

Macmillan/McGraw-Hill



Grades K-6

Aligned with Common Core State Standards

For English Language Arts and Literacy in
History/Social Studies, Science & Technical Subjects

McGraw-Hill School Education Group and Common Core State Standards for English Language Arts and Literacy in History/Social Studies & Science

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Common Core State Standards • GRADE 2

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

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 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.

Craft and Structure

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.

Integration of Knowledge and Ideas

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 a number of similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

KEY

CCSLH:

Common Core State Standards
Literacy eHandbook

Reading Standards for Literature

Key Ideas and Details

<p>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>UNIT 1: 27N, 61N, 126/127, 139N UNIT 2: 170/171, 189N, 231N, 251A, 251J, 254/255, 264/265, 272/273, 279N, 285G UNIT 3: 381N, 429N UNIT 4: 37N, 71N, 155N UNIT 5: 201N, 233N, 279N, 311N UNIT 6: 331J, 334/335, 344/345, 346/347, 355N, 361G, 457N</p> <p>CCSLH: 1.1.A</p>
<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>UNIT 1: S5, S11, S23, 103D UNIT 2: 231, 251J, 279, 279A, 279N UNIT 3: 381D UNIT 4: 36 UNIT 6: 389D</p> <p>CCSLH: 1.1.B</p>
<p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>UNIT 1: 12/13, 14/15, 18/19, 20/21, 22/23 UNIT 2: 164/165, 174/175, 182/183, 210/211, 218/219, 231N, 260/261 UNIT 3: 354K, 381A, 381N, 429N</p> <p>CCSLH: 1.1.C</p>

Craft and Structure

<p>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>UNIT 1: 26, 60, 61W, 62/63, 103W, 104/105, 138 UNIT 2: 188 UNIT 3: 349W, 350/351, 351A, 381X, 382/383, 385A, 428 UNIT 4: 116/117, 117A UNIT 6: 354, 433W, 434/435, 435A</p> <p>CCSLH: 1.2.A</p>
<p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>UNIT 1: S5, S11, S17, S23, S29, 9A, 9K, 12/13, 16/17, 22/23, 33G, 37A, 37J, 40/41, 46/47, 56/57, 65G UNIT 2: 231N UNIT 3: 429N UNIT 4: 123A, 123J, 126/127, 132/133, 142/143, 148/149, 161G UNIT 5: 279N</p> <p>CCSLH: 1.2.B</p>
<p>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>UNIT 1: 27M, 103M, 138, 139M UNIT 2: 189M, 231M UNIT 3: 349M, 364/365, 429M UNIT 4: 18/19, 28/29, 37M, 41B, 50/51, 71M, 120K, 120L, 155M, 161B UNIT 5: 233M, 279M UNIT 6: 355M, 457M</p> <p>CCSLH: 1.2.C</p>

Integration of Knowledge and Ideas

<p>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>UNIT 1: 42/43, 44/45, 61N UNIT 2: 162/163, 202/203, 231N UNIT 3: 362/363, 381N UNIT 4: 37N, 44/45, 45A, 45B, 45K, 48/49, 52/53, 54/55, 56/57, 58/59, 62/63, 64/65, 66/67, 71, 71A, 77G, 126/127, 128/129, 132/133, 134/135, 140/141, 144/145 UNIT 5: 192/193, 306/307 UNIT 6: 334/335</p> <p>CCSLH: 1.3.A</p>
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8. (Not applicable to literature)	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	UNIT 1: 104/105 UNIT 2: 280/281, 283A, 285G, 285II UNIT 3: 364/365, 374/375, 381N, 382/383, 384/385, 387G, 387EE UNIT 6: 461G, 465A CCSLH: 1.3.B
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading selections in the Grade 2 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 450–790 required by the Common Core Standard for grades 2–3.
Reading Standards for Informational Text	
Key Ideas and Details	
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.	UNIT 1: 73N, 103N, 140/141 UNIT 2: 190/191, 243N, 280/281, 289A, 289K, 292/293, 298/299, 304/305, 311N, 315G UNIT 3: 349N, 457N UNIT 4: 85N, 115N UNIT 5: 247N UNIT 6: 331A, 365A, 365J, 368/369, 374/375, 380/381, 389N, 390/391, 393G, 397A, 397K, 398/399, 405K, 433N CCSLH: 2.1.A
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	UNIT 1: 69A, 69K, 72/73, 73A, 77K, 80/81, 81A–81B, 81K, 82/83, 84/85, 86/87, 92/93, 94/95, 96/97, 98/99, 103A, 107G, 107Y, 107Z, 142/143 UNIT 2: 239A, 239K, 242/243, 247K, 296/297, 311N UNIT 6: 350/351, 355N CCSLH: 2.1.B
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	UNIT 2: 300/301, 302/303, 306/307, 311, 311W, 312/313, 315G UNIT 4: 155X, 156/157, 158/159 CCSLH: 2.1.C, 2.1.D, 2.1.E
Craft and Structure	
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	UNIT 1: 27X, 139X UNIT 2: 189X, 231W, 279X UNIT 3: 429X UNIT 4: 37W, 71X, 155X UNIT 5: 201W, 233X, 279X, 311X UNIT 6: 355X, 457W CCSLH: 2.2.A

