

Common Core ELA Grade 2 CCSS.ELA-LITERACY.2

Domain	Standard	Description	Emotional Intelligence	Elementary School Worksheets and Lesson Plans
W	8	Recall information from experiences or gather information from provided sources to answer a question.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL	1	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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL	2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, 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., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L	5	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 are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L	6	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., When other kids are happy that makes me happy).	<input type="checkbox"/>	<input checked="" type="checkbox"/>