



**Community Consolidated
School District 46**

565 Frederick Road, Grayslake, IL 60030

24-25 Second Grade Literacy Priority Standards

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Trimester 1	Trimester 2	Trimester 3
Foundational Skills	Literature	Literature
<p>F.2.3 Student can show what they have learned about letters and sounds by figuring out words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>RL.2.2 Student can remember and tell different kinds of stories and share what the author is trying to teach.</p>	<p>RL.2.1 Student can ask and answer who, what, where, when, why and how questions to show that they understand stories.</p>
<p>F.2.4 Student can read and understand books at their level well.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RL.2.3 Student can describe how characters in a story react to important events in the story.</p>	<p>RL.2.9 Student can tell how two or more tellings of a story can be the same and different.</p>
Literature	Informational Text	Informational Text
<p>RL.2.1 Student can ask and answer who, what, where, when, why and how questions to show that they understand stories.</p>	<p>RI.2.1 Student can ask and answer who, what, where, when, why and how questions to show that they understand nonfiction.</p>	<p>RI.2.2 Student can tell the main idea of a piece of nonfiction, including the focus of important paragraphs.</p>
<p>RL.2.5 Student can describe how a story is written including the important parts of a beginning and an ending.</p>	<p>RI.2.6 Student can tell the author's main purpose in nonfiction writing.</p>	<p>RI.2.5 Student can understand and use all the helpful parts of nonfiction books to find important facts and details quickly.</p>
Writing	Writing	Writing
<p>W.2.1 Student can write my opinion about a topic and give reasons for their thinking.</p>	<p>RI.2.9 Student can tell how the important points in two pieces of nonfiction about the same topic are the same and different.</p>	<p>W.2.1 Student can write my opinion about a topic and give reasons for their thinking.</p>
<p>W.2.3 Student can write to tell an organized story with details about events, thoughts and feelings.</p>	<p>W.2.2 Student can write to teach about a topic by giving facts and definitions about the topic.</p>	<p>W.2.2 Student can write to teach about a topic by giving facts and definitions about the topic.</p>
Language	Language	Language
<p>L.2.1 Student can show that they know how to use words correctly when they write and speak.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>W.2.3 Student can write to tell an organized story with details about events, thoughts and feelings.</p>	<p>L.2.1 Student can show that they know how to use words correctly when they write and speak.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
<p>L.2.2 Student can show that they know how to write sentences correctly.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>L.2.1 Student can show that they know how to use words correctly when they write and speak.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>L.2.2 Student can show that they know how to write sentences correctly.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
Speaking & Listening	Speaking & Listening	Speaking & Listening

SL.2.1 Student can show that they know how to have good conversations with their friends and teachers.

- 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.

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