

**Main Criteria:** Classroom Supplement Units Grade 2

**Secondary Criteria:** New York Core Curriculum

**Subject:** Language Arts

**Grade:** 2

## Classroom Supplement Units Grade 2

Pre-writing

New York Core Curriculum

Language Arts

Grade 2 - Adopted: 2011

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RL.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RL.2.</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RL.3.</b>	Describe how characters in a story respond to major events and challenges.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RL.4.</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RL.5.</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RL.7.</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD /</b>	<b>2.RL.10.</b>	<b>By the end of the year, read and comprehend literature, including stories and poetry,</b>

CONCEPTUAL UNDERSTANDING		in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
STRAND / DOMAIN / UNIFYING	NY.CC.2.RF.	Reading Standards: Foundational Skills

THEME		
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.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).
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD /	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage

CONCEPTUAL UNDERSTANDING		when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION / CONTENT SPECIFICATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION / CONTENT SPECIFICATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / CONTENT SPECIFICATION	2.L.1.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).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Knowledge of Language
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / CONTENT SPECIFICATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.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.
EXPECTATION / CONTENT SPECIFICATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / CONTENT SPECIFICATION	2.L.4.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).
EXPECTATION / CONTENT SPECIFICATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY /		Vocabulary Acquisition and Use

CLUSTER / KEY IDEA		
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.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).

Unit 1

New York Core Curriculum  
Language Arts  
Grade 2 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature

CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.8.	Describe how reasons support specific points the author makes in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.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.

G		
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.RF.3.a.</b>	<b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.RF.3.b.</b>	<b>Know spelling-sound correspondences for additional common vowel teams.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.RF.3.c.</b>	<b>Decode regularly spelled two-syllable words with long vowels.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.RF.3.d.</b>	<b>Decode words with common prefixes and suffixes.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.RF.3.e.</b>	<b>Identify words with inconsistent but common spelling-sound correspondences.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.RF.3.f.</b>	<b>Recognize and read grade-appropriate irregularly spelled words.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Fluency</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.RF.4.a.</b>	<b>Read on-level text with purpose and understanding.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.RF.4.b.</b>	<b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.RF.4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.SL.1.a.</b>	<b>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).</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.SL.1.b.</b>	<b>Build on others' talk in conversations by linking their comments to the remarks of others.</b>
<b>EXPECTATION /</b>	<b>2.SL.1.c.</b>	<b>Ask for clarification and further explanation as needed about the topics and texts</b>

CONTENT SPECIFICATION		under discussion.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION / CONTENT SPECIFICATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION / CONTENT SPECIFICATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION / CONTENT SPECIFICATION	2.L.1.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).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / CONTENT SPECIFICATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).



STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Knowledge of Language
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / CONTENT SPECIFICATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.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.
EXPECTATION / CONTENT SPECIFICATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / CONTENT SPECIFICATION	2.L.4.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).
EXPECTATION / CONTENT SPECIFICATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION / CONTENT SPECIFICATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.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).

Unit 2

## Grade 2 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD /	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to

CONCEPTUAL UNDERSTANDING		demonstrate understanding of key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	2.RI.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency

STANDARD / CONCEPTUAL UNDERSTANDING	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.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).
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.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.

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STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.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.
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION / CONTENT SPECIFICATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION / CONTENT SPECIFICATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / CONTENT SPECIFICATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION / CONTENT SPECIFICATION	2.L.1.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).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / CONTENT SPECIFICATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Knowledge of Language
STANDARD / CONCEPTUAL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

UNDERSTANDING		
EXPECTATION / CONTENT SPECIFICATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.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.
EXPECTATION / CONTENT SPECIFICATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / CONTENT SPECIFICATION	2.L.4.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).
EXPECTATION / CONTENT SPECIFICATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION / CONTENT SPECIFICATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.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).

Unit 3

New York Core Curriculum  
Language Arts  
Grade 2 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD /	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to

CONCEPTUAL UNDERSTANDING		demonstrate understanding of key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.

EXPECTATION / CONTENT SPECIFICATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.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).



EXPECTATION / CONTENT SPECIFICATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.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.
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION / CONTENT SPECIFICATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION / CONTENT SPECIFICATION	2.L.1.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).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.

