



Correlation to the Indiana Common Core State Standards for English Language Arts

Literacy by Design
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Grade 2

**COMMON
CORE**



HOUGHTON MIFFLIN HARCOURT

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Grade 2**

correlated to the

**Indiana
Common Core State Standards for English Language Arts
Grade 2**

Standard	Descriptor	Citations
Reading: Literature		
	Key Ideas and Details	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Comprehensive Teacher's Guide: 32, 42, 83, 84–85, 96–97, 98, 108, 164, 214, 230, 242, 362, 424, 428, 494 Small Group Reading Teacher's Guide: 4, 5, 9, 10, 14, 15, 19, 20, 44, 45, 49, 50, 54, 55, 59, 60, 84, 85, 89, 90, 94, 95, 98, 99, 100, 124, 125, 129, 130, 134, 135, 139, 140, 164, 165, 169, 170, 174, 175, 178, 179, 180, 204, 205, 209, 210, 213, 214, 215, 219, 220, 243, 244, 245, 248, 249, 250, 253, 254, 255, 258, 259, 260, 283, 284, 285, 288, 289, 290, 293, 294, 295, 298, 299, 300
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Comprehensive Teacher's Guide: 29, 47, 113, 179, 228, 311, 376–377, 443, 509 Small Group Reading Teacher's Guide: 15, 45, 59, 60, 93, 128, 163, 165
RL.2.3	Describe how characters in a story respond to major events and challenges.	Comprehensive Teacher's Guide: 174, 175, 374, 488 Small Group Reading Teacher's Guide: 15, 20, 45, 55, 95, 129, 140, 165, 174, 180, 210, 215, 220, 244, 254, 300

Standard	Descriptor	Citations
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.	Comprehensive Teacher’s Guide: 20, 40, 140–141, 284, 288, 370, 371, 372, 448, 452, 482, 486 Small Group Reading Teacher’s Guide: 44, 214, 284, 289
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Comprehensive Teacher’s Guide: 92, 224, 413 Small Group Reading Teacher’s Guide: 85, 89, 100, 174, 205, 219, 244, 295
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.	Comprehensive Teacher’s Guide: 216, 218, 233, 292 Small Group Reading Teacher’s Guide: 4, 14, 19, 44, 45, 49, 54, 59, 89, 99, 135, 164
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.	Comprehensive Teacher’s Guide: 25, 226, 437, 440, 442–443, 490 Small Group Reading Teacher’s Guide: 3, 49, 165, 225, 235, 254
RL.2.8	(Not applicable to literature)	N/A
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.	Essential Resources: 7

Standard	Descriptor	Citations
	Range of Reading and Level of Text Complexity	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Small Group Reading Teacher’s Guide: 3, 5, 8, 10, 13, 15, 18, 20, 43, 45, 48, 50, 53, 55, 58, 60, 83, 85, 88, 90, 93, 95, 98, 100, 123, 125, 128, 130, 133, 135, 138, 140, 163, 165, 168, 170, 173, 175, 178, 180, 203, 205, 208, 210, 213, 215, 218, 220, 243, 248, 253, 258, 283, 288, 293, 298

Standard	Descriptor	Citations
Reading: Informational Text		
Key Ideas and Details		
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Comprehensive Teacher’s Guide: 75, 77, 78, 80–81, 126, 130, 196, 208, 255, 262, 328, 394, 480, 528 Small Group Reading Teacher’s Guide: 24, 25, 29, 30, 34, 35, 39, 40, 64, 65, 69, 70, 74, 75, 79, 80, 104, 105, 109, 110, 114, 115, 119, 120, 144, 145, 149, 150, 154, 155, 159, 160, 184, 185, 189, 190, 194, 195, 199, 200, 224, 225, 229, 230, 234, 235, 239, 240, 263, 264, 265, 268, 269, 270, 273, 274, 275, 278, 279, 280, 303, 304, 305, 308, 309, 310, 313, 314, 315, 318, 319, 320
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Comprehensive Teacher’s Guide: 114–115, 116–117, 128, 312, 378
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Comprehensive Teacher’s Guide: 122–123, 246–247, 445, 454 Small Group Reading Teacher’s Guide: 39, 155, 156, 190, 238
Craft and Structure		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Comprehensive Teacher’s Guide: 182–183, 194 Small Group Reading Teacher’s Guide: 24–25, 42
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.	Comprehensive Teacher’s Guide: 92, 118, 122, 388, 510, 514, 518, 520 Small Group Reading Teacher’s Guide: 25, 29, 30, 34, 35, 74, 80, 104, 105, 109, 110, 114, 115, 120, 150, 155, 189, 190, 194, 200, 239, 240, 269, 304, 310, 314, 315, 319
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Comprehensive Teacher’s Guide: 339, 342, 344–345, 355, 390 Small Group Reading Teacher’s Guide: 78, 188, 228

