

**Main Criteria:** Common Core State Standards  
**Secondary Criteria:** California Content Standards, Pennsylvania Core and Academic Standards  
**Subject:** Language Arts  
**Grade:** 2

**Correlation Options:** Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
<b>Language Arts</b>		
<b>Grade 2</b>		
STANDARD: <b>CCSS.ELA-Literacy.RL.2.1</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>RL.2.1.</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>CC.1.2.2.B.</b> - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>CC.1.3.2.B.</b> - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD: <b>CCSS.ELA-Literacy.RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>RL.2.2.</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>CC.1.3.2.A.</b> - Recount stories and determine their central message, lesson, or moral.
STANDARD: <b>CCSS.ELA-Literacy.RL.2.3</b> - Describe how characters in a story respond to major events and challenges.	<b>RL.2.3.</b> - Describe how characters in a story respond to major events and challenges.  <b>RL.2.7.</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>CC.1.3.2.C.</b> - Describe how characters in a story respond to major events and challenges.  <b>CC.1.3.2.G.</b> - Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
STANDARD: <b>CCSS.ELA-Literacy.RL.2.4</b> - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines)	<b>RL.2.10.</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band	<b>CC.1.3.2.F.</b> - Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

supply rhythm and meaning in a story, poem, or song.	<b>RL.2.4.</b> - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA	
STANDARD: <b>CCSS.ELA-Literacy.RL.2.5</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>RL.2.5.</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>CC.1.3.2.E.</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD: <b>CCSS.ELA-Literacy.RL.2.6</b> - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>RL.2.6.</b> - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
STANDARD: <b>CCSS.ELA-Literacy.RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>RL.2.3.</b> - Describe how characters in a story respond to major events and challenges.  <b>RL.2.7.</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>CC.1.3.2.C.</b> - Describe how characters in a story respond to major events and challenges.  <b>CC.1.3.2.G.</b> - Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
STANDARD: <b>CCSS.ELA-Literacy.RL.2.8</b> - (Not applicable to literature)	<b>RL.2.8.</b> - (Not applicable to literature) <b>W.2.9.</b> - (Begins in grade 4)	- Intentionally Blank
STANDARD: <b>CCSS.ELA-Literacy.RL.2.9</b> - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>RL.2.9.</b> - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>CC.1.3.2.H.</b> - Compare and contrast two or more versions of the same story by different authors or from different cultures.
STANDARD: <b>CCSS.ELA-Literacy.RL.2.10</b> - 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.	<b>RF.2.4.a.</b> - Read on-level text with purpose and understanding. <b>RL.2.10.</b> - 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.	<b>CC.1.1.2.E.1.</b> - Read on-level text with purpose and understanding. <b>CC.1.3.2.F.</b> - Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

	<b>RL.2.4.</b> - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA	<b>CC.1.3.2.K.</b> - Read and comprehend literature on grade level, reading independently and proficiently.
STANDARD: <b>CCSS.ELA-Literacy.RI.2.1</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>RI.2.1.</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
STANDARD: <b>CCSS.ELA-Literacy.RI.2.2</b> - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>RI.2.2.</b> - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>CC.1.2.2.A.</b> - Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.
STANDARD: <b>CCSS.ELA-Literacy.RI.2.3</b> - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>RI.2.10.</b> - 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. <b>RI.2.3.</b> - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>CC.1.2.2.C.</b> - Describe the connection between a series of events, concepts, or steps in a procedure within a text.
STANDARD: <b>CCSS.ELA-Literacy.RI.2.4</b> - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<b>RI.2.4.</b> - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations.CA	<b>CC.1.2.2.F.</b> - Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.  <b>CC.1.2.2.J.</b> - Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

		<p><b>CC.1.2.2.K.</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p><b>CC.1.3.2.I.</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p><b>CC.1.3.2.J.</b> - Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.RI.2.5</b> - 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.</p>	<p><b>L.2.4.e.</b> - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA</p> <p><b>RI.2.5.</b> - 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.</p>	<p><b>CC.1.2.2.E.</b> - Use various text features and search tools to locate key facts or information in a text efficiently.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.RI.2.6</b> - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>RI.2.6.</b> - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	
<p>STANDARD: <b>CCSS.ELA-Literacy.RI.2.7</b> - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><b>RI.2.7.</b> - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><b>CC.1.2.2.G.</b> - Explain how graphic representations contribute to and clarify a text.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.RI.2.8</b> - Describe how reasons support specific points the author makes in a text.</p>	<p><b>RI.2.8.</b> - Describe how reasons support specific points the author makes in a text.</p>	<p><b>CC.1.2.2.H.</b> - Describe how reasons support specific points the author makes in a text.</p>

