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## Grade 2

### Crosswalk: English Language Arts and Reading (ELAR)

- **Common Core State Standards (CCSS, 2010) and**
- **North Carolina Standard Course of Study (NCSCOS, 2004)**

### Overview

North Carolina students have the opportunity to benefit from standards that were developed using the most effective academic standards from across the country and around the world. These standards are aligned with college and work ready expectations, include rigorous content *and* application of knowledge through higher order thinking skills, are internationally benchmarked, and are evidence and/or research-based. Rooted in the criteria of “fewer, clearer, higher,” the Common Core State Standards (CCSS, 2010) reflect a strong belief that fewer core standards allow a deeper focus on essential knowledge and skills, that clearer standards can be implemented with rigor and instructional creativity, and that higher standards help all students to learn deeper content knowledge and acquire meaningful authentic skills needed to achieve in a 21<sup>st</sup> century global society.

The College and Career Readiness (CCR) standards anchor the CCSS and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCSS set grade-level English Language Arts (ELA) requirements for grades K-8 and grade bands for 9-10 and 11-12. The expectations are organized into the strands of Reading, Writing, Speaking/Listening, and Language.

The Reading standards establish a staircase of increasing complexity in what students must be able to read and comprehend in order to meet the demands of college and career level texts. The Writing standards promote writing throughout the grade levels by fostering the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. The Speaking and Listening standards require that students be able to gain, evaluate, and present increasingly complex information, ideas, and evidence. The Language standards include vocabulary and convention standards. Although Language standards are identified in a separate



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strand, they should not be taught, learned, and implemented in isolation but should be used and developed throughout reading, writing, speaking, and listening.

This crosswalk reflects a comparison between the Common Core State Standards (CCSS, 2010) for English Language Arts (ELA) and the North Carolina Standard Course of Study (NCSCOS, 2004) for English/Language Arts (ELA). It is designed as a resource to inform educators about how the current North Carolina ELA standards align with the CCSS ELAR standards.

[www.corestandards.org](http://www.corestandards.org)

<http://www.gatesfoundation.org/learning/Pages/2010-fewer-clearer-standards.aspx>

<http://www.achieve.org/files/AchievingCCSS-ELAFINAL.pdf>



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Key Ideas and Details	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by: <ul style="list-style-type: none"> <li>• determining purpose (reader's and author's).</li> <li>• making predictions.</li> <li>• asking questions.</li> <li>• locating information for specific reasons/purposes.</li> <li>• recognizing and applying text structure.</li> <li>• comprehending and examining author's decisions and word choice.</li> <li>• determining fact and opinion.</li> <li>• recognizing and comprehending figurative language.</li> <li>• making inferences and draw conclusions.</li> </ul> 2.04 Pose possible how, why, and what if questions to understand and/or interpret text.	
		2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.06 Recall main idea, facts and details from a text.  3.01 Use personal experiences and knowledge to interpret written and oral messages.	The Common Core State Standard (CCSS) refers to diverse culture texts.
		3. Describe how characters in a story respond to major events and challenges.	2.04 Pose possible how, why, and what if questions to understand and/or interpret text.	CCSS specifies information regarding characters in a story.



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Craft and Structure	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<p>2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by:</p> <ul style="list-style-type: none"> <li>comprehending and examining author's decisions and word choice.</li> <li>recognizing and comprehending figurative language.</li> <li>making inferences and draw conclusions.</li> </ul> <p>3.06 Discuss the effect of an author's choices for nouns, verbs, modifiers and specific vocabulary which help the reader comprehend a narrative or expository text.</p> <p>3.05 Locate and discuss examples of an author's use of:</p> <ul style="list-style-type: none"> <li>genre(s) and specific word choice(s).</li> </ul>	
		5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by:</p> <ul style="list-style-type: none"> <li>recognizing and applying text structure.</li> </ul>	CCSS refers to the overall structure of text (the beginning, middle, and end) and requires students to describe rather than recognize.
		6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		New expectation in CCSS.



