



Grades K-5

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

McGraw-Hill Education, with its long history of providing the highest quality language arts and literacy materials for educators, supports the common core standards initiative. McGraw-Hill Education has the experts and expertise in instruction and assessment to help implement the common core standards in a credible way.

- McGraw-Hill Education is an endorsing partner of the NGA/CCSSO common core initiative.
- McGraw-Hill Education supports the goal of producing a common core of voluntary state standards that are aligned with college and career expectations and that are reflective of cross-disciplinary skills such as critical thinking and problem solving.
- McGraw-Hill Education employs psychometricians, technologists, and curriculum and pedagogical experts. Together with our authors, they are deeply immersed in the latest research and developments concerning education reform.
- McGraw-Hill Education's research-based literacy programs align with the March 10, 2010 draft of the common core standards. We fully expect to correlate well to the final version of the common core standards.
- McGraw-Hill Education's significant investments in technology will enable a seamless augmentation and delivery of content.
- McGraw-Hill Education's formative testing capabilities will empower teachers to use data to guide student learning of common standards. Our summative assessment practice provides credible, independent measures of achievement that will support a new era of accountability. Our test development capabilities — from content creation through research and validation, to technology-enhanced delivery and reporting — are available to provide the valid and reliable measurement of student mastery of common core standards.

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 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.

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 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

T#	CCSLH	DR#B#	DR#	PC#	SS#
Teacher's Lesson Guide Unit	Common Core State Standards Literacy eHandbook	Differentiated Reader Unit and Book Number	Differentiated Readers Unit	Practice Companion Volume	Study Station Flip Chart (Book Corner)

Reading Standards for Literature

Key Ideas and Details

<p>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.</p>	<p>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>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>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>CCSLH: 1.1.B</p>
<p>3. Describe how characters in a story respond to major events and challenges.</p>	<p>T1: 154, 178, 204 T3: 154, 166 T5: 178 T8: 84, 134, 154, 166, 167, 178, [180–181, 182–183, 184, 185], 190</p> <p>CCSLH: 1.1.C</p>

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Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

T3: 211
T5: 177–178, [180–181, 182–183, 184, 185], 204
T7: 70–71, 74, 77

CCSLH: 1.2.A

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

T3: 178–179, [180–181, 182–183, 184, 185], 204
T5: 210–211, 214
T8: 210–211, 281

WMC: 36–37

CCSLH: 1.2.B

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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.

T2: 289

T4: 289

T6: 289

eTools21: ePlanner

CCSLH: 1.2.C

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

T1: 154, 177–178, 179
T2: 154, 178
T3: 154, 178, 179, 191
T8: 167, 176, 177, 191, 247

eBook versions of the Literature Big Book and Differentiated Readers

CCSLH: 1.3.A

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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.	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 and proficiently, with scaffolding as needed at the high end of the range.	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 <i>Program Implementation Guide</i> pages 9, 40–42 for the plan and T7: 310; T8: 312 for Lexile® scores at the end of the year.
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.	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] CCSLH: 2.1.A
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	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] 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.	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 CCSLH: 2.1.C, 2.1.D, 2.1.E

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Craft and Structure

<p>4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>T1: 36, 38, [40–41, 42–43, 44, 45], 246 T2: 106, 108, [110–111, 112–113, 114, 115] CCSLH: 2.2.A</p>
<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>T1: 38, 108 T2: 38, 108 T3: 38 T5: 38 T6: 38–39 T7: 38, 51 T8: 38–39 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>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 CCSLH: 2.2.C</p>

Integration of Knowledge and Ideas

<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>T1: 64 T3: 108 T4: 38, 83–84, 108 T5: 108 T6: 107 T7: 108 T8: 108 CCSLH: 2.3.A</p>
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<p>8. Describe how reasons support specific points the author makes in a text.</p>	<p>T2: 177–178, [180–181, 182–183, 184, 185], 246–247 T7: 107</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>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> <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>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 <i>Program Implementation Guide</i> pages 9, 40–42 for the plan and T7: 310; T8: 312 for Lexile® scores at the end of the year.</p>
<p>Reading Standards: Foundational Skills</p>	
<p>Phonics and Word Recognition</p>	
<p>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>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>CCSLH: 3.1.A, 3.1.B</p>

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<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>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>CCSLH: 3.1.A</p>
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p>T1: 84, 178, 236 T2: 14, 108 T4: 14, 84, 108, 178, 224, 236 T5: 84, 178, 236</p> <p>CCSLH: 3.1.A</p>
<p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p>T1: 166, 190, 249 T7: 96, 120, 236 T8: 236, 260</p> <p>CCSLH: 3.1.A</p>
<p>d. Decode words with common prefixes and suffixes.</p>	<p>T5: 26, 50, 96, 120, 224, 236 T6: 96, 166, 236, 248–249, 260–261 T7: 166, 190 T8: 166</p> <p>CCSLH: 3.1.A</p>
<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>T1: 154, 178, 236, 248 T2: 84 T7: 14, 84, 108, 154, 178, 224, 236, 248</p> <p>CCSLH: 3.1.A</p>

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Page References

f. Recognize and read grade-appropriate irregularly spelled words.

