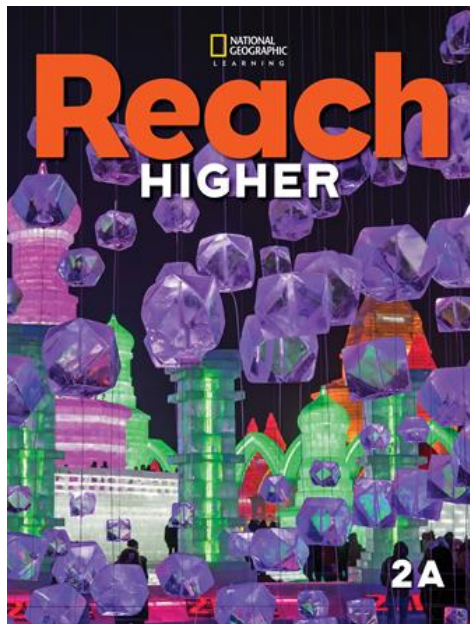


Common Core State Standards for English Language Arts
Grade 2

correlated to

Level 2A

Reach
HIGHER



 **NATIONAL
GEOGRAPHIC**
LEARNING

A part of Cengage

Common Core State Standards for English Language Arts
Grade 2
correlated to
REACH HIGHER
Level 2A

Grade 2 Common Core State Standards	REACH HIGHER Level 2A Student's Edition Page References
Reading Standards for Literature	
Key Ideas and Details	
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	REACH HIGHER Level 2A SE Page References: 148-149, 160-161, 164-165, 168, 180-181, 206
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	REACH HIGHER Level 2A SE Page References: 228-229
3. Describe how characters in a story respond to major events and challenges.	REACH HIGHER Level 2A SE Page References: 155, 162-163
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.	REACH HIGHER Level 2A SE Page References: 131, 132, 133
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	REACH HIGHER Level 2A SE Page References: 74, 97
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	REACH HIGHER Level 2A SE Page References:
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.	REACH HIGHER Level 2A SE Page References: 84-85, 86-87, 156-157, 162-163, 232-233
8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	REACH HIGHER Level 2A SE Page References:
Range of Reading and Level of Text Complexity	
9. 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.	REACH HIGHER Level 2A SE Page References: This objective is addressed extensively throughout. See, for example: 13-25, 81-94, 131-133, 223-234

Grade 2 Common Core State Standards	REACH HIGHER Level 2A Student's Edition Page References
Reading Standards for Informational Text	
Key Ideas and Details	
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	REACH HIGHER Level 2A SE Page References: 171, 172, 191, 195
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	REACH HIGHER Level 2A SE Page References: 29, 127
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	REACH HIGHER Level 2A SE Page References: 172, 173
Craft and Structure	
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	REACH HIGHER Level 2A SE Page References: 47, 188, 192, 202
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.	REACH HIGHER Level 2A SE Page References: 29, 31, 45, 59-60, 117, 120-121, 124-125, 171, 193, 255
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	REACH HIGHER Level 2A SE Page References: 43-45, 272
Integration of Knowledge and Ideas	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	REACH HIGHER Level 2A SE Page References: 31, 44-45, 172, 173, 193
8. Describe how reasons support specific points the author makes in a text.	REACH HIGHER Level 2A SE Page References: The opportunity to address this objective is available. See, for example: 128
9. Compare and contrast the most important points presented by two texts on the same topic.	REACH HIGHER Level 2A SE Page References: 104, 204
Range of Reading and Level of Text Complexity	
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.	REACH HIGHER Level 2A SE Page References: This objective is addressed extensively throughout. See, for example: 29-31, 115-127, 171-173, 253-263

