

Correlation to the Common Core State Standards

Common Core State Standards	Lessons
College and Career Readiness Anchor Standards for Reading, Grades K-5	
Key Ideas and Details	
CCR.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	11, 23
CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	12, 16, 21, 23
CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	13, 14, 25
Craft and Structure	
CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	19, 20, 28
CCR.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	10, 14, 24
CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.	15, 22
Integration of Knowledge and Ideas	
CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	18, 26
CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	25
CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	17, 27
Reading Standards for Literature, Grade 2	
Key Ideas and Details	
RL.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.	11
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	12, 16
RL.2.3 Describe how characters in a story respond to major events and challenges.	13, 14
Craft and Structure	
RL.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.	19, 20
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	10, 14

Key to Lesson References:

GUM = Grammar, Usage, and Mechanics Handbook (numbered by Mini-Lesson)
SLH = Speaking and Listening Handbook (numbered by Mini-Lesson)

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RL.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.	15
Integration of Knowledge and Ideas	
RL.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.	18
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures	17
Range of Reading and Level of Text Complexity	
RL.2.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	14, 17, 19
Reading Standards for Informational Text, Grade 2	
Key Ideas and Details	
RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	23
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	21
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	25
Craft and Structure	
RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	28
RI.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.	24
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	22
Integration of Knowledge and Ideas	
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	26
RI.2.8 Describe how reasons support specific points the author makes in a text.	25
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	27
Range of Reading and Level of Text Complexity	
RI.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.	22, 27, 28
Reading Standards: Foundational Skills, Grade 2	
Phonics and Word Recognition	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	1, 2, 3
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	1

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b. Know spelling-sound correspondences for additional common vowel teams.	1
c. Decode regularly spelled two-syllable words with long vowels.	1
d. Decode words with common prefixes and suffixes.	3
e. Identify words with inconsistent but common spelling-sound correspondences.	2, 3
f. Recognize and read grade-appropriate irregularly spelled words.	2, 3
Fluency	
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	4, 5, 6
a. Read on-level text with purpose and understanding.	5
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	6
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4
College and Career Readiness Anchor Standards for Writing, Grades K-5	
Text Types and Purposes	
CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	29
CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	30
CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	31
Production and Distribution of Writing	
CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	29, 30, 31
CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	29, 30, 31
CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	29
Research to Build and Present Knowledge	
CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	25, 30
CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	25, 30
CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	25, 30
Range of Writing	
CCR.W.10 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 tasks, purposes, and audiences.	29, 30, 31

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Writing Standards, Grade 2	
Text Types and Purposes	
W.2.1 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	29
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	30
W.2.3 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.	31
Production and Distribution of Writing	
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	29, 30, 31
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	30, 31
Research to Build and Present Knowledge	
W.2.7 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).	25, 30
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	30, 31
College and Career Readiness Anchor Standards for Speaking and Listening, Grades K-5	
Comprehension and Collaboration	
CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	6, 11, 16, 25
CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	18, 26
Presentation of Knowledge and Ideas	
CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	15, 30
Speaking and Listening Standards, Grade 2	
Comprehension and Collaboration	
SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	1, 2, 11, 15, 16, 28, SLH 1, 2
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).	15, SLH 1, 2
b. Build on others' talk in conversations by linking their comments to the remarks of others.	11, SLH 1, 2

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c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	16, 28, SLH 1, 2
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	8, 21, SLH 3, 4
SL.2.3 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.	25, SLH 3, 4
Presentation of Knowledge and Ideas	
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	12, SLH 5
SL.2.5 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	6, SLH 5
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	6, SLH 5
College and Career Readiness Anchor Standards for Language, Grades K-5	
Conventions of Standard English	
CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	GUM
CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	GUM
Knowledge of Language	
CCR.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	4, 8
Vocabulary Acquisition and Use	
CCR.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	4, 7
CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	8, 9
CCR.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	4, 7, 9
Language Standards, Grade 2	
Conventions of Standard English	
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	GUM
a. Use collective nouns (e.g., <i>group</i>).	GUM 1
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	GUM 2
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	GUM 3

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d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	GUM 4
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	GUM 5, 6, 7
f. 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>).	GUM 8
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	GUM
a. Capitalize holidays, product names, and geographic names.	GUM 9, 10, 11
b. Use commas in greetings and closings of letters.	GUM 12
c. Use an apostrophe to form contractions and frequently occurring possessives.	GUM 13, 14
d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	GUM 15
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	GUM 15
Knowledge of Language	
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	29, 30, 31
Vocabulary Acquisition and Use	
L.2.4 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.	7
a. Use sentence-level context as a clue to the meaning of a word or phrase.	4
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>).	3
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>).	3
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	3, 4, 7
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	8, 9
a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	8
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>).	9
L.2.6 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>).	9