



Grade 2
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STANDARDS	PAGE REFERENCES
College and Career Readiness Anchor Standards for Reading	
<i>Key Ideas and Details</i>	
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.	
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<i>Craft and Structure</i>	
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.	
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.	
6. Assess how point of view or purpose shapes the content and style of a text.	
<i>Integration of Knowledge and Ideas</i>	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
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.	
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.	
<i>Range of Reading and Level of Text Complexity</i>	
10. Read and comprehend complex literary and informational texts independently and proficiently.	
Reading Standards for Informational Text	

Key Ideas and Details	
<p>2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 135, 154, 166, 190, 224 T2: 154, 166, 190, 224 T3: [98–99, 100–101, 102, 103], [122–123, 124–125, 126, 127], 154, 166, 190, 205, 224 T4: 154, 166, 190, 224 T5: 154, 166, 190, 224 T6: 154, 166, 190, 224 T7: 154, 166, 190, 224 T8: 154, 166, 190, 224</p> <p>SSB: 15, 20, 28</p>
<p>2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 177–178, [180–181, 182–183, 184, 185] T5: 154, 210, 280 T7: 177, [180, 182–183, 184, 185] T8: 134</p> <p>WMC: 36–37</p>
<p>2.1.3.3 Describe how characters in a story respond to major events and challenges.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 154, 178, 204 T3: 154, 166 T5: 178 T8: 84, 134, 154, 166, 167, 178, [180–181, 182–183, 184, 185], 190</p>
Craft and Structure	

<p>2.1.4.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T3: 211 T5: 177–178, [180–181, 182–183, 184, 185], 204 T7: 70–71, 74, 77</p>
<p>2.1.5.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T3: 178–179, [180–181, 182–183, 184, 185], 204 T5: 210–211, 214 T8: 210–211, 281</p> <p>WMC: 36–37</p>
<p>2.1.6.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p><i>This Common Core State Standard appears when students practice Readers’ Theater. The Readers’ Theater plays, role assignments, and process are part of the ePlanners for Units 2, 4, and 6.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide: T2: 289 T4: 289 T6: 289</p> <p>eTools21: ePlanner</p>
<p>Integration of Knowledge and Ideas</p>	

<p>2.1.7.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 154, 177–178, 179 T2: 154, 178 T3: 154, 178, 179, 191 T8: 167, 176, 177, 191, 247</p> <p>eBook versions of the Literature Big Book and Differentiated Readers</p>
<p>2.1.9.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota American Indians.</p>	<p><i>Lessons to address this standard are being developed and will be available online.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>2.1.10.10 By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See Program Implementation Guide pages 9, 40-42 for the plan and T7: 310; T8: 312 for Lexile scores at the end of the year.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p>
<p>Reading Standards for Informational Text</p>	
<p>Key Ideas and Details</p>	

<p>2.2.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 60 T3: 25 [28–29, 30–31, 32, 33], 95, [98–99, 100–101, 102, 103] T6: 234–235, [238–239, 240–241, 242, 243] T7: 235, [238–239, 240–241, 242, 243]</p>
<p>2.2.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 25, 48–49, 95, 118–119 T2: 177, [180–181, 182–183, 184,185], 246–247, [250–251, 252–253, 254, 255] T5: 235, [238–239, 240–241, 242, 243], 259 T7: 95, [98–99, 100–101, 102, 103]</p>
<p>2.2.3.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T4: 12–13, 26, 38, 50, 84, 96, 108, 120 T5: 12–13, 26, 38, 50, 84, 96, 108, 120 T6: 12–13, 26, 38, 50, 70–71, 74–75, 84, 96, 108, 120</p>
<p>Craft and Structure</p>	
<p>2.2.4.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 36, 38, [40–41, 42–43, 44, 45], 246 T2: 106, 108, [110–111, 112–113, 114, 115]</p>

