

# Common Core Comprehension

## Common Core Grade-Specific Standards

### Grade 2 Overview

Narrative Text

Informational Text

Opinion/  
Argument Text

#### Reading Standards for Literature

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|--|---|--|--|
| 2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.                          | ✓ |  |  |
| 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  | ✓ |  |  |
| 2.3 Describe how characters in a story respond to major events and challenges.   | ✓ |  |  |
| 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  | ✓ |  |  |
| 2.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.   | ✓ |  |  |
| 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  | ✓ |  |  |
| 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   | ✓ |  |  |
| 2.8 <i>Not applicable to literature.</i>   |   |  |  |
| 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  | ✓ |  |  |
| 2.10 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. | ✓ |  |  |

#### Reading Standards for Informational Text

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|---|--|---|---|
| 2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.   |  | ✓ | ✓ |
| 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  |  | ✓ | ✓ |
| 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  |  | ✓ | ✓ |
| 2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.   |  | ✓ | ✓ |
| 2.5 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.  |  | ✓ | ✓ |
| 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.   |  | ✓ | ✓ |
| 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.   |  | ✓ | ✓ |
| 2.8 Describe how reasons support specific points the author makes in a text.  |  | ✓ | ✓ |
| 2.9 Compare and contrast the most important points presented by two texts on the same topic.  |  | ✓ | ✓ |
| 2.10 By the end of 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. |  | ✓ | ✓ |