

2nd Grade English Language Arts Common Core Georgia Performance Standards (ELACCGPS)

READING LITERARY (RL)	READING INFORMATIONAL (RI)
➤ Key Ideas and Details	➤ Key Ideas and Details
ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	ELACC2RI1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
ELACC2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
ELACC2RL3: Describe how characters in a story respond to major events and challenges.	ELACC2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
➤ Craft and Structure	➤ Craft and Structure
ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	ELACC2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.
ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	ELACC2RI5: 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.
ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	ELACC2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
➤ Integration of Knowledge and Ideas	➤ Integration of Knowledge and Ideas
ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	ELACC2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
ELACC2RL8: (Not applicable to literature)	ELACC2RI8: Describe how reasons support specific points the author makes in a text.
ELACC2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	ELACC2RI9: Compare and contrast the most important points presented by two texts on the same topic.
➤ Range of Reading and Level of Text Complexity	➤ Range of Reading and Level of Text Complexity
ELACC2RL10: 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.	ELACC2RI10: By the end of the 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.

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READING FOUNDATIONAL (RF)

➤ **Print Concepts**

Kindergarten and 1st grade only

➤ **Phonological Awareness**

Kindergarten and 1st grade only

➤ **Phonics and Word Recognition**

ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

➤ **Fluency**

ELACC2RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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WRITING (W)
➤ Text Types and Purposes
ELACC2W1: 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 concluding statement or section.
ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
ELACC2W3: 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.
➤ Production and Distribution of Writing
ELACC2W4: <i>(Begins in grade 3)</i>
ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include prewriting.
ELACC2W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
➤ Research to Build and Present Knowledge
ELACC2W7: 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).
ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.
ELACC2W9: <i>(Begins in grade 4)</i>
➤ Range of Writing
ELACC2W10: <i>(Begins in grade 3)</i>

SPEAKING AND LISTENING (SL)

➤ **Comprehension and Collaboration**

ELACC2SL1: 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 conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

ELACC2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELACC2SL3: 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**

ELACC2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELACC2SL5: 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.

ELACC2SL6: 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.)

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LANGUAGE (L)
➤ Conventions of Standard English
ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use collective nouns (e.g., <i>group</i>).
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
g. Creates documents with legible handwriting.
ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Capitalize holidays, product names, and geographic names.
b. Use commas in greetings and closings of letters.
c. Use an apostrophe to form contractions and frequently occurring possessives.
d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
➤ Knowledge of Language
ELACC2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Compare formal and informal uses of English.
➤ Vocabulary Acquisition and Use
ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
ELACC2L5: Demonstrate understanding of word relationships and nuances in word meanings.
a. Identify real-life connections between words and their use (e.g., describe foods that <i>are spicy or juicy</i>).
b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
ELACC2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

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LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for CCGPS because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).												Subsumed by ELACC5L5c
ELACC1L2c. Use commas in dates and to separate single words in a series.												Subsumed by ELACC5L2a
ELACC1L1i. Use frequently occurring prepositions.												Subsumed by ELACC4L1e
ELACC1L1g. Use frequently occurring conjunctions. ELACC3L1h. Use coordinating and subordinating conjunctions. ELACC5L1e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).												
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELACC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.												
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.												
ELACC3L3a. Choose words and phrases for effect.												
EKACC4L1e. Form and use prepositional phrases.												
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
ELACC4L1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).												
ELACC4L3a. Choose words and phrases to convey ideas precisely.												Subsumed by ELACC7L3a
ELACC4L3b. Choose punctuation for effect.												
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.												
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.												
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
ELACC6L3b. Maintain consistency in style and tone.												
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.												
ELACC9–10L1a. Use parallel structure.												
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.												

* Darkened boxes indicate grades in which the standard should be taught.