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<p>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>UNIT 1: 27X, 28/29 UNIT 2: 231W, 232/233, 243N UNIT 3: 430/431 UNIT 4: 37W, 38/39, 71X UNIT 5: 201W, 202/203, 279X, 280/281, 282/283, 311X, 314/315 UNIT 6: 4010</p> <p>CCSLH: 2.2.B</p>
<p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>UNIT 1: 103, 103A UNIT 2: 192/193, 310, 311, 311A UNIT 3: 348, 349, 349A, 391A-391B, 391K, 394/395, 395A, 395N, 399K, 457, 457A UNIT 4: 74/75, 114, 115, 115A UNIT 6: 330/331, 331A-331B, 378/379, 389, 389A, 389N, 432, 433, 433A</p> <p>CCSLH: 2.2.C</p>
<p>Integration of Knowledge and Ideas</p>	
<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>UNIT 1: 27X, 28/29, 90/91, 102, 103N, 139X, 140/141 UNIT 2: 189X, 190/191, 231W, 232/233, 243N, 311W, 312/313 UNIT 3: 392/393, 395N, 429X, 430/431, 432/433 UNIT 4: 71X, 85N, 98/99, 102/103, 115N UNIT 5: 201W, 202/203, 247N, 279X, 280/281, 282/283, 289A UNIT 6: 346/347, 355X, 358/359, 378/379, 389N, 401N, 412/413</p> <p>CCSLH: 2.3.A</p>
<p>8. Describe how reasons support specific points the author makes in a text.</p>	<p>UNIT 6: 346/347, 389N</p> <p>CCSLH: 2.3.B</p>
<p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>UNIT 1: 77K UNIT 2: 247K, 315G UNIT 3: 353G, 399K, 461G UNIT 4: 89K, 19G UNIT 5: 251K UNIT 6: 405K, 437G</p> <p>CCSLH: 2.3.C</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>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.</p>	<p>Reading selections in the Grade 2 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 450-790 required by the Common Core Standard for grades 2-3.</p>

