Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: California Content Standards

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

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California Content Standards

Language Arts			
		Grade 2 - Adopted: 2013	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Key Ideas and Details	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing	
PERFORMANCE STANDARD / MODE		Text Types and Purposes	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing	

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CA.CC.R L.2.	Reading Standards for Literature
	Key Ideas and Details
RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3.	Describe how characters in a story respond to major events and challenges.
CA.CC.R L.2.	Reading Standards for Literature
	Craft and Structure
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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CA.CC.R L.2.	Reading Standards for Literature
	Reading Standards for Literature Integration of Knowledge and Ideas
L.2.	Integration of Knowledge and Ideas Use information gained from the illustrations and words in a print or digital text to demonstrate
RL.2.7.	Integration of Knowledge and Ideas Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.7.	Integration of Knowledge and Ideas Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Reading Standards for Literature
RL.2.7. CA.CC.R L.2.	Integration of Knowledge and Ideas Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories and poetry, in the grades
RL.2.7. CA.CC.R L.2. RL.2.10.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Reading Standards for Literature Range of Reading and Level of Text Complexity 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.
	A-Literacy.C CRA.L.6 CA.CC.R L.2. RL.2.2. RL.2.3.

EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.2.7.	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.

CONTENT

STANDARD / **DOMAIN / PART**

FOUNDATION /

PROFICIENCY LEVEL

CA.CC.L.

SL.2.1.c.

Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION /	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

PROFICIENCY LEVEL

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

CONTENT STANDARD / **DOMAIN / PART** CA.CC.L.

Language Standards

PERFORMANCE STANDARD / MODE

Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND

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).

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California Content Standards

Language Arts

Grade 2 - Adopted: 2013

CONTENT STANDARD / **DOMAIN / PART**

CCSS.EL Literacy. CCRA.Ř.