<p>2.2.5.5 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.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 38, 108 T2: 38, 108 T3: 38 T5: 38 T6: 38–39 T7: 38, 51 T8: 38–39</p>
<p>2.2.6.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 37, 38, [40–41, 42–43, 44, 45], 84, 108, [110–111, 112–113, 114, 115] T2: 247 T3: 247 T4: 247 T6: 247 T7: 248 T8: 248</p>
<p>Integration of Knowledge and Ideas</p>	
<p>2.2.7.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 64 T3: 108 T4: 38, 83–84, 108 T5: 108 T6: 107 T7: 108 T8: 108</p>

<p>2.2.8.8 Describe how reasons support specific points the author makes in a text.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T2: 177–178, [180–181, 182–183, 184, 185], 246–247 T7: 107</p>
<p>2.2.9.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T2: 64–65, 67, [226–227, 228–229, 30, 31], 274–275, 277 T4: 64, 67, [226–227, 228–229, 230, 231], 244, 274–275, 277 T6: 64–65, 67, 104, 134–135, 137, [226–227, 228–229, 230, 231] T8: 64, 67, [226–227, 228–229, 230, 231], 274–275, 277</p>

Range of Reading and Level of Text Complexity

<p>2.2.10.10 By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.</p>	<p><i>This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See Program Implementation Guide pages 9, 40–42 for the plan and T7: 310; T8: 312 for Lexile scores at the end of the year.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p>
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Reading Standards: Foundational Skills

Phonics and Word Recognition

<p>2.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><i>This Common Core State Standard is regularly covered during daily Word Work instruction; page references cited are representative.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T2: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T3: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T4: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T5: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T6: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T7: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260 T8: 14, 26, 38, 84, 108, 154, 178, 224, 236, 248, 260</p>
<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: xix, 14, 38, 84, 108–109, 154, 178–179, 236 T2: 14, 38, 84–85, 108, 224, 236 T8: 14, 38, 84, 108, 154</p>
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 84, 178, 236 T2: 14, 108 T4: 14, 84, 108, 178, 224, 236 T5: 84, 178, 236</p>

<p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 166, 190, 249 T7: 96, 120, 236 T8: 236, 260</p>
<p>d. Decode words with common prefixes and suffixes.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T5: 26, 50, 96, 120, 224, 236 T6: 96, 166, 236, 248–249, 260–261 T7: 166, 190 T8: 166</p>
<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 154, 178, 236, 248 T2: 84 T7: 14, 84, 108, 154, 178, 224, 236, 248</p>
<p>f. Recognize and read grade-appropriate irregularly spelled words, including high frequency words.</p>	<p><i>This Common Core State Standard is covered regularly when students work with high-frequency words during the Phonics lessons, as well as when they read their Decodable Readers; page references cited are representative.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 14, 84, 154 T3: 14, 84, 154 T5: 14, 84, 154 T7: 14, 84, 154</p> <p>SSB: 1, 2, 3, 9, 10, 11, 17, 18, 19, 25, 26, 27</p>

Fluency

<p>2.3.0.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p><i>This Common Core State Standard is covered during the Fluency Presentation in Weeks 1–4, Day 5; page references show the pattern within the program.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 66, 136, 206, 276 T2: 66, 136, 206, 276 T3: 66, 136, 206, 276 T4: 66, 136, 206, 276 T5: 66, 136, 206, 276 T6: 66, 136, 206, 276</p>
<p>a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p>
<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p>
<p>c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p>

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

Writing Standards

Text Types and Purposes

2.6.1.1

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.

Student Resources:

Teacher's Lesson Guide:

T6: 210–217, 280–287

PC1: 139

PC2: 139

<p>2.6.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T2: 210–217, 280–287 T4: 70–77, 140–147 T5: 70–77, 140–147</p>
<p>2.6.3.3 Write narratives and other creative texts 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>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 210–217, 280–287 T2: 70–77, 140–147 T3: 70–77, 140–147, 210–217, 280–287 T5: 210–217, 280–287 T8: 210–217, 280–287</p>
<p>Writing Process: Production and Distribution of Writing</p>	
<p>2.6.5.5 With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><i>This Common Core State Standard is covered within the Writing Process lessons in each of the eight units. Page references cited are representative and show the pattern within the program.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 144–147, 216–217, 284–285 T2: 76–77, 144–145, 216–217, 284–285 T3: 76–77, 144–145, 216–217, 284–285 T4: 76–77, 144, 216–217, 284–285 T5: 76–77, 144–145, 216–217, 284–285 T6: 76–77, 144–145, 216–217, 284–285 T7: 76–77, 144–145, 216–217, 284–285 T8: 76–77, 144–145, 216–217, 284–285</p>