<b>SPECIFICATION</b>		
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.L.	Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Knowledge of Language
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.3.a.	Compare formal and informal uses of English.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.L.	Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Vocabulary Acquisition and Use
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.L.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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.4.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).
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.L.	Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Vocabulary Acquisition and Use
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.L.	Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Vocabulary Acquisition and Use
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.L.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).

Unit 4
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New York Core Curriculum  
Language Arts  
Grade 2 - Adopted: 2011

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RL.</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.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.

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RI.1.</b>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RI.2.</b>	<b>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RI.3.</b>	<b>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RI.4.</b>	<b>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RI.6.</b>	<b>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RI.8.</b>	<b>Describe how reasons support specific points the author makes in a text.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RI.10.</b>	<b>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.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>EXPECTATION / CONTENT</b>	<b>2.RF.3.a.</b>	<b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>

SPECIFICATION		
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.

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<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.SL.1.a.</b>	<b>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).</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.SL.1.b.</b>	<b>Build on others' talk in conversations by linking their comments to the remarks of others.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.SL.1.c.</b>	<b>Ask for clarification and further explanation as needed about the topics and texts under discussion.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.SL.2.</b>	<b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.SL.3.</b>	<b>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.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.SL.5.</b>	<b>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.</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.SL.6.</b>	<b>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.L.</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.L.1.a.</b>	<b>Use collective nouns (e.g., group).</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.L.1.b.</b>	<b>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</b>

EXPECTATION / CONTENT SPECIFICATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / CONTENT SPECIFICATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION / CONTENT SPECIFICATION	2.L.1.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).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / CONTENT SPECIFICATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Knowledge of Language
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / CONTENT SPECIFICATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.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.
EXPECTATION / CONTENT SPECIFICATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / CONTENT SPECIFICATION	2.L.4.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).
EXPECTATION / CONTENT SPECIFICATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION / CONTENT SPECIFICATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY /		Vocabulary Acquisition and Use

CLUSTER / KEY IDEA		
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.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).

Unit 5

New York Core Curriculum  
Language Arts  
Grade 2 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RL.	Reading Standards for Literature



<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.RL.	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.RF.	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.RF.3.d.	Decode words with common prefixes and suffixes.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.RF.	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Fluency</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.RF.4.a.	Read on-level text with purpose and understanding.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND /</b>	NY.CC.2.	<b>Writing Standards</b>

DOMAIN / UNIFYING THEME	W.	
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.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).
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.SL.	Speaking and Listening Standards

<b>UNIFYING THEME</b>		
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Presentation of Knowledge and Ideas
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.SL.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.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.L.	Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Conventions of Standard English
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.1.a.	Use collective nouns (e.g., group).
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.1.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).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.L.	Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Conventions of Standard English
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.L.	Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Knowledge of Language
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.L.3.a.	Compare formal and informal uses of English.
<b>STRAND /</b>	NY.CC.2.	Language Standards

DOMAIN / UNIFYING THEME	L.	
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.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.
EXPECTATION / CONTENT SPECIFICATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / CONTENT SPECIFICATION	2.L.4.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).
EXPECTATION / CONTENT SPECIFICATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION / CONTENT SPECIFICATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.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).

Unit 7

New York Core Curriculum  
Language Arts  
Grade 2 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	2.RL.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Phonics and Word Recognition
STANDARD / CONCEPTUAL UNDERSTANDING	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.d.	Decode words with common prefixes and suffixes.

EXPECTATION / CONTENT SPECIFICATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / CONTENT SPECIFICATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / CONTENT SPECIFICATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.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.
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY		Comprehension and Collaboration

IDEA		
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.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).
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / CONTENT SPECIFICATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.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.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Presentation of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.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.
STANDARD / CONCEPTUAL UNDERSTANDING	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / CONTENT SPECIFICATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION / CONTENT SPECIFICATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / CONTENT SPECIFICATION	2.L.1.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).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2. L.	Language Standards

CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / CONTENT SPECIFICATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / CONTENT SPECIFICATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Knowledge of Language
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / CONTENT SPECIFICATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.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.
EXPECTATION / CONTENT SPECIFICATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / CONTENT SPECIFICATION	2.L.4.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).
EXPECTATION / CONTENT SPECIFICATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION / CONTENT SPECIFICATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.2.L.	Language Standards



<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.L.6.</b>	<b>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).</b>

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