Rey Ideas and Details			
SUBSTRAND A. Literacy.C. CRA.R.3 CONTENT STANDARD! DOMAIN PART PERFORMANCE SUBSTRAND CCSS.EL A. Literacy.C. CRA.R. Range of Reading and Level of Text Complexity Read and comprehend complex literary and informational texts independently and proficiently. A. Literacy.C. CRA.R.D. CCSS.EL A. Literacy.C. CRA.R.D. CONTENT STANDARD! DOMAIN PART CCSS.EL A. Literacy.C. CRA.R.D. EXPECTATION! CCSS.EL A. Literacy.C. CRA.R.D. CONTENT STANDARD! DOMAIN PART A. Literacy.C. CRA.W.2 CONTENT STANDARD! DOMAIN PART CCSS.EL A. Literacy.C. CRA.W.2 CONTENT CCRA.W.2 CONTENT CCSS.EL A. Literacy.C. CRA.W.2 CONTENT CCRA.W.2 CCSS.EL COllege and Career Readiness Anchor Standards for Writing and accurately through the effective selection, organization, and analysis of content. CCSS.EL College and Career Readiness Anchor Standards for Writing CCSS.EL CONTENT CCRA.W.2 CONTENT CCRA.W.2 CCSS.EL COLLEGE and Career Readiness Anchor Standards for Writing CCSS.EL COLLEGE and Career Readiness Anchor Standards for Writing CCSS.EL CCRA.W.2 CONTENT CCSS.EL CCRA.W.2 CCRA.W.2 CCRA.W.2 CCSS.EL CCRA.W.2 CCSS.EL CCRA.W.2 CCSS.EL CCRA.W.2 CCSS.EL CCRA.W.2 CCSS.EL LITERACY.C. CRA.W.4 EXPECTATION! CCSS.EL LITERACY.C. CRA.W.4 EXPECTATION LITERACY.C. CCSS.EL LITERACY.C. CRA.W.4 EXPECTATION! CCSS.EL LITERACY.C. CRA.W.5 CONTENT CCSS.EL LITERACY.C. CRA.W.5 CCSS.EL CCSS.EL LITERACY.C. CRA.W.5 CCSS.EL CCSS.EL LITERACY.C. CRA.W.5	STANDARD /		Key Ideas and Details
DOMAIN PART ALITERACY, CCRAR. PERFORMANCE STANDARD / MODE EXPECTATION / CCS.S.E. ALITERACY, CRAR. CONTENT STANDARD / DOMAIN PART LITERACY, CCRAW. PERFORMANCE STANDARD / MODE EXPECTATION / CCS.S.E. ALITERACY, CCRAW. PERFORMANCE STANDARD / MODE EXPECTATION / CCS.S.E. ALITERACY, CCRAW. PERFORMANCE STANDARD / MODE EXPECTATION / CCS.S.E. ALITERACY, CCRAW. CONTENT STANDARD / DOMAIN PART LITERACY, CCRAW. CONTENT STANDARD / DOMAIN PART LITERACY, CCRAW. PERFORMANCE STANDARD / MODE EXPECTATION / CCS.S.E. ALITERACY, CCRAW. PERFORMANCE STANDARD / MODE EXPECTATION / CCS.S.E. ALITERACY, CCRAW. PERFORMANCE STANDARD / MODE EXPECTATION / CCS.S.E. ALITERACY, CCRAW. PRODUCT STANDARD / MODE EXPECTATION / CCS.S.E. ALITERACY, CCRAW. PRODUCT STANDARD / LITERACY, CCRAW.		A- Literacy.C	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN PART CONTENT SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN PART CONTENT STANDARD / DOMAIN P	STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Reading
SUBSTRAND A- Lileracy.C CRA.R.I.0 CONTENT STANDARD / DOMAIN / PART CCSS.EL A- Literacy.C CRA.W. PERFORMANCE STANDARD / MODE CCSS.EL A- Lileracy.C CRA.W. CCRA.W. CONTENT STANDARD / DOMAIN / PART CCSS.EL Literacy.C CRA.W. CCSS.EL Literacy.C CRA.W. CCRA.W. CONTENT STANDARD / MODE EXPECTATION / SUBSTRAND CCSS.EL Literacy.C CRA.W. PERFORMANCE STANDARD / MODE Production and Distribution of Writing Production and Distribution of Writing EXPECTATION / SUBSTRAND CCSS.EL Literacy.C CRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EXPECTATION / SUBSTRAND CCSS.EL Literacy.C CRA.W. EXPECTATION / SUBSTRAND CCSS.EL Literacy.C CRA.W. CRA.W. CONTENT STANDARD / DOMAIN / PART CCSS.EL Literacy.C CRA.W. CRA.W. Range of Writing Range of Writing	STANDARD /		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD NODE Text Types and Purposes		A- Literacy.C	Read and comprehend complex literary and informational texts independently and proficiently.
EXPECTATION / SUBSTRAND CCSS.EL A- A- Literacy.C CRA.W.2 CONTENT STANDARD / DOMAIN / PART EXPECTATION / SUBSTRAND EXP	STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Writing
A-Literacy.C CRA.W.2 CONTENT STANDARD / DOMAIN / PART CCSS.EL A-Literacy.C CRA.W.2 PREFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.4 Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CONTENT STANDARD / DOMAIN / PART CCSS.EL A- Literacy.C CRA.W. CRA.W. Range of Writing Range of Writing Range of Writing	STANDARD /		Text Types and Purposes
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / CRA.W.4 EXPECTATION / CRA.W.5 CCSS.EL A- Literacy.C CRA.W.4 EXPECTATION / CCSS.EL A- Literacy.C CRA.W.5 CONTENT STANDARD / DOMAIN / PART CCSS.EL A- Literacy.C CRA.W.5 CONTENT STANDARD / Literacy.C CRA.W. EXPECTATION / CCSS.EL A- Literacy.C CRA.W.5 CONTENT STANDARD / CCSS.EL A- Literacy.C CRA.W. Range of Writing Range of Writing		A- Literacy.C	
EXPECTATION / SUBSTRAND EXPECTATION / CCSS.EL A- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. EXPECTATION / SUBSTRAND EXPECTATION / CCSS.EL A- Literacy.C CRA.W.5 CONTENT STANDARD / DOMAIN / PART CCSS.EL A- Literacy.C CRA.W. CCSS.EL A- Literacy.C CRA.W. CCRA.W.5 COllege and Career Readiness Anchor Standards for Writing Range of Writing Range of Writing	STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Writing
SUBSTRAND A- Literacy.C CRA.W.4 EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CONTENT STANDARD / DOMAIN / PART CCSS.EL A- Literacy.C CRA.W.5 COSS.EL A- Literacy.C CRA.W. CRA.W. CRA.W. Range of Writing Range of Writing	STANDARD /		Production and Distribution of Writing
SUBSTRAND A- Literacy.C CRA.W.5 CONTENT STANDARD / DOMAIN / PART CCSS.EL A- Literacy. CCRA.W. Range of Writing Range of Writing		A-	
STANDARD / DOMAIN / PART Literacy. CCRA.W. PERFORMANCE STANDARD / Range of Writing		,	
STANDARD /		CRA.W.4 CCSS.EL A- Literacy.C	
	SUBSTRAND CONTENT STANDARD /	CRA.W.4 CCSS.EL A- Literacy.C CRA.W.5 CCSS.EL A- Literacy.	approach.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.