<p>2.6.6.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><i>These features are used in the Writing Process lessons and in the Daily Writing across the grade; page references cited are representative.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p> <p>eTools21: Writing Tool T3: 232, 277 T4: 92, 144, 217 T6: 74, 142, 214 T8: 76, 144, 284</p> <p>eTools21: Interactive Glossary T3: 76, 216, 284 T4: 77, 284 T6: 76, 144, 216 T8: 215</p> <p>eTools21: Story Starter T3: 34, 116 T4: 34, 207 T6: 92, 162 T8: 137, 232</p>
<p>Research to Build and Present Knowledge</p>	
<p>2.6.7.7 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).</p>	<p><i>This Common Core State Standard for Shared Research Projects is covered during Inquiry in Weeks 1–4, Day 5; page references cited are representative.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p> <p>T1: 60–65, 130–136, 200–205, 270–276 T2: 60–65, 130–136, 200–205, 270–276 T3: 60–65, 130–136, 200–205, 270–276 T4: 60–65, 130–136, 200–205, 270–276 T5: 60–65, 130–136, 200–205, 270–276 T6: 60–65, 130–136, 200–205, 270–276 T7: 60–65, 130–136, 200–205, 270–276 T8: 60–65, 130–136, 200–205, 270–276</p>

2.6.8.8 Recall information from experiences or gather information from provided sources to answer a question.

Student Resources:

Teacher's Lesson Guide:

- T1: 130, 203
- T2: 63, 203, 212–213, 280–281
- T3: 63, 203
- T4: 130, 203
- T5: 63, 203
- T6: 63, 203
- T7: 63, 203
- T8: 63, 203

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Comprehension and Collaboration

<p>2.8.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p><i>This Common Core State Standard is covered daily; page references cited are representative.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p> <p>T1: 22, 34, 38, 60–63, 64–65, 84, 108, 116, 128, 134–135, 154, 200–203, 224, 274–275, 286</p> <p>T2: 13, 26, 67, 120, 130–133, 162, 186, 200–203, 204–205, 236, 256, 270–273, 274–275</p> <p>T3: 22, 50, 60–63, 64–65, 92, 134–135, 174, 186, 190, 200–203, 212, 274–275, 280</p> <p>T4: 46, 58, 70, 108, 130–133, 154, 200–203, 204–205, 260, 268, 270–273, 274–275</p> <p>T5: 22, 34, 46, 60–63, 64–65, 70, 108, 120, 134–135, 198, 200–203, 225, 274–275</p> <p>T6: 26, 46, 67, 84, 116, 130–133, 146, 189, 200–203, 204–205, 214, 270–273, 274–275</p> <p>T7: 13, 60–63, 64–65, 92, 96, 104, 116, 134–135, 142, 166, 200–203, 256, 274–275</p> <p>T8: 34, 46, 50, 92, 130–133, 154, 200–203, 204–205, 210, 232, 260, 270–273, 274–275</p>
<p>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).</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p> <p>T1: 63, 131, 144–145, 202, 205, 271</p> <p>T2: 62, 130, 133, 144, 289</p> <p>T3: 61, 144, 201, 270–271, 275, 284</p> <p>T4: 61, 63, 130, 131, 201, 202, 205, 271</p> <p>T5: 63, 130, 144, 205, 216, 271, 285</p> <p>T6: 130, 133, 205, 216, 276</p> <p>T7: 63, 65, 144, 201, 271</p> <p>T8: 62, 63, 133, 144, 202</p> <p>PC1: 290</p> <p>PC2: 290</p>

