North Carolina Extended Content Standards For English Language Arts

Grade 2

READING: LITERATURE

1 CCR Anchor Standard RL.1 – 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.

1 Answer who and what, where, questions to demonstrate understanding of details in a familiar text. RL.2.1

2 CCR Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2 Recount events from familiar stories from diverse cultures. RL.2.2

3 CCR Anchor Standard RL.3 –Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3 Identify the actions of the characters in a story. RL.2.3

4 RL.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

4 Use rhyming or repetition to identify words that meaningfully complete a line in a familiar story, poem, or song. RL.2.4

5 CCR Anchor Standard RL.5 – 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.

5 Determine the beginning and ending of a familiar story with a logical order. RL.2.5

6 CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.

6 Identify the speakers in a dialogue. RL.2.6

7 CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7 Identify illustrations or objects/tactual information in print or digital text that depict characters. RL.2.7

8 CCR Anchor Standard RL.8 – 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.

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K-12 Not applicable to literature

9 **CCRAnchorStandardRL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9 Identify similarities between two versions of the same story. RL.2.9

10 **CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in group reading for the purpose of connecting prior knowledge and experiences to text RL.2.10

READING: INFORMATIONAL TEXT

1 **CCR Anchor Standard RI.1 – 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.**

1 Answer who and what, where questions to demonstrate understanding of details in a familiar text. RI.2.1

2 **CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 identify the main topic of text. RI.2.2

3 **CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Identify individuals, events, or details in an informational text. RI.2.3

4 **CCR Anchor Standard RI.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**

4 Identify words that relate to the topic of a text. RI.2.4

5 **CCR Anchor Standard RI.5 – 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.**

5 Locate key facts or information in a familiar text." RI.2.5

6 **CCR Anchor Standard RI.6: Assess how point of view, perspective, or purpose shapes the content and style of a text.**

6 Identify the purpose of the author and the illustrator. RI.2.6

7 **CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

7 Identify images, objects, or tactuals that illustrate key ideas in a text. RI.2.7

8 **CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific laims in a text, including the validity of the reasoning as well as the relevance and ufficiency of the evidence.**

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8 Identify points an author makes in a familiar informational text." RI.2.8

9 CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9 Identify a common element between two texts on the same topic. RI.2.9

10 CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

10 Actively engage in group reading of information text for the purpose of connecting prior knowledge and experiences to text. RI.2.10

Reading Foundational Skills

HANDWRITING

2 Selects or produces letters when asked to write." RF.2.2

4 Demonstrate emerging use of letter-sound knowledge to read words. RF.2.4

a Identify the lower case letters of the alphabet. RF.2.4.A

b Identify letter sound correspondence for single consonants. RF.2.4.B

c Recognize 10 or more written words. RF.2.4.C

5 Engage in purposeful reading of familiar text." a. Read familiar text comprised of known words. RF.2.5

WRITING

1 CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1 Select a topic and use drawing, dictating, or writing to state an opinion about it. W.2.1

2 CCR Anchor Standard W.2 – 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 Select a topic and use drawing, dictating, or writing to create a written product with one or more facts about the topic. W.2.2

3 CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it. W.2.3

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4 **CR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.**

4 With guidance and support from adults and peers, use digital tools to produce and publish writing. W.2.4

5 **CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

5 Participate in shared research and writing projects. W.2.5

6 **CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

6 Identify information related to personal experiences and answer simple questions about those experiences. W.2.6

9 **CCR Anchor Standard W.9 (in 2010 Standards) – 2010: Draw evidence from literary or informational texts to support analysis, reflection, and research. Proposed: Omitted because it is an expectation of RL and RI Standards**

Omitted because it is an expectation of RL and RI Standards

10 **CCR Anchor Standard W.10 (in 2010 Standards) – 2010: 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.**

Integrated into Standards W.1, W.2, and W.3

SPEAKING AND LISTENING

1 **CCR Anchor Standard SL.1 – 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.**

1 Communicate with others. SL.2.1

a Engage in multiple-turn exchanges with peers with support from an adult. SL.2.1.A

b Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.B

c Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.1.C

2 **CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

2 During shared reading, answer who and what questions. SL.2.2

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3 **CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify**

discrepancies.

3 Answer who and what questions about the details provided by the speaker. SL.2.3

4 CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4 Communicate about a personal experience or event. SL.2.4

5 CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5 Select visual, audio, or tactual representations that support communication about a personal experience. SL.2.5

6 CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.

6 Integrated into SL.4 SL.2.6

LANGUAGE

1 CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.

1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating. L.2.1

2 CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing. L.2.2

3 CCR Anchor Standard L.3 – 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 reading or listening.

3 Use symbolic language to achieve desired outcomes when communicating. L.2.3

4 CCR Anchor Standard L.4 – Determine and 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.

4 Demonstrate knowledge of word meanings drawn from grade 2 content. L.2.4

5 CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.

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5 Demonstrate understanding of word relationships and use. L.2.5

a Demonstrate understanding of the meaning of commonly occurring verbs. L.2.5.A

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6 **CCR Anchor Standard L.6 – Acquire and use accurately a range of 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

6 Use words acquired through conversations, being read to, and during shared reading activities. L.2.6