Standard	Descriptor	Citations
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.	Comprehensive Teacher’s Guide: 58, 124, 140, 190, 250, 256, 314, 322, 382, 444–445, 446–447, 454, 458, 510 Small Group Reading Teacher’s Guide: 65, 69, 75, 110, 160, 183, 185, 230, 263, 265, 273, 275, 280, 304, 305, 318, 320
RI.2.8	Describe how reasons support specific points the author makes in a text.	Comprehensive Teacher’s Guide: 114–115, 116–117, 128, 379, 380–381, 392 Small Group Reading Teacher’s Guide: 79, 158, 159, 193
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	Essential Resources: 17
Range of Reading and Level of Text		
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.	Small Group Reading Teacher’s Guide: 23, 25, 28, 30, 33, 35, 38, 40, 63, 65, 68, 70, 73, 75, 78, 80, 103, 105, 108, 110, 113, 115, 118, 120, 143, 145, 148, 150, 153, 155, 158, 160, 183, 185, 188, 190, 193, 195, 198, 200, 223, 226, 228, 230, 233, 235, 238, 240, 263, 268, 273, 278, 303, 308, 313, 318

Standard	Descriptor	Citations
Reading Standards: Foundational Skills		
Phonics and Word Recognition		
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Comprehensive Teacher’s Guide: 24, 26, 28, 30, 32, 40, 46, 48, 50, 52, 56, 58, 60, 62, 64, 74, 80, 82, 84, 86, 254, 256, 258, 260, 262, 272, 278, 280, 282, 284 Small Group Reading Teacher’s Guide: 41–42, 46–47, 51–52, 58–59, 61–62, 71–72, 76–77, 148, 206, 216, 221
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	Comprehensive Teacher’s Guide: 106, 112, 114, 116, 118, 122, 124, 126, 128, 130, 140, 146, 148, 150, 152, 156, 158, 160, 162, 164, 172, 178, 180, 182, 184, 206, 212, 214, 216, 218, 222, 224, 226, 228, 230, 288, 290, 292, 294, 296, 304, 310, 312, 314, 316, 320, 322, 324, 326, 328 Small Group Reading Teacher’s Guide: 141, 151, 161, 166, 171, 176, 181, 186, 191, 196
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	Small Group Reading Teacher’s Guide: 43
RF.2.3d	Decode words with common prefixes and suffixes.	Comprehensive Teacher’s Guide: 404, 410, 412, 414, 416, 420, 422, 424, 426, 428 Small Group Reading Teacher’s Guide: 291, 306
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	Comprehensive Teacher’s Guide: 90, 92, 94, 96, 98, 188, 190, 192, 194, 196, 238, 244, 246, 248, 250 Small Group Reading Teacher’s Guide: 1–2, 6–7, 21–22, 51–52, 58–59, 66–67, 126, 131, 136, 156, 211, 226, 236, 246, 251

Standard	Descriptor	Citations
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	Comprehensive Teacher’s Guide: 16, 48, 82, 114, 148, 180, 214, 246, 280, 312 Small Group Reading Teacher’s Guide: 3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, 58, 63, 68, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118
Fluency		
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.2.4a	Read on-level text with purpose and understanding.	Comprehensive Teacher’s Guide: 28, 60, 126, 192, 226, 258, 390, 522 Small Group Reading Teacher’s Guide: 24, 29, 34, 38, 74, 79, 94, 104, 109, 134, 149, 154, 174, 184, 189, 199, 219, 224, 229, 234, 239, 269, 274, 279, 299, 304, 309, 314
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Comprehensive Teacher’s Guide: 94, 160, 292, 324, 358, 456, 490 Small Group Reading Teacher’s Guide: 9, 64, 69, 75, 84, 114, 119, 129, 139, 144, 159, 169, 179, 194, 204, 209, 214, 244, 249, 254, 259, 263, 284, 289, 294
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Comprehensive Teacher’s Guide: 178, 182–183

Standard	Descriptor	Citations
Writing Standards		
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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Comprehensive Teacher’s Guide: 192, 289, 295 Small Group Reading Teacher’s Guide: 265, 285, 315
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.	Comprehensive Teacher’s Guide: 20, 51, 60, 61, 63, 117, 119, 127, 129, 183, 185, 193, 195, 381, 383, 391, 393, 513, 515, 523, 525 Small Group Reading Teacher’s Guide: 10, 40, 170, 260, 265, 275, 300
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.	Comprehensive Teacher’s Guide: 21, 28, 32, 85, 87, 94, 95, 97, 160, 415, 417, 425, 427 Small Group Reading Teacher’s Guide: 5, 10, 15, 40, 45, 65, 165, 200, 210, 220, 230, 250, 295
Production and Distribution of Writing		
W.2.4	(Begins in grade 3)	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Comprehensive Teacher’s Guide: 21, 25, 27, 53, 63, 87, 91, 93, 97, 129, 153, 185, 195, 219, 229, 239, 245, 251, 255, 257, 265, 273, 279, 285, 289, 291, 295, 317, 327, 351, 361, 393, 427, 459, 493, 521, 525
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.	Essential Resources: 4