<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>Student Resources:</p> <p>Teacher's Lesson Guide: T1: 67, 132, 133, 207, 270, 275 T2: 62–63, 67, 130, 203, 270 T3: 67, 137, 130, 270 T4: 131, 137, 207 T5: 61, 131, 207, 272, 271 T6: 67, 131, 207 T7: 67, 131, 277 T8: 131, 137, 207</p> <p>SSV: 9</p>
<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>Student Resources:</p> <p>Teacher's Lesson Guide: T1: 135, 136 T2: 201, 202, 271 T3: 27, [28–29, 30–31, 32, 33], 49, [52–53, 54–55, 56, 57], 136, 204–205, 276 T4: 65, 136, 275, 289 T5: 135, 205, 276 T6: 65, 135, 136, 234–235, [238–239, 240–241, 242, 243] T7: 136, 205, 235, 276 T8: 65, 135, 275, 276</p> <p>PC1: 290 PC2: 290</p>
<p>d. Cooperate for productive group discussion.</p>	<p>Student Resources:</p> <p>Teacher's Lesson Guide:</p>

<p>e. Follow two- and three-step oral directions.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p>
<p>2.8.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p> <p>T1: 135, 136 T2: 201, 202, 271 T3: 27, [28–29, 30–31, 32, 33], 49, [52–53, 54–55, 56, 57], 136, 204–205, 276 T4: 65, 136, 275, 289 T5: 135, 205, 276 T6: 65, 135, 136, 234–235, [238–239, 240–241, 242, 243] T7: 136, 205, 235, 276 T8: 65, 135, 275, 276</p> <p>PC1: 290 PC2: 290</p>
<p>2.8.3.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p> <p>T1: 130–131, 136, 276 T2: 76, 136, 276 T3: 136, 205, 216, 276 T4: 136, 144, 276 T5: 136, 147, 276 T6: 136, 216, 276 T7: 136, 276, 284 T8: 76, 136, 276</p>
<p>Presentation of Knowledge and Ideas</p>	

<p>2.8.4.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 216, 272–273, 284, 287 T2: 76, 132–133, 147 T3: 216, 284–285 T4: 272–273 T5: 216, 284, 287 T6: 132–133 T7: 272–273 T8: 216, 284, 287</p> <p>DR1: 83 DR2: 83 DR4: 83 DR5: 83 DR6: 83</p>
<p>2.8.5.5 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.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 273, 287 T2: 132, 147, 272, 293 T3: 286 T4: 286 T5: 132, 287 T7: 137 T8: 287</p>
<p>2.8.6.6 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 38 for specific expectations.)</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 72–73, 74–75, 140–141, 215, 216–217, 282–285 T2: 76–77, 143–145, 210–211 T3: 144–145, 215, 283–285 T4: 71, 76–77, 284–285 T5: 144–145, 216–217 T6: 70–71, 75, 143–145, 216–217, 285 T7: 74, 76–77, 215, 284–285 T8: 70–71, 77, 140–141, 216–217</p>

Media Literacy		
2.8.7.7	<p>Distinguish, understand, and use different types of print, digital, and multimodal media.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p>
	<p>a. Use tools for locating print and electronic materials appropriate to the purpose.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p>
2.8.8.8	<p>With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p>
	<p>a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p>
	<p>b. Share the work with an audience.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p>
College and Career Readiness Anchor Standards for Language		

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

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.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

Language Standards

Conventions of Standard English

2.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Student Resources: Teacher’s Lesson Guide: T1: 143, 146–147, 215–217, 283–285, 287 T2: 76–77, 144–145, 146–147, 216–217, 285, 287 T3: 75–77, 143–145, 146–147, 215–217, 283–285, 286–287 T4: 75–77, 143–145, 146–147, 215–217, 287–285, 287 T6: 75–77, 143–145, 146–147, 215, 217, 285, 287
a. Use collective nouns (e.g., group).	<i>Lessons to address this standard are being developed and will be available online.</i> Student Resources: Teacher’s Lesson Guide:

<p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 53 T2: 143 T5: 25 T7: 155, 190, 191</p>
<p>c. Use reflexive pronouns (e.g., myself, ourselves).</p>	<p><i>Lessons to address this standard are being developed and will be available online.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p>
<p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T3: 283 T4: 75, 153</p>
<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T6: 75, 215, 283 T7: 211, 213</p>