STANDARD / DOMAIN / PART	L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards

CA.CC.R Reading Standards for Literature

CONTENT

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.2.7.	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION /		Build on others' talk in conversations by linking their comments to the remarks of others.

FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

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California Content Standards

		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

STANDARD / DOMAIN / PART	2.	
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.g.	Create readable documents with legible print. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
STANDARD /		Language Standards Conventions of Standard English
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		

CONTENT

CA.CC.L. Language Standards

Week 02: Pre-Writing, p. 41-47

California Content Standards

Language Arts

		Grade 2 - Adopted: 2013
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CRA.R.9

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity

CONTENT
STANDARD /
DOMAIN / PART

CA.CC.R Reading Standards: Foundational Skills F.2.

PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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).
Create readable documents with legible print. CA
Language Standards
Vocabulary Acquisition and Use
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.
Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
Language Standards
Vocabulary Acquisition and Use
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
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Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

California Content Standards

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		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANCE ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT
STANDARD /
DOMAIN / PART

LEVEL

CA.CC.R Reading Standards for Literature L.2.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.

CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.g.	Create readable documents with legible print. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

California Content Standards

Grac	le 2	- Ad	op:	ted	: 20	13

		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.

FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.g.	Create readable documents with legible print. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
	,	Week 05: Unit 1 Note Making and Outlines, p. 67-73
		California Content Standards
		Language Arts
		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE		Key Ideas and Details

STANDARD / DOMAIN / PART	A- Literacy. CCRA.R.	
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT
STANDARD /
DOMAIN / PAR

CCSS.EL A-Literacy. CCRA.R.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA

FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
STANDARD /		Language Standards Conventions of Standard English
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	2.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY	L.2.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY	L.2.1. L.2.1.e.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	L.2.1.e. L.2.1.g. CA.CC.L.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified. Create readable documents with legible print. CA
PERFORMANCE STANDARD / MODE EXPECT ATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	L.2.1.e. L.2.1.g. CA.CC.L.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified. Create readable documents with legible print. CA Language Standards

FOUNDATION / PROFICIENCY LEVEL	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION /	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
PROFICIENCY LEVEL		(0.91, 2.14.104001, 1.91.104001), 000.101.011, 1.01.02001, 000.11141.19.
	CA.CC.L. 2.	Language Standards
CONTENT STANDARD /		

Week 06: Introduction to Unit 2 Writing from Notes, p. 75-83

California Content Standards

		3 3
		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.

CONTENT
STANDARD /
DOMAIN / PART

LEVEL

CA.CC.W. Writing Standards 2.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).

FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.g.	Create readable documents with legible print. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
		Week 07: Unit 2 Summarizing from Notes, p. 85-91

California Content Standards

Grade 2 - Adopted: 2013		
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT	С
STANDARD /	A-
DOMAIN / PART	Lit

CCSS.EL A-Literacy. CCRA.R.

PERFORMANCE ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE ST ANDARD / MODE		Knowledge of Language

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD /		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. ${\sf CA}$
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.

FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
STANDARD /	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).