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Reading Standards for Literature	Integration of Knowledge and Ideas	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		New expectation in CCSS.
		8. (Not applicable to literature)		
		9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2.07 Discuss similarities and differences in events, characters and concepts within and across texts.	CCSS compares and contrasts the whole text.



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Range of Reading and Level of Text Complexity	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.	1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.	CCSS refers to the 2-3 text complexity band as well as scaffolding. Standard 10 defines a staircase of increasing text complexity throughout grades which requires increasing sophistication in students' reading comprehension ability.
			2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two.	



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Key Ideas and Details	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by: <ul style="list-style-type: none"> <li>• determining purpose (reader's and author's).</li> <li>• making predictions.</li> <li>• asking questions.</li> <li>• locating information for specific reasons/purposes.</li> <li>• recognizing and applying text structure.</li> <li>• comprehending and examining author's decisions and word choice.</li> <li>• determining fact and opinion.</li> <li>• recognizing and comprehending figurative language.</li> <li>• making inferences and draw conclusions.</li> </ul> 2.04 Pose possible how, why, and what if questions to understand and/or interpret text.	
		2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	2.03 Read expository materials for answers to specific questions.  2.06 Recall main idea, facts and details from a text.	Main topics in paragraphs are stressed in CCSS.
		3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		New expectation in CCSS.



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Strand	Cluster	Standard	Objective	
			Comments	
Reading Standards for Informational Text	Craft and Structure	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		New expectation in CCSS. CCSS requires readers to interpret words and phrases as they are used in a text.
		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.		New expectation in CCSS.
		6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by: <ul style="list-style-type: none"> <li>determining purpose (reader's and author's).</li> <li>making predictions.</li> <li>asking questions.</li> <li>locating information for specific reasons/purposes.</li> <li>recognizing and applying text structure.</li> <li>comprehending and examining author's decisions and word choice.</li> <li>determining fact and opinion.</li> <li>making inferences and draw conclusions.</li> </ul>	





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Strand	Cluster	Standard	Objective	
			Comments	
Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		New expectation in CCSS.
		8. Describe how reasons support specific points the author makes in a text.	2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by: <ul style="list-style-type: none"> <li>determining purpose (reader's and author's).</li> <li>making predictions.</li> <li>asking questions.</li> <li>locating information for specific reasons/purposes.</li> <li>recognizing and applying text structure.</li> <li>comprehending and examining author's decisions and word choice.</li> <li>determining fact and opinion.</li> <li>recognizing and comprehending figurative language.</li> <li>making inferences and draw conclusions.</li> </ul>	CCSS requires students to evaluate reasoning and evidence in a text.
		9. Compare and contrast the most important points presented by two texts on the same topic.	2.07 Discuss similarities and differences in events, characters and concepts within and across texts.	



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Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	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.	1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.	CCSS refers to the 2-3 text complexity band as well as scaffolding. Standard 10 defines a staircase of increasing text complexity throughout grades which requires increasing sophistication in students' reading comprehension ability.
			2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two.	



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Strand	Cluster	Standard	Objective
Reading Standards: Foundational Skills	Phonics and Word Recognition	<p>3. Know and apply grade-level phonics and word analysis skills in decoding 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>1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.</p> <p>1.02 Read most high frequency and many irregularly spelled words accurately in text.</p> <p>1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.</p>
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Strand	Cluster	Standard	Objective
Reading Standards: Foundational Skills	Fluency	4. Read with sufficient accuracy and fluency to support comprehension.	4.03 Read aloud with fluency and expression any text appropriate for early independent readers.
		<ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.  1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.
			Comments



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Strand	Cluster	Standard	Objective	Comments
<b>Writing Standards</b>	Text Types and Purposes	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).	CCSS specifies the use of linking words. It also includes using reasons to support opinions.
		2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	4.07 Compose first drafts using an appropriate writing process: <ul style="list-style-type: none"> <li>• planning and drafting.</li> <li>• rereading for meaning.</li> <li>• revising to clarify and refine writing with guided discussion.</li> </ul> 4.08 Write structured, informative presentations and narratives when given help with organization.	
		3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	4.08 Write structured, informative presentations and narratives when given help with organization.	CCSS specifies the use of temporal words to signal event order.