<p>f. 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>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 74, 75, 143, 215 T3: 145 T4: 145 T8: 145</p>
<p>2.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 146–147, 216–217, 284–285, 287 T2: 76–77, 144–145, 146–147, 216–217, 285, 287 T3: 76–77, 144–145, 146–147, 216–217, 284–285, 286–287 T4: 76–77, 144–145, 146–147, 216–217, 284–285, 287 T6: 76–77, 144–145, 146–147, 217, 285, 287</p>
<p>a. Capitalize holidays, product names, and geographic names.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T3: 77 T7: 85 T8: 75</p>
<p>b. Use commas in greetings and closings of letters.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T8: 70–71, 215 PC2: 285</p>

<p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 96, 97, 120, 237 T2: 142 T3: 26, 27, 224 T4: 215, 283</p> <p>PC1: 142</p>
<p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<p><i>This Common Core State Standard is covered daily in Units 1–8, Weeks 1–4 through the Spelling Pretest, Practice, and Posttest; page references cited demonstrate the pattern within the program.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide:</p> <p>T1: 14–15, 85, 155, 225 T3: 14, 85, 155, 225 T5: 15, 85, 155, 225</p>
<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 146 T2: 285 T6: 145, 285 T7: 285</p>
<p>Knowledge of Language</p>	

<p>2.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 143, 146–147, 215–217, 283–285, 287 T2: 76–77, 144–145, 146–147, 216–217, 285, 287 T3: 75–77, 143–145, 146–147, 215–217, 283–285, 286–287 T4: 75–77, 143–145, 146–147, 215–217, 287–285, 287 T6: 75–77, 143–145, 146–147, 215, 217, 285, 287</p>
<p>a. Compare formal and informal uses of English.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 72–73 T8: 71, 77</p>
<p>Vocabulary Acquisition and Use</p>	
<p>2.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	<p><i>This Common Core State Standard is covered in all eight units on Week 4, Day 3 as part of multiple vocabulary strategy instruction; page references cited are representative.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 246 T2: 246 T3: 246 T4: 246 T5: 246 T6: 246 T7: 246 T8: 246</p>

<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 36, 37, 246 T2: 106, 107, 246</p>
<p>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>Student Resources:</p> <p>Teacher’s Lesson Guide: T5: 26, 27, 166, 167, 190, 224, 225, 260, 261 T6: 166, 167, 190, 248, 249 T7: 237</p>
<p>c. 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>Student Resources:</p> <p>Teacher’s Lesson Guide: T2: 13 T4: 37, 179, 223 T5: 83 T6: 15, 49, 85 T7: 83</p>
<p>d. 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>Student Resources:</p> <p>Teacher’s Lesson Guide: T2: 223 T3: 167, 224, 225 T4: 39, 96, 179 T7: 155 T6: 51</p>

<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 106, 145, 247 T2: 76, 176, 177, 216, 247, 284 T3: 76, 216 T4: 77, 284 T5: 189, 284 T7: 76, 284 T8: 215</p>
<p>2.10.5.5 Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 48 T2: 119 T3: 106–107 T5: 176, 177 T8: 49, 106, 107</p>
<p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p><i>This Common Core State Standard is covered each time students begin reading a new selection; page references from Week 1 are representative.</i></p> <p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 11, [28–29, 30–31, 32, 33] T2: 11, [28–29, 30–31, 32, 33] T3: 11, [28–29, 30–31, 32, 33] T4: 11, [28–29, 30–31, 32, 33] T5: 11, [28–29, 30–31, 32, 33] T6: 11, [28–29, 30–31, 32, 33] T7: 11, [28–29, 30–31, 32, 33] T8: 11, [28–29, 30–31, 32, 33]</p>

<p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T6: 13, 36–37, 247 T7: 281</p>
<p>2.10.6.6 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., When other kids are happy that makes me happy).</p>	<p>Student Resources:</p> <p>Teacher’s Lesson Guide: T1: 13, 116, 162, 164, 186 T3: 13, 22, 34, 36, 58, 174 T6: 58, 75, 92, 128, 215, 283</p>