

See also, Grade 2 ELA Curriculum Map: Listening and Learning Strand

The Skills Strand

To be literate, a person must be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If a person cannot decode the words on the page, she will not be able to achieve literacy, no matter how much oral language and background knowledge she may have.

The Skills Strand of the Core Knowledge program teaches the mechanics of both reading and writing, i.e., how to decode and encode written English. It is based on the most current research in cognitive science on reading and writing. Learning to read and write is neither natural nor easy. Young children are most successful in acquiring the necessary decoding and encoding skills when they are explicitly and systematically taught phonics.

The Skills Strand in Grade 2 requires 60 minutes of daily instruction. Reading and writing are taught in tandem, since they are inverse processes. In Grade 2, students continue to expand their knowledge of the English code, learning to read multi-syllable words composed of the advanced code. By the end of Grade 2, students will have learned all but the very rarest letter-sound correspondences in the English language. Mastery of these letter-sound correspondences means that students have the tools they need to independently sound out and decode just about any word that they may encounter.

An important goal in second grade for all students is the development of automaticity and fluency in reading. Fluency is critical for deep reading and understanding of text. By the end of the year, students will be independently reading challenging fiction and nonfiction text, with the expectation that they will can answer literal and inferential comprehension questions about the text both orally and in writing.

In Grade 2, Students also continue to learn about the structure of the English language, grammar, the parts of speech, and other language conventions. Considerable emphasis is also placed on writing instruction using a systematic writing process – Plan, Draft, Edit, and Publish. Students practice writing narratives, informative/explanatory texts and opinion pieces. At the end of the year, students will also write a brief research paper using knowledge they have acquired from their nonfiction reader about the War of 1812.

Grade 2 Skills Units	Length	Month
Unit 1: Assessment and Placement; Review of Sound-Spellings (consonants and short vowels) and Reading Multi-syllable Words	4 weeks	August/September
Unit 2: Review of Sound-Spellings (basic and advanced code spellings for long vowels and other vowel teams)	4 weeks	October
Unit 3: More Vowel Teams, Spelling Alternatives, and Tricky Spellings	5 weeks	November/December
Unit 4: More Vowel Teams, Spelling Alternatives, and Tricky Spellings	5 weeks	January/February
Unit 5: More Vowel Teams, Spelling Alternatives, and Tricky Spellings: The Schwa Sound	6 weeks	March/April
Unit 6: More Vowel and Consonant Spelling Alternatives and Tricky Spellings	8 weeks	May/June

CCSS-ELA standards are listed for a given Core Knowledge Skills unit only when instructional practice during that unit explicitly addresses a given standard. Please note the following:

- Speaking and Listening Standard 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*), with its various related standards is listed only in Unit 1, with the understanding that this standard will be reinforced throughout all units during the year.
- Language Standard L 2.1, (*Demonstrate command of the conventions of standard English grammar and usage when writing or speaking*), with its various related standards is listed in Unit 1, with the understanding that oral practice in speaking will be reinforced throughout all units during the year. However, when instructional practice in a particular unit explicitly addresses written grammar and usage, the appropriate standard is specifically relisted for that unit.
- Language Standard L.2.2., (*Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing*), with its various related standards is listed in the very first unit in which it is explicitly addressed. Though not explicitly listed in subsequent units, it is understood that this standard will be reinforced throughout all units during the year.

Overview of Grade 1 Core Knowledge Units as Aligned to CCSS-ELA

Grade 2	
Unit	CCSS ELA Standards
<p>Unit 1: Assessment and Placement; Review of Sound-Spellings (consonants and short vowels) and Reading Multi-syllable Words</p> <p>Unit 1 includes Back-to-School lessons to acquaint students with the CK daily routines and exercises, as well as Placement Assessments to determine if students have the prerequisite skills for Grade 2 Skills instruction.</p> <p>The remainder of the unit focuses on a review of the basic code letter-sound correspondences for short vowels, basic and advanced code spellings for consonants, and decoding of two syllable words. Although the pace of the review is rapid, it should be appropriate for students who have already learned most of these letter-sound correspondences in Grade 1. Sight words are also reviewed.</p> <p>Students will read decodable stories to build fluency. In this unit, they will read fictional stories about a mischievous family pet.</p> <p>Unit 1 also reviews the past tense suffix <i>-ed</i>, the basics of sentence building, punctuation, and capitalization, as well as spelling.</p> <p>Central Text: <i>The Cat Bandit</i> Student Reader (text is original Core Knowledge work)</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. <p>RF2.4 Read emergent-reader texts with purpose and understanding.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RL2.1 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>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL2.6 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>RL2.7 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>RL2.10 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.</p> <p>SL2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> 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). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion <p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use collective nouns (e.g., <i>group</i>).

