

COMMON CORE STANDARDS

Standard		Foundations D (Lessons 121-160)
Second Grade Reading Foundational Skills		
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	121-160 (every lesson)
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	121-160
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	121-160
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	121-160
RF.2.3d	Decode words with common prefixes and suffixes.	125, 132, 136, 157
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	122, 127, 132, 133, 141, 145
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	122, 127, 128, 130
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	121-160
RF.2.4a	Read grade-level text with purpose and understanding.	121-160
RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	121-160
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	121-160
Second Grade Language		
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	121-160
L.2.1a	Use collective nouns. (eg. group).	126-129, 138-139, 145, 158
L.2.1b	Form and use frequently occurring irregular plural nouns (eg. feet, children, teeth, mice, fish).	127, 140, 145
L.2.1c	Use reflexive pronouns (eg., myself, ourselves).	As observed by teacher
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (eg., sat, hid, told).	As observed by the teacher
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	156-160 (adjectives)
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	141-145, 156-160 (simple sentences)
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	121-160

	Standard	Foundations D (Lessons 121-160)
L.2.2a	Capitalize holidays, product names, and geographic names.	131-160
L.2.2b	Use commas in greetings and closings of letters.	154-155 (commas in series)
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	153-156 (contractions)
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil).	121-160
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	As observed by the teacher
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	121-160
L.2.3a	Compare formal and informal uses of English	As observed by the teacher
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	121-160
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	133, 145, 151, 156
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	Foundations C, 121, 136 (suffixing in Foundations D)
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Foundations C
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	Foundations A & C
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	As observed by the teacher
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	As observed by the teacher
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	126-128
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	145, 156
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	121-160 (not adverbs)
Second Grade Reading Literature		
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	121, 123, 125, 126-129, 131-132, 134-135, 136, 138-140, 141-144, 146-150, 152-155, 157-160
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	121, 123, 125, 126-129, 131-132, 134-135, 136, 138-140, 141-144, 146-150, 152-155, 157-160
RL.2.3	Describe how characters in a story respond to major events and challenges.	121, 123, 125, 126-129, 131-132, 134-135, 136, 138-140, 141-144, 146-150, 152-155, 157-160

Standard		Foundations D (Lessons 121-160)
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	132, 151
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	121, 123, 124, 126, 127, 128, 129,
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.	121, 135, 146
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.	121, 123, 125, 126-129, 131-132, 134-135, 136, 138-140, 141-144, 146-150, 152-155, 157-160
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	138-140, 144
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.	121, 123, 125, 126-129, 131-132, 134-135, 136, 138-140, 141-144, 146-150, 152-155, 157-160
Second Grade Reading Informational Texts		
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	122, 125, 130, 133, 137, 145, 151, 156
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	122, 125, 130, 133, 137, 145, 151, 156
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Foundations C & D - nonfiction readers
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	122, 125, 130, 133, 137, 145, 151, 156
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	122, 125, 130, 133, 137, 145, 151, 156
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	122, 125, 130, 133, 137, 145, 151, 156
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	122, 125, 130, 133, 137, 145, 151, 156
RI.2.8	Describe how reasons support specific points the author makes in a text.	122, 133, 137, 145
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	121 -122, 133-135
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	82, 87, 92, 97, 102, 107, 112, 117, 122, 125, 130, 133, 137, 145, 151, 156