Grade 2 Common Core State Standards	REACH HIGHER Level 2A Student's Edition Page References
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
1. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	REACH HIGHER Level 2A SE Page References: 39, 52-53, 149, 201-203
b. Know spelling-sound correspondences for additional common vowel teams.	REACH HIGHER Level 2A SE Page References: 150-151, 220-221
c. Decode regularly spelled two-syllable words with long vowels.	REACH HIGHER Level 2A SE Page References: 231
d. Decode words with common prefixes and suffixes.	REACH HIGHER Level 2A SE Page References:
e. Identify words with inconsistent but common spelling-sound correspondences.	REACH HIGHER Level 2A SE Page References:
f. Recognize and read grade-appropriate irregularly spelled words.	REACH HIGHER Level 2A SE Page References:
Fluency	
2. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	REACH HIGHER Level 2A SE Page References: This objective is addressed extensively throughout. See, for example: 13-25, 43-55, 81-94, 153-166, 201-203, 253-263
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	REACH HIGHER Level 2A SE Page References: This objective is addressed extensively throughout. See, for example: 13-25, 81-94
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	REACH HIGHER Level 2A SE Page References: 28, 130, 170

Grade 2 Common Core State Standards	REACH HIGHER Level 2A Student's Edition Page References
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.	REACH HIGHER Level 2A SE Page References:
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.	REACH HIGHER Level 2A SE Page References: 136-139
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.	REACH HIGHER Level 2A SE Page References: 206-209
Production and Distribution of Writing	
4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	REACH HIGHER Level 2A SE Page References: 66, 138, 208
5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	REACH HIGHER Level 2A SE Page References:
Research to Build and Present Knowledge	
6. 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).	REACH HIGHER Level 2A SE Page References:
7. Recall information from experiences or gather information from provided sources to answer a question.	REACH HIGHER Level 2A SE Page References:

Grade 2 Common Core State Standards	REACH HIGHER Level 2A Student's Edition Page References
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. 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).	REACH HIGHER Level 2A SE Page References:
b. Build on others' talk in conversations by linking their comments to the remarks of others.	REACH HIGHER Level 2A SE Page References:
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	REACH HIGHER Level 2A SE Page References: 34, 180-181
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	REACH HIGHER Level 2A SE Page References: 97, 169, 199, 265
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.	REACH HIGHER Level 2A SE Page References: 34
Presentation of Knowledge and Ideas	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	REACH HIGHER Level 2A SE Page References: 97
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.	REACH HIGHER Level 2A SE Page References: The opportunity to address this objective is available. See, for example: 169
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.)	REACH HIGHER Level 2A SE Page References: 243

Grade 2 Common Core State Standards	REACH HIGHER Level 2A Student's Edition Page References
Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group).	REACH HIGHER Level 2A SE Page References:
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	REACH HIGHER Level 2A SE Page References:
c. Use reflexive pronouns (e.g., myself, ourselves).	REACH HIGHER Level 2A SE Page References: This objective is beyond the scope of REACH HIGHER HIGHER Level 2A.
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	REACH HIGHER Level 2A SE Page References:
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	REACH HIGHER Level 2A SE Page References: 147, 175, 205, 209
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).	REACH HIGHER Level 2A SE Page References: 243, 277
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.	REACH HIGHER Level 2A SE Page References: 63, 67
b. Use commas in greetings and closings of letters.	REACH HIGHER 2A SE Page References: 211, 264
c. Use an apostrophe to form contractions and frequently occurring possessives.	REACH HIGHER Level 2A SE Page References: 63, 135, 139
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	REACH HIGHER Level 2A SE Page References: 33
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	REACH HIGHER Level 2A SE Page References: 67, 209, 277

Grade 2 Common Core State Standards	REACH HIGHER Level 2A Student's Edition Page References
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>REACH HIGHER Level 2A SE Page References: The opportunity to address this objective is available. See, for example: 264</p>
Vocabulary Acquisition and Use	
<p>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>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>REACH HIGHER Level 2A SE Page References: 28, 130, 170</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>REACH HIGHER Level 2A SE Page References:</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>REACH HIGHER Level 2A SE Page References: The opportunity to address this objective is available. See, for example: 238</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>REACH HIGHER Level 2A SE Page References:</p>
<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>REACH HIGHER Level 2A SE Page References: 170</p>
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>REACH HIGHER Level 2A SE Page References: 7, 36, 75, 109, 147, 217, 247</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>REACH HIGHER Level 2A SE Page References: The opportunity to address this objective is available. See, for example: 175</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., When other kids are happy that makes me happy).</p>	<p>REACH HIGHER Level 2A SE Page References: This objective is addressed extensively throughout. See, for example: 28, 73, 176-177, 245</p>