Grade 2	
Unit	CCSS ELA Standards
<p>Unit 1 (continued)</p>	<ul style="list-style-type: none"> b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i>→<i>badge</i>; <i>boy</i>→<i>boil</i>). <p>L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English. <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. 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>L2.6 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 2. Review of Sound-Spellings (basic and advanced code spellings for long vowels and other vowel teams)</p> <p>Unit 2 continues to provide review of basic and advanced code spellings in one and two syllable words with the focus on long vowels and other vowel teams, including r-controlled words.</p> <p>Students continue to read decodable stories to build fluency. In this unit reader a father shares bedtime stories with his son and daughter. The reader explores two fiction genres: fables and trickster stories; lessons focus on the following literary features of these fictional genres: clever character(s), setting, and plot, as well as morals</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>RF2.4 Read emergent-reader texts with purpose and understanding.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RL2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>

Grade 2	
Unit	CCSS ELA Standards
<p>(fables).</p> <p>Grammar lessons in unit 2 review the use of end punctuation and quotation marks, as well as capitalization of the first word of a sentence.</p> <p>Unit 2 (continued)</p> <p>Narrative writing activities are presented in carefully scaffolded steps. Students review how to plan, draft, and edit, incorporating the key features of narrative writing, character(s), setting, and plot.</p> <p>Central Text: <i>Bedtime Tales</i> Student Reader (text is original Core Knowledge work)</p>	<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>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.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">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>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p style="padding-left: 20px;">d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 20px;">a. Compare formal and informal uses of English</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p style="padding-left: 20px;">a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 20px;">b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>,</p>

Grade 2	
Unit	CCSS ELA Standards
	<p><i>additional).</i></p> <p>L2.6 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 3: More Vowel Teams, Spelling Alternatives and Tricky Spellings</p> <p>In this unit students will review previously learned spelling alternatives, as well as several new spelling alternatives: /æ/ spelled ‘a_e’ (<i>cake</i>), ‘a’ (<i>paper</i>), ‘ai’ (<i>wait</i>), ‘ay’ (<i>day</i>) /oe/ spelled ‘o_e’ (<i>home</i>), ‘o’ (<i>open</i>), ‘oa’ (<i>boat</i>), ‘oe’ (<i>toe</i>) /ie/ spelled ‘i_e’ (<i>bite</i>), ‘i’ (<i>biting</i>), ‘ie’ (<i>tie</i>) /ue/ spelled ‘ue’ (<i>cue</i>), ‘u_e’ (<i>cute</i>), ‘u’ (<i>unit</i>)</p> <p>Unit 3 (continued)</p> <p>/aw/ spelled ‘aw’ (<i>law</i>), ‘au’ (<i>Paul</i>), ‘augh’ (<i>caught</i>)</p> <p>Note that both ‘a’ and ‘o’ are tricky spellings because they stand for more than one sound.</p> <p>Students will continue to read decodable stories to build fluency; in this unit, they will read fictional magazine-like articles profiling kids who excel at various activities – soccer, swimming, spelling, math, jumping rope, etc.</p> <p>Students will also continue to extend their understanding of the English language. Students continue to practice capitalization, quotation marks, and ending punctuation. In addition, Unit 3 focuses on common and proper nouns, verbs, and antonyms and synonyms. Students also</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. <p>RF2.4 Read emergent-reader texts with purpose and understanding.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RL2.1 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>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL2.6 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>RL2.7 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>RL2.10 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.</p> <p>W2.3 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>W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