Reading Standards: Foundational Skills

Phonics and Word Recognition

<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>UNIT 1: 67G, 69I, 79C, 81G–81H, 81I, 103F–103G, 103H, 103T, 103U, 107D, 107M, 107N, 111G–111H, 139H, 139T, 139V, 145M UNIT 2: 157C, 159G, 166/167, 189F, 189T, 195C, 195D, 197C–197D, 199G, 231B, 231F, 231G, 231T, 233B, 235C, 235D, 235H, 237C, 239G, 243F, 243V, 247H, 249C, 249D, 251G, 279F, 279T, 285C, 287C, 285D, 289G, 311F, 311T, 315C UNIT 3: 457G, 461D UNIT 4: 7C, 7D, 7E, 9G, 9H, 24/25, 37F–37G, 37H, 37T, 37U, 41C–41D, 41E, 41M, 41N, 43C–43D, 43E, 45G–45H, 45I, 71F–71G, 71H, 71T, 71U, 71V, 77C–77D, 77E, 77M, 77N, 81C, 85B, 89A, 89L, 91F, 93C, 115B, 117B UNIT 5: 173D, 175, 188/189, 241G, 311G UNIT 6: 363C, 363E, 363F, 365G, 365H, 374/375, 389F, 389H, 389T, 393E, 393M, 407C, 407D, 407E, 409G, 409H, 416/417, 433F, 433G, 433H, 433T, 433U, 437D, 437E</p> <p>CCSLH: 3.1.A, 3.1.B</p>
<p>a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>UNIT 1: 69I, 79C, 81G–81H, 81I, 103F–103G, 103H, 103T, 103U, 107M, 107N, 111G–111H, 139H, 139V, 145M</p> <p>CCSLH: 3.1.A</p>
<p>b Know spelling-sound correspondences for additional common vowel teams.</p>	<p>UNIT 4: 7C, 7D, 7E, 9G, 9H, 24/25, 37F–37G, 37H, 37T, 37U, 41C–41D, 41E, 41M, 41N, 43C–43D, 43E, 45G–45H, 45I, 71F–71G, 71H, 71T, 71U, 71V, 77C–77D, 77E, 77M, 77N, 91F UNIT 5: 188/189 UNIT 6: 363C, 363E, 363F, 365G, 365H, 374/375, 389F, 389H, 389T, 393E, 393M, 407C, 407D, 407E, 409G, 409H, 416/417, 433F, 433G, 433H, 433T, 433U, 437D, 437E</p> <p>CCSLH: 3.1.A</p>
<p>c Decode regularly spelled two-syllable words with long vowels.</p>	<p>UNIT 1: 107D, 107M, 139T, 145M UNIT 2: 166/167, 189F, 189T, 195D, 197C–197D, 199G, 231F–231G, 231T, 235D, 249D, 251G, 279T, 285D</p> <p>CCSLH: 3.1.A</p>
<p>d Decode words with common prefixes and suffixes.</p>	<p>UNIT 1: 67G UNIT 2: 231G, 235D UNIT 3: 457G, 461D UNIT 4: 71G, 71U UNIT 5: 173D, 175, 241G</p> <p>CCSLH: 3.1.A</p>
<p>e Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>UNIT 2: 157C, 159G, 189F, 189T, 195C, 197C, 199G, 231F, 231T, 235C, 237C, 239G, 243F, 243V, 247H, 249C, 251G, 279F, 279T, 285C, 287C, 289G, 311F, 311T, 315C</p> <p>CCSLH: 3.1.A</p>

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<p>f Recognize and read grade-appropriate irregularly spelled words.</p>	<p>UNIT 2: 231B, 233B, 235H UNIT 4: 81C, 85B, 89A, 89L, 93C, 115B, 117B UNIT 5: 311G</p> <p>CCSLH: 3.1.B</p>
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>UNIT 1: S30, 6K, 9H, 18/19, 27M, 33B, 33D, 34K, 37G, 65B, 65D, 66K, 77F, 78K, 81H, 107B, 107D, 108K, 111G, 124/125, 139M, 145B, 145D UNIT 2: 156K, 157G, 158/159, 159A, 159H, 168/169, 180/181, 189J, 189M, 193D, 195B, 195D, 196K, 197G, 199G, 231J, 235B, 235D, 236K, 247F, 248K, 285B, 285D, 286K, 315B UNIT 3: 326K, 329G, 334/335, 349M, 353B, 353D, 354K, 356/357, 357G, 387B, 387D, 388K, 389G, 391H, 395J, 399F, 399H, 400K, 403H, 416/417, 429M, 435B, 435D, 436K, 439H, 461B UNIT 4: 6K, 7G, 8/9, 9G, 18/19, 24/25, 28/29, 37J, 37M, 41B, 41D, 42K, 43G, 44/45, 45H, 54/55, 58/59, 71J, 77B, 77D, 78K, 81H, 85L, 89F, 89H, 90K, 91G, 92/93, 93H, 100/101, 115J, 115M, 119B, 119D, 120K, 123G, 134/135, 146/147, 155M, 161B, 161D UNIT 5: 172K, 173G, 174/175, 175H, 182/183, 190/191, 201J, 201L, 205B, 205D, 206K, 207G, 209G, 224/225, 233J, 233L, 239B, 239D, 240K, 243H, 251F, 251H, 252K, 255G, 285B, 285D, 286K, 289H, 302/303, 317B, 317D UNIT 6: 328K, 329G, 331G, 355J, 355U, 358/359, 361B, 361D, 362K, 365G, 389T, 393B, 393D, 394K, 397H, 401W, 405F, 405H, 406K, 409G, 433T, 437B, 437D, 438K, 441G, 446/447, 457T, 461B, 461D</p> <p>CCSLH: 3.2.A</p>
<p>a Read on-level text with purpose and understanding.</p>	<p>UNIT 1:S30, 6K, 33B, 34K, 65B, 66K, 77F, 78K, 107B, 108K, 145B UNIT 2: 156K, 195B, 196K, 235B, 236K, 247F, 248K, 285B, 286K, 315B UNIT 3: 326K, 353B, 354K, 387B, 388K, 399F, 400K, 435B, 436K, 461B UNIT 4: 6K, 41B, 42K, 77B, 78K, 89F, 90K, 119B, 120K, 161B UNIT 5: 172K, 205B, 206K, 239B, 240K, 251F, 252K, 285B, 286K, 317B UNIT 6: 328K, 361B, 362K, 393B, 394K, 405F, 406K, 437B, 438K, 461B</p> <p>CCSLH: 3.2.A</p>
<p>b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>UNIT 1: S30, 9H, 18/19, 27M, 33B, 33D, 37G, 65B, 65D, 77F, 81H, 107B, 107D, 111G, 124/125, 139M, 145B, 145D UNIT 2: 159H, 180/181, 189M, 193D, 195B, 195D, 199G, 235B, 235D, 247F, 285B, 285D, 315B UNIT 3: 329G, 334/335, 349M, 353B, 353D, 357G, 387B, 387D, 391H, 399F, 399H, 403H, 429M, 435B, 435D, 439H, 461B UNIT 4: 9G, 18/19, 28/29, 37M, 41B, 41D, 45H, 77B, 77D, 81H, 85L, 89F, 89H, 93H, 115M, 119B, 119D, 123G, 134/135, 146/147, 155M, 161B, 161D UNIT 5: 175H, 201L, 205B, 205D, 209G, 233L, 239B, 239D, 243H, 251F, 251H, 255G, 285B, 285D, 289H, 302/303, 317B, 317D UNIT 6: 331G, 355U, 361B, 361D, 365G, 389T, 393B, 393D, 397H, 401W, 405F, 405H, 409G, 433T, 437B, 437D, 441G, 446/447, 457T, 461B, 461D</p> <p>CCSLH: 3.2.A</p>
<p>c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>UNIT 2: 157G, 158/159, 159A, 168/169, 189J, 197G, 231J UNIT 3: 356/357, 389G, 395J, 416/417 UNIT 4: 7G, 8/9, 24/25, 37J, 43G, 44/45, 54/55, 58/59, 71J, 91G, 92/93, 100/101, 115J UNIT 5: 173G, 174/175, 182/183, 190/191, 201J, 207G, 224/225, 233J UNIT 6: 329G, 355J, 358/359</p> <p>CCSLH: 3.2.A</p>