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.

T1: 14, 84, 154

T3: 14, 84, 154

T5: 14, 84, 154

T7: 14, 84, 154

SSB: 1, 2, 3, 9, 10, 11, 17, 18, 19, 25, 26, 27

CCSLH: 3.1.B

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

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.

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

CCSLH: 3.2.A

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Page References

a. Read on-level text with purpose and understanding.

This Common Core State Standard is covered during the Fluency lesson on Days 1–4 every week for all eight units. Page references cited from Week 1 are representative and show the pattern within the program.

T1: 15, 27, 39, 51

T3: 15, 27, 39, 51

T5: 15, 27, 39, 51

T7: 15, 27, 39, 51

CCSLH: 3.2.A

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

This Common Core Standard is covered during the Fluency lesson on Days 2, 3, and 4 of every week for all eight units. Page references cited from Week 1 are representative and show the pattern within the program.

T2: 27, 39, 51

T4: 27, 39, 51

T6: 27, 39, 51

T8: 27, 39, 51

CCSLH: 3.2.A

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

T1: 36, 38, [40–41, 42–43, 44, 45]

T2: 106, 108, [110–111, 112–113, 114, 115]

T3: 165–166, [168–169, 170–171, 172, 173], 189, 259

T5: 95, [98–99, 100–101, 102, 103], 119

T7: 165, [168–169, 170–171, 172, 173], 188–189

CCSLH: 3.2.A

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 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

<p>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.</p>	<p>T6: 210–217, 280–287</p> <p>PC1: 139 PC2: 139</p> <p>CCSLH: 4.1.A</p>
<p>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>T2: 210–217, 280–287 T4: 70–77, 140–147 T5: 70–77, 140–147</p> <p>CCSLH: 4.1.B</p>
<p>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.</p>	<p>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>CCSLH: 4.1.C</p>

Production and Distribution of Writing

4. (Begins in grade 3)

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5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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.

- 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

CCSLH: 4.2.A

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

These features are used in the Writing Process lessons and in the Daily Writing across the grade; page references cited are representative.

eTools21: Writing Tool

- T3:** 232, 277
- T4:** 92, 144, 217
- T6:** 74, 142, 214
- T8:** 76, 144, 284

eTools21: Interactive Glossary

- T3:** 76, 216, 284
- T4:** 77, 284
- T6:** 76, 144, 216
- T8:** 215

eTools21: Story Starter

- T3:** 34, 116
- T4:** 34, 207
- T6:** 92, 162
- T8:** 137, 232

CCSLH: 4.2.A

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Research to Build and Present Knowledge

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).

This Common Core State Standard for Shared Research Projects is covered during Inquiry in Weeks 1–4, Day 5; page references cited are representative.

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

CCSLH: 4.3.A

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

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

CCSLH: 4.3.B

9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

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.

This Common Core State Standard is covered daily; page references cited are representative.

T1: 22, 34, 38, 60–63, 64–65, 84, 108, 116, 128, 134–135, 154, 200–203, 224, 274–275, 286

T2: 13, 26, 67, 120, 130–133, 162, 186, 200–203, 204–205, 236, 256, 270–273, 274–275

T3: 22, 50, 60–63, 64–65, 92, 134–135, 174, 186, 190, 200–203, 212, 274–275, 280

T4: 46, 58, 70, 108, 130–133, 154, 200–203, 204–205, 260, 268, 270–273, 274–275

T5: 22, 34, 46, 60–63, 64–65, 70, 108, 120, 134–135, 198, 200–203, 225, 274–275

T6: 26, 46, 67, 84, 116, 130–133, 146, 189, 200–203, 204–205, 214, 270–273, 274–275

T7: 13, 60–63, 64–65, 92, 96, 104, 116, 134–135, 142, 166, 200–203, 256, 274–275

T8: 34, 46, 50, 92, 130–133, 154, 200–203, 204–205, 210, 232, 260, 270–273, 274–275

CCSLH: 5.1.A

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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).