Grade 2	
Unit	CCSS ELA Standards
<p>practice the writing process to create a personal narrative.</p> <p>Central Text: <i>Kids Excel</i> Student Reader (text is original Core Knowledge work)</p>	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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>L2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>L2.3 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>L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, 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>L2.6 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 4: More Vowel Teams, Spelling Alternatives and Tricky Spellings</p> <p>In this unit students will review previously learned spelling alternatives, as well as several new spelling alternatives: /er/ spelled ‘er’ (<i>her</i>), ‘ur’ (<i>hurt</i>), and ‘ir’ (<i>bird</i>) /i/ spelled ‘y’ (<i>myth</i>) /ie/ spelled ‘y’ (<i>try</i>) and ‘igh’ (<i>night</i>) /oe/ spelled, ‘ow’ (<i>snow</i>) /ee/ spelled ‘e’ (<i>me</i>), ‘y’ (<i>funny</i>), and ‘ey’ (<i>key</i>) /aw/ spelled ‘al’ (<i>wall</i>)</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF2.4 Read emergent-reader texts with purpose and understanding.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Grade 2	
Unit	CCSS ELA Standards
<p>The following tricky spellings are treated in this unit: ‘e’ can be pronounced /e/ (<i>pet</i>) or /ee/ (<i>me</i>) ‘i’ can be pronounced /i/ (<i>it</i>) or /ie/ (<i>biting</i>) ‘y’ can be pronounced /ee/ (<i>funny</i>), /i/ (<i>myth</i>), /ie/ (<i>try</i>), or /y/ (<i>yes</i>)</p> <p>Students will continue to read decodable stories to build fluency; in this unit, they will read a fictional selections that describes a nineteen-year-old girl’s search for a job in New York City with the help of her younger brother. The introduction contains information about New York City, including a map.</p> <p>Students will also continue to extend their understanding of the English language. Unit 4 reviews singular and regular plural nouns, as well as common and proper nouns. In addition, the formation of irregular plurals are introduced, as are the use of titles, such Mr., Mrs., Ms., and Miss, as a part of proper nouns. Students will continue their work with verbs, reviewing action verbs, learning about “to be” verbs, and working with verb tenses. Synonyms, antonyms, contractions, and quotations are also reviewed. Students also use the writing process to write a friendly letter that incorporate persuasive writing.</p> <p>Unit 4 (continued)</p> <p>Central Text: <i>The Job Hunt</i> Student Reader (text is original Core Knowledge work)</p>	<p>RL2.1 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>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL2.6 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>RL2.7 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>RL2.10 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.</p> <p>W2.1 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</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). 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>L2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). <p>L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Compare formal and informal uses of English <p>L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>

Grade 2	
Unit	CCSS ELA Standards
	<p>b. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L2.6 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 5: More Vowel Teams, Spelling Alternatives, and Tricky Spellings: The Schwa Sound</p> <p>The sounds and spellings treated in this unit are: /u/ spelled ‘u’ (<i>but</i>), ‘o’ (<i>son</i>), ‘ou’ (<i>touch</i>), and ‘o_e’ (<i>come</i>) /ə/ (also called the schwa sound) spelled ‘a’ (<i>about</i>) and ‘e’ (<i>debate</i>)</p> <p>In addition to the above sounds and spellings, two sound combinations and their spellings are also treated in this unit. They are: /ə/ + /l/ spelled ‘al’ (<i>animal</i>), ‘il’ (<i>pencil</i>), ‘el’ (<i>travel</i>), and ‘le’ (<i>apple</i>) /sh/ + /ə/ + /n/ spelled ‘tion’ (<i>action</i>)</p> <p>The following tricky spellings are treated in this unit: ‘a’ can be pronounced /a/ (<i>hat</i>), /æ/ (<i>paper</i>), /ə/ (<i>about</i>), and /aw/ (<i>wall</i>) ‘e’ can be pronounced /e/ (<i>pet</i>), /ee/ (<i>me</i>), and /ə/ (<i>debate</i>) ‘o’ can be pronounced /o/ (<i>hop</i>), /oe/ (<i>open</i>), and /u/ (<i>son</i>) ‘o_e’ can be pronounced /oe/ (<i>home</i>) and /u/ (<i>come</i>) ‘ou’ can be pronounced /ou/ (<i>shout</i>) and /u/ (<i>touch</i>)</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. <p>RF2.4 Read emergent-reader texts with purpose and understanding.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RL2.1 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>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL2.6 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>RL2.7 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>RL2.10 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.</p> <p>W2.3 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>W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>

