

Reading Grade 2 CCCs

For comprehensive views of the relationships of the CCCs to each other, see the Instructional Families at https://wiki.ncscpartners.org/index.php/Instructional_Families.

Standards for English Language Arts	CCC									
Literary Text	2.RL.d1 Answer who, what, where, when, why, and how questions from stories. 2.RL.1	2.RL.e1 Use details to recount stories, including fables and folktales from diverse cultures. 2.RL.2	2.RL.f5 Determine the central message, lesson or moral from fables and folktales from diverse cultures. 2.RL.2	2.HD.d1 Retell a favorite text, including key details. 2.RL.2	2.RL.d2 Describe or select a description of a major event or problem in a story. 2.RL.3	2.RL.d3 Describe or select a description of how characters respond to major events or problems in a story. 2.RL.3	2.RL.c3 Describe or select the description of what happened (or key events from) in the beginning of the story. 2.RL.5	2.RL.c4 Describe or select the description of what happened (or key events from) in the end of the story. 2.RL.5	2.RL.c5 Use signal words (e.g., then, while, because, when, after-before, later) to describe event sequence, actions, and interactions in a story. 2.RL.5	2.HD.g1 Read books to examine how to write certain genres. 2.RL.5
	2.RL.f2	2.RL.c1	2.RL.c2	2.RL.f1	2.RL.f3	2.RL.f4	2.HD.e2	2.RL.g1	2.RL.g2	2.HD.b1

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	Identify different points of view of different characters in a story (e.g., Who thinks it is a bad idea to play a joke on a friend?). 2.RL.6	Use illustrations and details in a story to describe its characters, setting, or events. 1.RL.7	Use illustrations to answer questions about the characters, key events, the problem or solution in a story. 2.RL.7	Use information gained from illustrations to describe elements within the setting. 2.RL.7	Use information gained from illustrations to describe a character's feelings or what a character wanted. 2.RL.7	Use information gained from illustrations to describe a relationship between characters (e.g., mother/daughter, love/hate) 2.RL.7	Use text features to aid comprehension. 2.RI.5; 2.RL.7	Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 2.RL.9	Compare and contrast characters or events between two versions of the same story by different authors or from different cultures. 2.RL.9	Choose information or narrative text or adapted text to read and reread, listen to, or view for leisure purposes. 2.RL.10
Foundational Text	2.RWL.b1 Produce single-syllable words by blending sounds (phonemes), including consonant	2.RWL.b2 Isolate and/or produce initial, medial vowel, and/or final sounds in consonant	2.RWL.b3 Segment spoken single-syllable words into their complete sequence of individual	2.RWL.c2 Identify long and short vowels in regularly spelled one-syllable words. 2.RF.3a	2.RWL.c3 Decode regularly spelled one-syllable words with long vowels. 2.RF.3c	2.RLW.c4 Decode regularly spelled two-syllable words with long vowels. 2.RF.3c	2.RWL.c5 Decode words with common prefixes and suffixes. 2.RF.3d	2.RWL.d1 Recognize and/or read grade appropriate irregularly spelled words. 2.RF.3d	2.RWL.d2 Identify grade level words with accuracy and on successive attempts. 2.RF.4b	2.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when

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	blends. 1.RF.2b	-vowel- consonant (CVC) words. 1.RF.2c	sounds (phoneme s). 1.RF.2d							applicable) on successive readings. 2.RF.4b
	2.RWL.e3 Use context to confirm or self- correct word recognitio n. 2.RF.4c	2.HD.e3 Practice self- monitorin g strategies to aid comprehe nsion (e.g., reread, use visuals or cueing system, self- correct, ask questions, confirm prediction s). 2.RF.4c	2.HD.f1 Explain what informatio n or strategy was used to help comprehe nd text. No CCSS link	2.HD.f2 Evaluate if a "fix-up" or comprehe nsion strategy was effective or not for a given topic or text. No CCSS link	2.HD.a1 Ask for clarificatio n and further explanatio n about topics and texts under discussion . 2.SL.1d	2.HD.a2 Ask questions about informatio n presented (orally or in writing) in order to clarify something that is not understood. 2.SL.3	2.HD.c1 Follow agreed- upon rules for discussion s (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion <td>2.HD.c2 Build on others' talk in conversati ons by linking their comments to the remarks of others. 2.SL.1b</br></td> <td>2.HD.d3 Engage in small or large group discussion s by sharing one's own writing. 2.SL.4</td> <td>2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media. 2.SL.2</td>	2.HD.c2 Build on others' talk in conversati 	2.HD.d3 Engage in small or large group discussion s by sharing one's own writing. 2.SL.4	2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media. 2.SL.2
Informational Text	2.RI.d1 Answer who,	2.RI.d2 Identify the main	2.RI.d3 Identify the focus	2.HD.d4 Discuss key details	2.RI.f2 Identify the	2.RI.f3 Identify the steps	2.RI.f4 Identify the cause	2.RWL.e6 Determine the	2.RI.e1 Identify and use	2.HD.e2 Use text features

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	what, where, when, why, and how, questions from informational text. 2.RI.1	topic of a multi-paragraph informational text. 2.RI.2	of a paragraph and the details that support the focus in an informational text. 2.RI.2	and main topic of a preferred text. 2.RI.2	sequence of events in an informational text. 2.RI.3	in a process in an informational text. 2.RI.3	and effect relationships in an informational text. 2.RI.3	meaning of words and phrases in a text relevant to a grade 2 topic or subject area 2.RI.4	various text features (e.g., title, bold print, illustrations, glossaries) to locate key facts or information in a text efficiently. 2.RI.5	to aid comprehension. 2.RI.5; 2.RL.7
	2.HD.e1 Identify text features to aid comprehension. 2.RI.5	2.RI.g1 Identify the main purpose of a text, including what question the author is answering, explaining, or describing. 2.RI.6	2.RI.c1 Use the illustrations and details in a text to describe or identify its key ideas. 1.RI.7	2.RI.e2 Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the	2.RI.g2 Identify the facts and details an author gives to support points in a text. 1.RI.8	2.RI.g3 Describe how facts and details support specific points the author makes in a text. 2.RI.8	2.RI.f1 Compare and contrast the most important points presented by two texts on the same topic. 2.RI.9	2.HD.b2 Choose text or adapted text to read and reread, listen to, or view for informational purposes (e.g., to answer questions;		

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				reader. 2.RI.7				understand the world around them). 2.RI.10		
Vocabulary Acquisition	2.RWL.e4 Use sentence context as a clue to the meaning of a word or phrase. 2.L.4a	2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word. 2.L.4e	2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings. 1.RF.3f; 1.L.4c	2.RWL.c6 Determine the meaning of a new word formed when a known prefix is added to the known word or root. 2.L.4b	2.RWL.c7 Use knowledge of the meaning of individual words to predict the meaning of compound words. 2.L.4d	2.RWL.f2 Use adjectives to describe nouns. 2.L.6	2.RWL.a1 Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying). 2.L.6	2.RWL.e1 With guidance and support from adults, distinguish shades of meaning among verbs differing in manner or adjectives differing in intensity by defining them or acting out their	2.RWL.e2 Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning. 2.L.5b	2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word. 2.L.4e; 2.L.6

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								meaning. 1.L.5d		
	2.RWL.a1 Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying). 2.L.6	2.RWL.e6 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.4; 2.L.6	2.RWL.f1 Use newly acquired words in real-life context. 2.L.5a; 2.L.6	2.RWL.f2 Use adjectives to describe nouns. 2.L.6	2.RWL.f3 Use adverbs to describe verbs. 2.L.6					

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