Common Core State Standards • GRADE 2

College and Career Readiness Anchor Standards for Writing

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 techniques, 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 information while avoiding plagiarism.
9. Draw evidence from literacy 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

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.

UNIT 2: 189R **UNIT 3:** 349C, 349Q, 400M, 403D, 429C, 429P, 429Q, 433D, 434/435, 467A-467E **UNIT 4:** 45D, 71C, 75D, 76/77 **UNIT 5:** 311C, 311P, 311Q, T7 **UNIT 6:** 403A

CCSLH: 4.1.A

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.

UNIT 2: 199D, 231C, 231P, 231Q, 233D, 234/235, 235I **UNIT 3:** 329D, 349C, 349Q, 351D, 353I, 391D, 395C, 395R, 395S, 399C, 399M, 403D, 429C, 429P, 429Q, 433D, 435I **UNIT 4:** 45D, 71C, 71Q, 75D, 77I, 81D, 85C, 85R, 85S, 89C, 89M, 93D, 115C, 115P, 115Q, 117D, 119I, 123D, 155C, 155Q, 159D, 161I **UNIT 5:** 201Q, 243D, 247C, 247S, 251C **UNIT 6:** 355C, 355P, 365D, 389C, 389P, 389Q, 391D, 393I, 397D, 401C, 401S, 405C, 405M, 409D, 433C, 433Q, 435D, 437I

CCSLH: 4.1.B

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.

UNIT 1: S10, S16, S28, S34, 9D, 27C, 27Q, 31D, 33I, 37D, 61C, 61Q, 63D, 65I, 81D, 103C, 103Q, 105D, 107I, 111D, 139C, 139Q, 143D, 145I **UNIT 2:** 159D, 189C, 189P, 189Q, 251D, 279C, 279Q, 283D, 285I **UNIT 3:** 357D, 381C, 381P, 381Q, 385D, 386/387, 387I, 397A, 398/399 **UNIT 4:** 9D, 37C, 37Q, 39D, 41A, 41I, 78L, 87A, 88/89, 120L **UNIT 5:** 225D, 233C, 233P, 279C, 279Q, 283D **UNIT 6:** 441D, 457C, 457P, 457Q, 459D, 460/461, 461I