STANDARD: <b>CCSS.ELA-Literacy.RI.2.9</b> - Compare and contrast the most important points presented by two texts on the same topic.	<b>RI.2.9.</b> - Compare and contrast the most important points presented by two texts on the same topic.	<b>CC.1.2.2.I.</b> - Compare and contrast the most important points presented by two texts on the same topic.
STANDARD: <b>CCSS.ELA-Literacy.RI.2.10</b> - 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.	<b>RF.2.4.a.</b> - Read on-level text with purpose and understanding. <b>RI.2.10.</b> - 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. <b>RI.2.3.</b> - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>CC.1.1.2.E.1.</b> - Read on-level text with purpose and understanding. <b>CC.1.2.2.C.</b> - Describe the connection between a series of events, concepts, or steps in a procedure within a text. <b>CC.1.2.2.L.</b> - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
EXPECTATION: <b>CCSS.ELA-Literacy.RF.2.3a</b> - Distinguish long and short vowels when reading regularly spelled one-syllable words.	<b>RF.2.3.a.</b> - Distinguish long and short vowels when reading regularly spelled one-syllable words.	<b>CC.1.1.2.D.1.</b> - Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION: <b>CCSS.ELA-Literacy.RF.2.3b</b> - Know spelling-sound correspondences for additional common vowel teams.	<b>RF.2.3.b.</b> - Know spelling-sound correspondences for additional common vowel teams.	
EXPECTATION: <b>CCSS.ELA-Literacy.RF.2.3c</b> - Decode regularly spelled two-syllable words with long vowels.	<b>RF.2.3.c.</b> - Decode regularly spelled two-syllable words with long vowels.	<b>CC.1.1.2.D.2.</b> - Decode two-syllable words with long vowels and words with common prefixes and suffixes.
EXPECTATION: <b>CCSS.ELA-Literacy.RF.2.3d</b> - Decode words with common prefixes and suffixes.	<b>L.2.4.b.</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). <b>RF.2.3.d.</b> - Decode words with common prefixes and suffixes.	
EXPECTATION: <b>CCSS.ELA-Literacy.RF.2.3e</b> - Identify words with inconsistent but common spelling-sound correspondences.	<b>RF.2.3.e.</b> - Identify words with inconsistent but common spelling-sound correspondences.	

<p>EXPECTATION: <b>CCSS.ELA-Literacy.RF.2.3f</b> - Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>RF.2.3.f.</b> - Recognize and read grade-appropriate irregularly spelled words.</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.RF.2.4a</b> - Read on-level text with purpose and understanding.</p>	<p><b>RF.2.4.a.</b> - Read on-level text with purpose and understanding.  <b>RI.2.10.</b> - 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.  <b>RL.2.10.</b> - 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.</p>	<p><b>CC.1.1.2.E.1.</b> - Read on-level text with purpose and understanding.  <b>CC.1.2.2.L.</b> - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.  <b>CC.1.3.2.K.</b> - Read and comprehend literature on grade level, reading independently and proficiently.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.RF.2.4b</b> - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>RF.2.4.b.</b> - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>CC.1.1.2.E.2.</b> - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  <b>CC.1.3.2.D.</b> - Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.RF.2.4c</b> - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>L.2.4.a.</b> - Use sentence-level context as a clue to the meaning of a word or phrase.  <b>RF.2.4.c.</b> - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>CC.1.1.2.E.3.</b> - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.W.2.1</b> - 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.</p>	<p><b>W.2.1.</b> - 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.</p>	<p><b>CC.1.4.2.G.</b> - Write opinion pieces on familiar topics or texts.</p>

