clearly state their opinion.	Identify the topic. State the opinion.
CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.	support opinions, details	Effective writers use persuasive language and added details to state and support their opinion.	Support the opinion with reasons that include details.
CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.	organize, structure, reasons, concluding	Effective writers use an organizational structure that includes reasons and a conclusion.	Write a piece with an organizational structure that includes reasons and includes a concluding statement.
CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.	variety, phrases, audience	Effective writers will use a variety of words to appeal to the audience.	Use a variety of words to appeal to the audience.
CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. □ Capitalize proper nouns. □ Use commas and apostrophes appropriately. □ Spell words drawing on common spelling patterns. □ Consult reference material as needed.	conventions: grammar, punctuation, capitalize, proper nouns, commas, apostrophes, common spelling patterns,	Effective writers will use rules of grammar and convention of language to support clarity of communication between writers/speakers and readers/listeners.	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. □ Capitalize proper nouns. □ Use commas and apostrophes appropriately. □ Spell words drawing on common spelling patterns. □ Consult reference material as needed.
CC.1.4.2.M Write narratives to develop real or imagined experiences or events.	narrative, real, imagined	Effective writers use details to develop real or imagined events.	Write a narrative, develop experiences or events.
CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.	narrator, characters	Effective writers clearly establish a situation and introduce a narrator and/or characters.	Create a situation, introduce characters.
CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	experiences, events, situations	Audience and purpose influence the writer's choice of organizational pattern, language, and literary techniques.	Use thoughts and feelings to describe experiences and events. Use thoughts to show how a character responds to situations.
CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	sequence of events, temporal words, sense of closure	Effective writers use temporal words to provide a sequence of events and a sense of closure.	Organize a sequence of events to provide a sense of closure.
CC.1.4.2.Q Choose words and phrases for effect.	phrases, effect	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Choose words and phrases for effect.

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CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ☐ Capitalize proper nouns. ☐ Use commas and apostrophes appropriately. ☐ Spell words drawing on common spelling patterns. ☐ Consult reference material as needed.	grammar, punctuation, capitalize, proper nouns, commas, apostrophes, common spelling patterns,	Effective writers will use rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.	Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling; capitalize proper nouns, use commas and apostrophes appropriately, spell words drawing on common spelling patterns, consult reference material as needed.
CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	focus, topic, revising, editing	Effective writers take time to revise their work in order to strengthen their writing skills.	Focus on a topic and revise and edit as needed.
CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	digital tools, publish, collaborate	Effective research requires multiple sources of information to gain or expand knowledge.	Use digital tools to produce and publish writing.
CC.1.4.2.V Participate in individual or shared research and writing projects.	research, projects	Writing and research can occur by an individual or shared by a group.	Participate in individual or shared research and writing projects.
CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.	recall, information, experiences, gather, sources, question, answer	Effective research requires multiple sources of information to gain or expand knowledge.	Gather information from provided sources to answer a question.
CC.1.4.2.X 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 disciplines, specific tasks, purposes, and audiences.	routinely, research, reflection, revision, purposes, audiences	Effective writers must write routinely for extended and shorter time frames for a range of purposes.	Write routinely for extended and shorter time frames for a range of purposes.
CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.	collaborative conversations	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	Participate in collaborative conversations.
CC.1.5.2.B Recount or describe key ideas or details from a text read aloud of information presented orally or through other media.	key ideas	Active listeners recall and describe key ideas and details.	Describe key details.
CC.1.5.2.C 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.	ask and answer questions	Active listeners create questions and answers based on what the speaker said.	Ask and answer questions to clarify comprehension or deepen understanding of a topic.
CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	recount an experience	Active learners will present an experience using facts and details.	Recount an experience with facts and details.
CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	complete sentences, detail, clarification	Speakers use complete sentences including details.	Produce complete sentences to provide detail or clarification.
CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	drawings, visual displays	Drawing or visual displays can help to clarify ideas, thoughts, and feelings.	Add drawing or visual displays to clarify ideas, thoughts, and feelings.
CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.	conventions when speaking	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	Demonstrate command of the conventions of standard English when speaking.