CCSLH: 4.1.C

Production and Distribution of Writing

4. (Begins in grade 3)

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<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>UNIT 1: S28, 31C, 63C, 63D, 77B, 77D, 105C, 105D, 143C, 143D UNIT 2: 193C, 193D, 233C, 233D, 247B, 247D, 283C, 283D UNIT 3: 351C, 351D, 385C, 385D, 399B, 399D, 433C, 433D UNIT 4: 39C, 39D, 75C, 75D, 89B, 89D, 117C, 117D, 159C, 159D UNIT 5: 203C, 203D, 237C, 237D, 251B, 251D, 283C, 283D, 315C, 315D UNIT 6: 359C, 359D, 391C, 391D, 405B, 405D, 435C, 435D, 459C, 459D</p> <p>CCSLH: 4.2.A</p>
<p>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>UNIT 1: 33I, 65I, 77M, 151I UNIT 2: 247M, 321I UNIT 3: 387I, 435I, 461I UNIT 4: 41I, 77I, 167I UNIT 5: 205I, 239I, 251M UNIT 6: 361I, 393I, 405M, 437I, 461I, 467I</p> <p>CCSLH: 4.2.A</p>
Research to Build Knowledge	
<p>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>UNIT 1: xvi, 31A UNIT 2: xvi, 193A, 233A, 283A UNIT 3: xvi, 433A UNIT 4: xvi, 39A, 75A, 159A UNIT 5: xvi, 203A, 237A, 283A, 315A UNIT 6: xvi, 359A, 459A</p> <p>CCSLH: 4.3.A</p>
<p>8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>UNIT 1: xvi, 69D, 73C, 143A UNIT 2: xvi, 233A, 239D, 243C, 313A UNIT 3: xvi, 391D, 395C UNIT 4: xvi, 75A, 81D, 85C UNIT 5: xvi, 243D, 247C, 283A UNIT 6: xvi, 397D, 401C</p> <p>CCSLH: 4.3.B</p>
<p>9. (Begins in grade 4)</p>	
Range of Writing	
<p>10. (Begins in grade 3)</p>	

Common Core State Standards • GRADE 2

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.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

UNIT 1: xvii **UNIT 2:** xvii **UNIT 3:** xvii **UNIT 4:** xvii **UNIT 5:** xvii, 323K **UNIT 6:** xvi, xvii

CCSLH: 5.1.A

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*).

UNIT 1: xvii **UNIT 2:** xvii **UNIT 3:** xvii **UNIT 4:** xvii **UNIT 5:** xvii, 323K **UNIT 6:** xvii

CCSLH: 5.1.A

b Build on others' talk in conversations by linking their comments to the remarks of others.

CCSLH: 5.1.A

c Ask for clarification and further explanation as needed about the topics and texts under discussion.

UNIT 1: xvii **UNIT 2:** xvii **UNIT 3:** xvii **UNIT 4:** xvii **UNIT 5:** xvii **UNIT 6:** xvi, xvii

CCSLH: 5.1.A

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

UNIT 1: 33J, 65J, 77N, 107J, 145J **UNIT 2:** 195J, 235J, 247N, 285J, 315J **UNIT 3:** 353J, 387J, 399N, 435J, 461J
UNIT 4: 41J, 77J, 89N, 119J, 161J **UNIT 5:** 205J, 239J, 251N, 285J, 317J **UNIT 6:** xvii, 361J, 393J, 405N, 437J, 461J