	<p><b>W.2.5.</b> - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><b>CC.1.4.2.H.</b> - Identify the topic and state an opinion.</p> <p><b>CC.1.4.2.T.</b> - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.W.2.2</b> - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p><b>W.2.2.</b> - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.5.</b> - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><b>CC.1.4.2.A.</b> - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CC.1.4.2.B.</b> - Identify and introduce the topic.</p> <p><b>CC.1.4.2.C.</b> - Develop the topic with facts and/or definitions.</p> <p><b>CC.1.4.2.D.</b> - Group information and provide a concluding statement or section.</p> <p><b>CC.1.4.2.T.</b> - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.W.2.3</b> - 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.</p>	<p><b>W.2.3.</b> - 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.</p> <p><b>W.2.4.</b> - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA</p>	<p><b>CC.1.4.2.M.</b> - Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.2.P.</b> - Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.W.2.4</b> -</p>	<p><b>RL.2.8.</b> - (Not applicable to literature)</p>	<p>- Intentionally Blank</p>

(Begins in grade 3)	<b>W.2.9.</b> - (Begins in grade 4)	
<p>STANDARD: <b>CCSS.ELA-Literacy.W.2.5</b> - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><b>W.2.1.</b> - 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.</p> <p><b>W.2.10.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA</p> <p><b>W.2.2.</b> - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.5.</b> - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><b>CC.1.4.2.A.</b> - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CC.1.4.2.B.</b> - Identify and introduce the topic.</p> <p><b>CC.1.4.2.C.</b> - Develop the topic with facts and/or definitions.</p> <p><b>CC.1.4.2.D.</b> - Group information and provide a concluding statement or section.</p> <p><b>CC.1.4.2.G.</b> - Write opinion pieces on familiar topics or texts.</p> <p><b>CC.1.4.2.H.</b> - Identify the topic and state an opinion.</p> <p><b>CC.1.4.2.T.</b> - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>CC.1.4.2.X.</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

STANDARD: <b>CCSS.ELA-Literacy.W.2.6</b> - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>W.2.6.</b> - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>CC.1.4.2.U.</b> - With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
STANDARD: <b>CCSS.ELA-Literacy.W.2.7</b> - 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).	<b>W.2.4.</b> - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA  <b>W.2.7.</b> - 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).	
STANDARD: <b>CCSS.ELA-Literacy.W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.	<b>W.2.8.</b> - Recall information from experiences or gather information from provided sources to answer a question.	<b>CC.1.4.2.V.</b> - Participate in individual or shared research and writing projects. <b>CC.1.4.2.W.</b> - Recall information from experiences or gather information from provided sources to answer a question.
STANDARD: <b>CCSS.ELA-Literacy.W.2.9</b> - (Begins in grade 4)	<b>RL.2.8.</b> - (Not applicable to literature) <b>W.2.9.</b> - (Begins in grade 4)	- Intentionally Blank
STANDARD: <b>CCSS.ELA-Literacy.W.2.10</b> - (Begins in grade 3)	<b>RL.2.8.</b> - (Not applicable to literature) <b>W.2.9.</b> - (Begins in grade 4)	- Intentionally Blank
EXPECTATION: <b>CCSS.ELA-Literacy.SL.2.1a</b> - 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>SL.2.1.a.</b> - 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>SL.2.1.b.</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.1.c.</b> - Ask for clarification and further explanation as needed about the topics and texts under discussion.	<b>CC.1.5.2.A.</b> - Participate in collaborative conversations with peers and adults in small and larger groups.

<p>EXPECTATION: <b>CCSS.ELA-Literacy.SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p><b>SL.2.1.a.</b> - 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).</p> <p><b>SL.2.1.b.</b> - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.1.c.</b> - Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><b>CC.1.5.2.A.</b> - Participate in collaborative conversations with peers and adults in small and larger groups.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.SL.2.1c</b> - Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><b>SL.2.1.a.</b> - 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).</p> <p><b>SL.2.1.b.</b> - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.1.c.</b> - Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>SL.2.3.</b> - 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.</p>	<p><b>CC.1.5.2.A.</b> - Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><b>CC.1.5.2.B.</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>CC.1.5.2.C.</b> - 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.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p><b>SL.2.1.c.</b> - Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><b>CC.1.5.2.B.</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>STANDARD: <b>CCSS.ELA-Literacy.SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather</p>	<p><b>SL.2.1.c.</b> - Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><b>CC.1.5.2.C.</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or</p>