Grade 2	
Unit	CCSS ELA Standards
<p>Unit 5 (continued)</p> <p>Students will continue to read decodable stories to build fluency; in this unit, they will read fictional selections about the serendipitous undertakings of Sir Gus, an errant knight. Despite his title as “Sir Gus the Fearless,” Sir Gus actually has many different fears. In this reader, Sir Gus has to face a thief, a troll, pirates, an evil magician, and a king.</p> <p>Students will also continue to extend their understanding of the English language. In Unit 5, the concept of verb tenses is introduced; students practice identifying and using verbs in the present, past, and future tenses. They also review adjectives as a part of speech and practice identifying the subject and predicate as necessary parts of a complete sentence. In Unit 5, students continue to practice narrative writing by writing logically plausible, but different, endings to a story.</p> <p>Central Text: <i>Sir Gus</i> Student Reader (text is original Core Knowledge work)</p>	<p>W2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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>L2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). <p>L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English <p>L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. 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>L2.6 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>

Grade 2	
Unit	CCSS ELA Standards
<p>Unit 6: More Vowel and Consonant Spelling Alternatives and Tricky Spellings</p> <p>This unit is devoted to introducing several new spelling alternatives for vowel and consonant sounds:</p> <p>Spelling Alternatives for Vowel Sounds ‘ea’ > /e/ (<i>head</i>) ‘ar’ > /er/ (<i>dollar</i>) ‘or’ > /er/ (<i>actor</i>) ‘i’ > /ee/ (<i>ski</i>) ‘a’ > /o/ (<i>swan</i>)</p> <p>Spelling Alternatives for Consonant Sounds ‘ph’ > /f/ ‘ph’ (<i>phone</i>) ‘ch’ > /k/ (<i>school</i>)</p> <p>The tricky spellings ‘ea’, ‘ar’, ‘or’, ‘i’, and ‘a’ are explicitly addressed in this unit.</p> <p>Students continue to read decodable stories to build fluency. The reader for this unit focuses on the The War of 1812 and is the students’ first completely nonfiction reader. While students have been listening to nonfiction selections in Listening & Learning since Kindergarten, this is the first nonfiction reader students are asked to read as part of the Core Knowledge program. The War of 1812 is important historically as it was the first foreign conflict that the United States faced as a young nation.</p> <p>In Unit 6, students continue to review grammar</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. <p>RF2.4 Read emergent-reader texts with purpose and understanding.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RI2.1 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>RI2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI2.5 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>RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI2.8 Describe how reasons support specific points the author makes in a text.</p> <p>RI2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI2.10 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>W2.2 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>W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>

Grade 2	
Unit	CCSS ELA Standards
<p>skills introduced in previous units. In addition to the parts of speech that they already know—common and proper nouns, present, past, and future tense verbs, and adjectives—student learn to identify and use adverbs.</p> <p>Unit 6 (continued) The focus of the remaining grammar lessons is on the sentence as a unit. Building on their knowledge of subjects and predicates, students will learn to identify complete versus incomplete sentences. They will also learn to identify run-on sentences, as well as several ways to correct these sentences. Finally, they will begin to work on writing increasingly detailed sentences.</p> <p>In Grade 2, students have thus far practiced writing personal narratives, as well as writing new story endings and story summaries. They have also practiced persuasive writing in the context of a friendly letter. In Unit 6, they will be introduced to expository or report writing, which is well-suited to the nonfiction text they are reading.</p> <p>Report writing is taught in a series of lessons at the end of the unit, focused on organizing information into paragraphs, each with a topic sentence and supporting details. The lessons have been written to build upon what students have learned about the War of 1812.</p> <p>Central Text: <i>The War of 1812</i> Student Reader (text is original Core Knowledge work)</p>	<p>W2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W2.7 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>W2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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>L2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English <p>L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. 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>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>L2.6 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>