Standard	Descriptor	Citations
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).	Comprehensive Teacher’s Guide: 51, 124, 184, 381, 513, 523
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	Comprehensive Teacher’s Guide: 26, 51, 60, 124, 381, 513, 523 Small Group Reading Teacher’s Guide: 205, 311
W.2.9	(Begins in grade 4)	N/A
Range of Writing		
W.2.10	(Begins in grade 3)	N/A

Standard	Descriptor	Citations
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
SL.2.1a	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).	Comprehensive Teacher’s Guide (representative pages): T62, T63, 9, 24, 30, 33 Small Group Reading Teacher’s Guide (representative pages): 43, 48, 50, 53 Essential Resources: 6
SL.2.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.	Comprehensive Teacher’s Guide: 74, 91, 126, 128, 140, 162, 194, 228, 260, 294, 326, 360, 392, 426, 458, 492 Small Group Reading Teacher’s Guide: 5, 10, 25, 50, 55, 60, 110, 120, 130, 140, 220, 235, 240, 260, 295
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	Comprehensive Teacher’s Guide: 75, 77, 78, 108 Small Group Reading Teacher’s Guide: 115
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Comprehensive Teacher’s Guide: 10, 76, 108, 208, 209, 210, 240, 241, 274, 340
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.	Comprehensive Teacher’s Guide (representative pages): T62, T63, 9, 24, 30, 33 Small Group Reading Teacher’s Guide (representative pages): 43, 48, 50, 53

Standard	Descriptor	Citations
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.	Comprehensive Teacher’s Guide: 60, 86, 276, 328 Small Group Reading Teacher’s Guide: 5, 60, 210
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.	Comprehensive Teacher’s Guide: 28, 32, 33, 60, 160, 527 Small Group Reading Teacher’s Guide: 5, 35, 45, 55, 105, 130, 165, 305, 315
SL.2.6	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 pages 26 and 27 for specific expectations.)	Writer’s Handbook: 16

Standard	Descriptor	Citations
Language Standards		
Conventions of Standard English		
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1a	Use collective nouns (e.g., group).	Essential Resources: 11
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Essential Resources: 13
L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).	Essential Resources: 22
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Comprehensive Teacher’s Guide: 315, 323, 348, 370, 470 Essential Resources: 20
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	Comprehensive Teacher’s Guide: 140, 386, 388, 390, 392, 394, 414, 447, 455 Small Group Reading Teacher’s Guide: 301 Essential Resources: 23
L.2.1f	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).	Comprehensive Teacher’s Guide: 19, 345, 355, 481, 489, 513, 521

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Standard	Descriptor	Citations
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.2a	Capitalize holidays, product names, and geographic names.	Comprehensive Teacher's Guide: 151, 259 Essential Resources: 9, 12
L.2.2b	Use commas in greetings and closings of letters.	Comprehensive Teacher's Guide: 227, 229 Essential Resources: 5
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	Comprehensive Teacher's Guide: 50, 158, 217, 316, 338, 344, 346, 348, 350 Small Group Reading Teacher's Guide: 184, 279, 316 Essential Resources: 27, 28
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Comprehensive Teacher's Guide: 17, 49, 83, 115, 149, 181, 215, 247, 281, 313, 379, 452, 454, 456, 458, 460, 470, 476, 478, 480, 482 Small Group Reading Teacher's Guide: 211, 226, 276
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Comprehensive Teacher's Guide: 273, 503
Knowledge of Language		
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.2.3a	Compare formal and informal uses of English.	Essential Resources: 16

Standard	Descriptor	Citations
Vocabulary Acquisition and Use		
L.2.4	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.	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	Comprehensive Teacher’s Guide: 150, 178, 182–183
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	Comprehensive Teacher’s Guide: 404, 410, 412, 414, 416 Small Group Reading Teacher’s Guide: 291 Essential Resources: 24
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Essential Resources: 26, 29
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	Comprehensive Teacher’s Guide: 140, 518, 520, 522, 524, 526 Essential Resources: 31
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Small Group Reading Teacher’s Guide: 24–25, 194, 320
L.2.5		
Demonstrate understanding of word relationships and nuances in word meanings.		
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Comprehensive Teacher’s Guide: 14, 48, 311
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Writer’s Handbook: 15

Standard	Descriptor	Citations
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., When other kids are happy that makes me happy).	Comprehensive Teacher’s Guide: 20, 32, 52, 64, 86, 98, 118, 130, 152, 164, 184, 196, 218, 230, 250, 262, 284, 296, 316, 328, 350, 362, 382, 384, 416, 428, 448, 460, 482, 494, 514, 526 Small Group Reading Teacher’s Guide: 5, 10, 40, 45, 50, 55, 60, 65, 80, 90, 95, 110, 150, 175, 190, 240, 310