CCSLH: 5.1.B

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<p>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.</p>	<p>UNIT 1: 33J, 65J, 77N, 107J, 145J, 151E, 151K UNIT 2: 195J, 235J, 247N, 285J, 315J, 321E, 321K UNIT 3: 353J, 387J, 399N, 435J, 461J, 467E UNIT 4: 41J, 77J, 89N, 119J, 161J, 167E, 167K UNIT 5: 205J, 239J, 251N, 285J, 317J UNIT 6: xvii, 361J, 393J, 405N, 437J, 461J, 467E, 467K</p> <p>CCSLH: 5.1.C</p>
Presentation of Knowledge and Ideas	
<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>UNIT 1: 33J, 65J, 145J, 151E UNIT 2: 195J UNIT 3: 387J UNIT 4: 41J UNIT 5: 239J, 323E UNIT 6: 461I</p> <p>CCSLH: 5.2.A, 5.2.B</p>
<p>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>UNIT 1: S34, 151K UNIT 2: 235J, 321K UNIT 3: 353J, 467K UNIT 4: 161J, 167E, 167K UNIT 5: xvii, 205J, 323K UNIT 6: 467E, 467K</p> <p>CCSLH: 5.2.C</p>
<p>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 for specific expectations.)</p>	<p>UNIT 1: 33V, 33AA, 65V, 65AA, 77Z, 77JJ, 107V, 107AA, 145V, 145AA UNIT 2: 195V, 195AA, 235V, 235AA, 247Z, 247JJ, 285V, 285AA, 315V, 315AA UNIT 3: 353V, 353AA, 387V, 387AA, 399Z, 399JJ, 435V, 435AA, 461V, 461AA UNIT 4: 41V, 41AA, 77V, 77AA, 89Z, 89JJ, 119V, 119AA, 161V, 161AA UNIT 5: 205V, 205AA, 239V, 239AA, 251Z, 251JJ, 285V, 285AA, 317V, 317AA UNIT 6: 361V, 361AA, 393V, 393AA, 405Z, 405JJ, 437V, 437AA, 461V, 461AA</p> <p>CCSLH: 5.2.D</p>

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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 and 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 in Writing and Speaking

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>UNIT 1: xvi, 105B, 111C, 139B, 143B, 145H UNIT 2: 231B, 233B, 235H, 247D UNIT 3: 433C, 439C, 457B, 459B, 461H UNIT 4: 39B, 81C, 85B, 85G, 89A, 89B, 89L, 93C, 115B, 117C, 118/119, 123D, 155Q, 160/161, 199H UNIT 5: 233B, 237B, 237C, 239H UNIT 6: 331C, 355B, 359B, 359C, 360/361, 361H, 365C, 389B, 401P–401Q, 405L, 409C, 433B, 433P, 433Q, 435B, 436/437, 437H, 441C, 457B, 457P, 459B, 460/461, 461H, 467E</p> <p>CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F</p>
<p>a Use collective nouns (e.g., <i>group</i>).</p>	<p>UNIT 4: 39B UNIT 5: 233B, 237B, 237C, 239H</p> <p>CCSLH: 6.1.B</p>
<p>b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>UNIT 2: 231B, 233B, 235H</p> <p>CCSLH: 6.1.B</p>
<p>c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>CCSLH: 6.1.D</p>
<p>d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>UNIT 2: 247D UNIT 3: 433C UNIT 4: 81C, 85B, 89A, 89B, 89L, 93C, 115B, 117C, 118/119, 199H</p> <p>CCSLH: 6.1.C</p>
<p>e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>UNIT 1: xvi UNIT 4: 85G, 123D, 155Q, 160/161 UNIT 6: 331C, 355B, 359B, 359C, 360/361, 361H, 365C, 389B, 409C, 433B, 435B, 436/437, 437H, 441C, 457B, 457P, 459B, 460/461, 461H, 467E</p> <p>CCSLH: 6.1.E</p>
<p>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>).</p>	<p>UNIT 1: 105B, 111C, 139B, 143B, 145H UNIT 3: 439C, 457B, 459B, 461H UNIT 6: 401P–401Q, 405L, 433P, 433Q</p> <p>CCSLH: 6.1.A</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>UNIT 1: 73P, 73Q, 77L UNIT 2: 194/195, 2310, 233B, 235H, 239C, 243B, 247A, 247L, 251C, 279B, 2790, 283B, 283C, 285H, 311B, 3110, 313B, 313C, 315H UNIT 3: 395P–395Q, 399B, 399L, 433D UNIT 4: 370, 41H, 1150, 118/119, 119H, 123C, 155B, 1550, 159B, 159C, 161H, T7 UNIT 5: 247P, 247Q, 251L, 255C, 279B, 2790, 283B, 283C, 285H, 323E UNIT 6: 3890, 391C, 393H, 394L, 4330, 435C, 437H, T7</p> <p>CCSLH: 6.1.G, 6.1.H, 6.1.I</p>