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Writing Standards	Production and Distribution of Writing	4. (Begins in grade 3)		
		5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	4.08 Write structured, informative presentations and narratives when given help with organization.  4.07 Compose first drafts using an appropriate writing process: <ul style="list-style-type: none"> <li>• planning and drafting.</li> <li>• rereading for meaning.</li> <li>• revising to clarify and refine writing with guided discussion.</li> </ul>	CCSS includes guidance and support.
		6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	4.07 Compose first drafts using an appropriate writing process: <ul style="list-style-type: none"> <li>• planning and drafting.</li> <li>• rereading for meaning.</li> <li>• revising to clarify and refine writing with guided discussion.</li> </ul> 4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose	CCSS includes guidance and support from adults as well as collaboration with peers.



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Writing Standards	Research to Build and Present Knowledge	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).	CCSS specifies shared research participation.
		8. Recall information from experiences or gather information from provided sources to answer a question.	2.03 Read expository materials for answers to specific questions.  2.06 Recall main idea, facts and details from a text.	CCSS requires students to gather evidence (from experiences or provided sources) to answer a question.
		9. (Begins in grade 4)		



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Writing Standards	Range of Writing	10. (Begins in grade 3)		





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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	
			Comments	
Speaking and Listening Standards	Comprehension and Collaboration	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.	4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.	CCSS is very specific with regards to group participation and engagement.
		2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs).	CCSS includes key ideas and the use of media.
		3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	4.04 Use oral communication to identify, organize, and analyze information.	



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Strand	Cluster	Standard	Objective	Comments
Speaking and Listening Standards	Presentation of Knowledge and Ideas	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	4.04 Use oral communication to identify, organize, and analyze information.	CCSS specifies using oral communication skills.
		5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose	
		6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.	



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	
Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Use collective nouns (e.g., <i>group</i>).</li> <li>Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ol>	5.02 Attend to spelling, mechanics, and format for final products in one's own writing.  5.04 Use the following parts of the sentence: <ul style="list-style-type: none"> <li>subject.</li> <li>predicate.</li> <li>modifier.</li> </ul> 5.05 Use editing to check and confirm correct use of conventions: <ul style="list-style-type: none"> <li>complete sentences.</li> <li>correct word order in sentences.</li> </ul> 5.06 Use correctly in written products: <ul style="list-style-type: none"> <li>plural forms of commonly used nouns.</li> </ul>	CCSS includes specific expectations for conventions and usage when writing or speaking.
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use commas in greetings and closings of letters.</li> </ol>	5.03 Use capitalization, punctuation, and paragraphs in own writing.	CCSS includes specific expectations for conventions when writing.



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		<ul style="list-style-type: none"><li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li><li>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li><li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li></ul>		



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Language Standards	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.	



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Strand	Cluster	Standard	Objective	Comments
Language Standards	Vocabulary Acquisition and Use	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.</p>	<p>CCSS is very specific with regards to determining the meaning of words and phrases. CCSS includes using reference materials when appropriate.</p>
		<p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods</p>	<p>1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.</p> <p>2.01 Read and comprehend text (fiction, nonfiction,</p>	



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		<p>that are <i>spicy or juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>poetry, and drama) appropriate for grade two by:</p> <ul style="list-style-type: none"> <li>recognizing and comprehending figurative language.</li> </ul>	
		<p>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., <i>When other kids are happy that makes me happy</i>).</p>	<p>1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.</p> <p>4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.</p>	