additional information, or deepen understanding of a topic or issue.	<b>SL.2.3.</b> - 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.	deepen understanding of a topic or issue.
STANDARD: <b>CCSS.ELA-Literacy.SL.2.4</b> - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		<b>CC.1.5.2.D.</b> - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
STANDARD: <b>CCSS.ELA-Literacy.SL.2.5</b> - 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.	<b>SL.2.5.</b> - 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.	
STANDARD: <b>CCSS.ELA-Literacy.SL.2.6</b> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)	<b>L.2.1.f.</b> - 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). <b>SL.2.6.</b> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	<b>CC.1.5.2.E.</b> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  <b>CC.1.5.2.G.</b> - Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.
EXPECTATION: <b>CCSS.ELA-Literacy.L.2.1a</b> - Use collective nouns (e.g., group).	<b>L.2.1.a.</b> - Use collective nouns (e.g., group).	
EXPECTATION: <b>CCSS.ELA-Literacy.L.2.1b</b> - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<b>L.2.1.b.</b> - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	
EXPECTATION: <b>CCSS.ELA-Literacy.L.2.1c</b> - Use reflexive pronouns (e.g., myself, ourselves).	<b>L.2.1.c.</b> - Use reflexive pronouns (e.g., myself, ourselves).	

<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.1d</b> - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	<p><b>L.2.1.d.</b> - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.1e</b> - Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p><b>L.2.1.e.</b> - Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.1f</b> - 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><b>L.2.1.f.</b> - 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). <b>SL.2.6.</b> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>	<p><b>CC.1.5.2.E.</b> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.2a</b> - Capitalize holidays, product names, and geographic names.</p>	<p><b>L.2.2.a.</b> - Capitalize holidays, product names, and geographic names.</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.2b</b> - Use commas in greetings and closings of letters.</p>	<p><b>L.2.2.b.</b> - Use commas in greetings and closings of letters.</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.2c</b> - Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p><b>L.2.2.c.</b> - Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p><b>CC.1.4.2.F.2.</b> - Use commas and apostrophes appropriately. <b>CC.1.4.2.L.2.</b> - Use commas and apostrophes appropriately. <b>CC.1.4.2.R.2.</b> - Use commas and apostrophes appropriately.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.2d</b> - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<p><b>L.2.2.d.</b> - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<p><b>CC.1.4.2.F.3.</b> - Spell words drawing on common spelling patterns. <b>CC.1.4.2.L.3.</b> - Spell words drawing on common spelling patterns. <b>CC.1.4.2.R.3.</b> - Spell words drawing on common spelling patterns.</p>

<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.2e</b> - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>L.2.2.e.</b> - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>CC.1.4.2.F.4.</b> - Consult reference material as needed.  <b>CC.1.4.2.L.4.</b> - Consult reference material as needed.  <b>CC.1.4.2.R.4.</b> - Consult reference material as needed.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.3a</b> - Compare formal and informal uses of English.</p>	<p><b>L.2.3.a.</b> - Compare formal and informal uses of English.  <b>L.2.4.e.</b> - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.4a</b> - Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><b>L.2.4.a.</b> - Use sentence-level context as a clue to the meaning of a word or phrase.  <b>RF.2.4.c.</b> - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>CC.1.1.2.E.3.</b> - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.4b</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).</p>	<p><b>L.2.4.b.</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).  <b>RF.2.3.d.</b> - Decode words with common prefixes and suffixes.</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.4c</b> - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<p><b>L.2.4.c.</b> - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.4d</b> - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p><b>L.2.4.d.</b> - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	
<p>EXPECTATION: <b>CCSS.ELA-Literacy.L.2.4e</b> - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><b>L.2.4.e.</b> - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA</p>	

	<b>RI.2.5.</b> - 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.	
EXPECTATION: <b>CCSS.ELA-Literacy.L.2.5a</b> - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<b>L.2.5.a.</b> - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	
EXPECTATION: <b>CCSS.ELA-Literacy.L.2.5b</b> - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<b>L.2.5.b.</b> - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	
STANDARD: <b>CCSS.ELA-Literacy.L.2.6</b> - 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).	<b>L.2.6.</b> - 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).	