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<p>a Capitalize holidays, product names, and geographic names.</p>	<p>UNIT 2: 194/195, 239C, 243B, 247A, 247L UNIT 4: 370, 41H UNIT 5: 247P, 247Q, 251L UNIT 6: 3890, 391C, 393H</p> <p>CCSLH: 6.1.B</p>
<p>b Use commas in greetings and closings of letters.</p>	<p>UNIT 1: 73P, 73Q, 77L UNIT 2: 2310, 233B, 235H UNIT 3: 395P–395Q, 399B, 399L, 433D UNIT 4: 1150, 118/119, 119H UNIT 6: 394L</p> <p>CCSLH: 6.1.H</p>
<p>c Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>UNIT 2: 251C, 279B, 2790, 283B, 283C, 285H, 311B, 3110, 313B, 313C, 315H UNIT 4: 123C, 155B, 1550, 159B, 159C, 161H, T7 UNIT 5: 255C, 279B, 2790, 283B, 283C, 285H, 323E UNIT 6: 4330, 435C, 437H, T7</p> <p>CCSLH: 6.1.H</p>
<p>d Generalize learned spelling patterns when writing words (e.g., <i>cage badge; boy boil</i>).</p>	<p>UNIT 1: 7E, 9I, 27H, 27V, 33E, 35E, 37H, 61H, 61U, 65E, 79E, 81I, 103H, 103U, 107E, 109E, 111H, 139H, 139V, 145E UNIT 2: 157E, 189H, 189V, 195E, 197E, 199H, 231H, 231U, 235E, 249E, 251H, 279H, 279V, 285E UNIT 3: 327E, 329H, 349H, 349U, 353E, 355E, 357H, 381H, 381V, 387E, 389E, 391I, 395H, 395X, 399I, 401E, 403I, 429H, 429V, 437E, 439I UNIT 6: 439E, 441H, 457H, 457U, 461E</p> <p>CCSLH: 6.1.I</p>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>UNIT 1: S28, 31C, 33J, 63C, 63D, 77B, 77D, 105C, 105D, 143C, 143D UNIT 2: 157G, 189J, 193C, 193D, 231J, 233C, 233D, 247B, 247D, 283C, 283D UNIT 3: 351C, 351D, 385C, 385D, 399B, 399D, 433C, 433D UNIT 4: 39C, 39D, 41J, 75C, 75D, 89B, 89D, 117C, 117D, 159C, 159D UNIT 5: 203C, 203D, 237C, 237D, 251B, 251D, 283C, 283D, 315C, 315D UNIT 6: 359C, 359D, 391C, 391D, 405B, 405D, 435C, 435D, 459C, 459D</p> <p>CCSLH: 6.2.A</p>
<p>a Compare formal and informal uses of English.</p>	<p>UNIT 1: xvii, 33FF, 65FF, 77JJ, 107FF, 145FF UNIT 2: xvii, 195FF, 235FF, 247JJ, 285FF, 315FF UNIT 3: xvii, 353FF, 387FF, 399JJ, 435FF, 461FF UNIT 4: xvii, 41FF, 77FF, 89JJ, 118/119, 119FF, 161FF UNIT 5: xvii, 205FF, 251JJ, 285FF, 317FF UNIT 6: xvii, 393FF, 405JJ, 437FF, 461FF</p> <p>CCSLH: 6.2.A</p>

Vocabulary Acquisition and Use

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.

UNIT 1: 7G, 18/19, 27J, 61J, 67G, 73J, 78K, 79G, 80/81, 86/87, 103J, 107F, 109G, 114/115, 139J **UNIT 2:** 157G, 158/159, 168/169, 197G, 231G, 231J, 235D, 243G, 243W **UNIT 3:** 388K, 389G, 395J, 401G, 429J, 436K, 437G, 444/445, 452/453, 457G, 461D **UNIT 4:** 7G, 8/9, 24/25, 43G, 71G, 71U, 79G, 85J, 91G, 121G, 130/131, 155J **UNIT 5:** 173G, 174/175, 182/183, 201J, 201G, 241G, 247J, 253G, 279G, 279J, 283A **UNIT 6:** 329G, 355J, 363G, 389J, 394K, 395G, 401J, 407G, 426/427, 433J, 439G, 444/445, 457J

CCSLH: 6.3.A, 6.3.B, 6.3.C, 6.3.D, 6.3.E

a Use sentence-level context as a clue to the meaning of a word or phrase.

UNIT 1: 114/115 **UNIT 2:** 157G, 158/159, 197G, 231J **UNIT 3:** 389G, 395J **UNIT 4:** 7G, 8/9, 24/25, 43G, 91G **UNIT 5:** 173G, 174/175, 182/183, 201J, 201G **UNIT 6:** 329G, 355J

CCSLH: 6.3.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*).