T1: 63, 131, 144–145, 202, 205, 271
T2: 62, 130, 133, 144, 289
T3: 61, 144, 201, 270–271, 275, 284
T4: 61, 63, 130, 131, 201, 202, 205, 271
T5: 63, 130, 144, 205, 216, 271, 285
T6: 130, 133, 205, 216, 276
T7: 63, 65, 144, 201, 271
T8: 62, 63, 133, 144, 202

PC1: 290

PC2: 290

CCSLH: 5.1.A

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

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

SSV: 9

CCSLH: 5.1.A

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

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

PC1: 290
PC2: 290

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.

T1: 13, 50, 166, 236
T2: 38, 84, 146, 284, 286
T3: 26, 96, 142, 145, 212
T4: 76, 84, 154, 190, 223–224
T5: 70, 140, 147, 190, 236
T6: 50, 76, 84, 147, 166, 178
T7: 38, 120, 210, 248
T8: 13, 96, 144, 214, 286

eBook versions of the Literature and Concept Big Books and Differentiated Readers

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>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>CCSLH: 5.1.C</p>
<p><i>Presentation of Knowledge and Ideas</i></p>	
<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>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>CCSLH: 5.2.A, 5.2.B</p>

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<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>T1: 273, 287 T2: 132, 147, 272, 293 T3: 286 T4: 286 T5: 132, 287 T7: 137 T8: 287</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 on pages 26 and 27 for specific expectations.)</p>	<p>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> <p>CCSLH: 5.2.D</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

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

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

CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F

- a. Use collective nouns (e.g., *group*).

CCSLH: 6.1.B

Common Core State Standards • Grade 2	Page References
<p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>T1: 53 T2: 143 T5: 25 T7: 155, 190, 191</p> <p>C CSLH: 6.1.B</p>
<p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>C CSLH: 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>T3: 283 T4: 75, 153</p> <p>C CSLH: 6.1.C</p>
<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>T6: 75, 215, 283 T7: 211, 213</p> <p>C CSLH: 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>T1: 74, 75, 143, 215 T3: 145 T4: 145 T8: 145</p> <p>C CSLH: 6.1.A</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>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>C CSLH: 6.1.G, 6.1.H, 6.1.I</p>
<p>a. Capitalize holidays, product names, and geographic names.</p>	<p>T3: 77 T7: 85 T8: 75</p> <p>C CSLH: 6.1.G</p>

Common Core State Standards • Grade 2	Page References
<p>b. Use commas in greetings and closings of letters.</p>	<p>T8: 70–71, 215</p> <p>PC2: 285</p> <p>CCSLH: 6.1.H</p>
<p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>T1: 96, 97, 120, 237</p> <p>T2: 142</p> <p>T3: 26, 27, 224</p> <p>T4: 215, 283</p> <p>PC1: 142</p> <p>CCSLH: 6.1.H</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>T1: 14–15, 85, 155, 225</p> <p>T3: 14, 85, 155, 225</p> <p>T5: 15, 85, 155, 225</p> <p>CCSLH: 6.1.I</p>
<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>T1: 146</p> <p>T2: 285</p> <p>T6: 145, 285</p> <p>T7: 285</p> <p>CCSLH: 6.1.I</p>

Common Core State Standards • Grade 2

Page References

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

CCSLH: 6.2.A

a. Compare formal and informal uses of English.

T1: 72–73
T8: 71, 77

CCSLH: 6.2.A

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.

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.

T1: 246
T2: 246
T3: 246
T4: 246
T5: 246
T6: 246
T7: 246
T8: 246

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.

T1: 36, 37, 246
T2: 106, 107, 246

CCSLH: 6.3.B

Common Core State Standards • Grade 2	Page References
<p>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>).</p>	<p>T5: 26, 27, 166, 167, 190, 224, 225, 260, 261 T6: 166, 167, 190, 248, 249 T7: 237</p> <p>CCSLH: 6.3.C</p>
<p>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>).</p>	<p>T2: 13 T4: 37, 179, 223 T5: 83 T6: 15, 49, 85 T7: 83</p> <p>CCSLH: 6.3.C</p>
<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p>T2: 223 T3: 167, 224, 225 T4: 39, 96, 179 T7: 155 T6: 51</p> <p>CCSLH: 6.3.D</p>
<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>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>CCSLH: 6.3.E</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>T1: 48 T2: 119 T3: 106–107 T5: 176, 177 T8: 49, 106, 107</p> <p>CCSLH: 6.3.F</p>

Common Core State Standards • Grade 2	Page References
<p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</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>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>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>T6: 13, 36–37, 247 T7: 281</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>T1: 13, 116, 162, 164, 186 T3: 13, 22, 34, 36, 58, 174 T6: 58, 75, 92, 128, 215, 283</p> <p>CCSLH: 6.3.G</p>