UNIT 1: 67G, 73J **UNIT 2:** 231G, 235D **UNIT 3:** 457G, 461D **UNIT 4:** 71G, 71U **UNIT 5:** 241G, 247J

CCSLH: 6.3.C

c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

UNIT 1: 61J, 109G, 114/115, 139J **UNIT 3:** 436K, 437G, 444/445 **UNIT 4:** 121G, 130/131, 155J **UNIT 6:** 363G, 389J, 439G, 457J

CCSLH: 6.3.C

d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

UNIT 2: 243G, 243W **UNIT 5:** 279G **UNIT 6:** 407G, 426/427, 433J, 444/445

CCSLH: 6.3.D

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<p>e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>UNIT 1: 7G, 18/19, 27J, 78K, 79G, 80/81, 86/87, 103J, 107F 452/453 UNIT 2: 168/169 UNIT 3: 388K, 401G, 429J, 436K, 437G, 452/453 UNIT 4: 7G, 79G, 85J UNIT 5: 253G, 279J, 283A UNIT 6: 394K, 395G, 401J</p> <p>CCSLH: 6.3.E</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>UNIT 1: 7A, 7G, 27D, 35A, 35G, 61D, 67A, 67G, 73D, 79A, 79G, 103D, 109A, 109G, 139D UNIT 2: 157A, 157G, 189D, 197A, 197G, 231D, 237A, 237G, 243D, 249A, 249G, 279D, 287A, 287G, 311D UNIT 3: 327A, 327G, 349D, 355A, 355G, 381D, 389A, 389G, 395D, 401A, 401G, 429D, 437A, 437G UNIT 4: 7A, 7G, 37D, 43A, 43G, 71D, 79A, 79G, 85D, 91A, 91G, 115D, 121A, 121G, 155D UNIT 5: 173A, 173G, 201D, 207A, 207G, 233D, 241A, 241G, 247D, 253A, 253G, 279D, 287A, 287G, 311D UNIT 6: 329A, 329G, 355D, 363A, 363G, 389D, 395A, 395G, 401D, 407A, 407G, 433D, 439A, 439G, 457D</p> <p>CCSLH: 6.3.F</p>
<p>a Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p>	<p>UNIT 1: 7A, 7G, 27D, 35A, 35G, 61D, 67A, 67G, 73D, 79A, 79G, 103D, 109A, 109G, 139D UNIT 2: 157A, 157G, 189D, 197A, 197G, 231D, 237A, 237G, 243D, 249A, 249G, 279D, 287A, 287G, 311D UNIT 3: 327A, 327G, 349D, 355A, 355G, 381D, 389A, 389G, 395D, 401A, 401G, 429D, 437A, 437G UNIT 4: 7A, 7G, 37D, 43A, 43G, 71D, 79A, 79G, 85D, 91A, 91G, 115D, 121A, 121G, 155D UNIT 5: 173A, 173G, 201D, 207A, 207G, 233D, 241A, 241G, 247D, 253A, 253G, 279D, 287A, 287G, 311D UNIT 6: 329A, 329G, 355D, 363A, 363G, 389D, 395A, 395G, 401D, 407A, 407G, 433D, 439A, 439G, 457D</p> <p>CCSLH: 6.3.F</p>
<p>b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>CCSLH: 6.3.F</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>UNIT 1: 7A, 7G, 8/9, 27D, 35A, 35G, 36/37, 61D, 67A, 67G, 68/69, 73D, 79A, 79G, 80/81, 103D, 109A, 109G, 110/111, 139D UNIT 2: 157A, 157G, 158/159, 189D, 197A, 197G, 198/199, 231D, 237A, 237G, 238/239, 243D, 249A, 249G, 250/251, 279D, 287A, 287G, 288/289, 311D UNIT 3: 327A, 327G, 328/329, 349D, 355A, 355G, 356/357, 381D, 389A, 389G, 390/391, 395D, 401A, 401G, 402/403, 429D, 437A, 437G, 438/439 UNIT 4: 7A, 7G, 8/9, 37D, 43A, 43G, 44/45, 71D, 79A, 79G, 80/81, 85D, 91A, 91G, 92/93, 115D, 121A, 121G, 122/123, 155D UNIT 5: 173A, 173G, 174/175, 201D, 207A, 207G, 208/209, 233D, 241A, 241G, 242/243, 247D, 253A, 253G, 254/255, 279D, 287A, 287G, 288/289, 311D UNIT 6: 329A, 329G, 330/331, 355D, 363A, 363G, 364/365, 389D, 395A, 395G, 396/397, 401D, 407A, 407G, 408/409, 433D, 439A, 439G, 440/441, 457D</p> <p>CCSLH: 6.3.F</p>