Week 08: Unit 2 Summarizing from Notes, p.93-99

California Content Standards

Language Arts

Grade 2 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART CCSS.EL A-Literacy. CCRA.R.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

Week 09: Unit 2 Summarizing from Notes, p.101-107

California Content Standards

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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD /		Key Ideas and Details

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A- Literacy.	
PERFORMANCE STANDARD / MODE	A-Literacy. CCRA.W.	Research to Build and Present Knowledge
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	A-Literacy. CCRA.W. CCSS.EL A-Literacy.C CRA.W.9 CCSS.EL A-Literacy.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A-Literacy. CCRA.W. CCSS.EL A-Literacy.C CRA.W.9 CCSS.EL A-Literacy.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature

PERFORMANCE ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.

FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
 		Week 10: Unit 2 Summarizing from Notes in 109-115

Week 10: Unit 2 Summarizing from Notes, p.109-115

California Content Standards

Grade 2	_ Δ	don	ted:	201:
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE		
STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE ST AND ARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
STANDARD /		Reading Standards for Literature Craft and Structure
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
ST ANDARD / DOMAIN / PART PERFORMANCE ST ANDARD / MODE EXPECTATION /	L.2.	Craft and Structure Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	RL.2.4.	Craft and Structure Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. ${\sf CA}$
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

Week 11: Unit 2 Summarizing from Notes, p.117-123

California Content Standards

Language Arts		
		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature

PERFORMANCE ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. ${\rm CA}$
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

FOUNDATION / PROFICIENCY LEVEL	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
	,	Week 12: Unit 2 Summarizing from Notes, p.125-131
		California Content Standards
		Language Arts
		Grade 2 - Adopted: 2013
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Reading Key Ideas and Details
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A- Literacy.	
PERFORMANCE STANDARD / MODE	A-Literacy. CCRA.R.	Key Ideas and Details
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	A-Literacy. CCRA.R. CCSS.EL A-Literacy.C CRA.R.3 CCSS.EL A-Literacy.	Key Ideas and Details Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

CONTENT STANDARD /

DOMAIN / PART

PERFORMANCE STANDARD / MODE CCSS.EL

A-Literacy. CCRA.W.

EXPECTATION /		
SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
STANDARD /	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / MODE EXPECTATION /	A- Literacy.C	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown
STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature
STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature Key Ideas and Details Recount stories, including fables and folktales from diverse cultures, and determine their central

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.

FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

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California Content Standards

		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE		
STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE ST AND ARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION /	CCSS.EL A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;
SUBSTRAND	Literacy.C CRA.L.6	demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	Literacy.C	demonstrate independence in gathering vocabulary knowledge when encountering an unknown
CONTENT STANDARD /	Literacy.C CRA.L.6 CA.CC.R	demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	Literacy.C CRA.L.6 CA.CC.R	demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	CRA.L.6 CA.CC.R L.2.	demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature Key Ideas and Details Recount stories, including fables and folktales from diverse cultures, and determine their central
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	CA.CC.R L.2.	demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature Key Ideas and Details Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD /	CA.CC.R L.2.	demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature Key Ideas and Details Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Describe how characters in a story respond to major events and challenges.

EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.

FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

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California Content Standards

Language Arts

Grade	2 - A	taob.	ted:	2013

CONTENT STANDARD / DOMAIN / PART CCSS.EL A-Literacy. CCRA.R.

College and Career Readiness Anchor Standards for Reading

PERFORMANCE Key Ideas and Details STANDARD / MODE

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A- Literacy.	
PERFORMANCE STANDARD / MODE	A-Literacy. CCRA.W.	Research to Build and Present Knowledge
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	A-Literacy. CCRA.W. CCSS.EL A-Literacy.C CRA.W.9 CCSS.EL A-Literacy.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A-Literacy. CCRA.W. CCSS.EL A-Literacy.C CRA.W.9 CCSS.EL A-Literacy.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT	CA.CC.L.	Language Standards
STANDARD / DOMAIN / PART	2.	Language Stanuarus
STANDARD /		Conventions of Standard English
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	2.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	L.2.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	L.2.1. L.2.1.e.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART	L.2.1. L.2.1.e.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified. Language Standards
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	L.2.1. L.2.1.e. CA.CC.L. 2.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

happy that makes me happy).

EXPECTATION /

SUBSTRAND

L.2.6.

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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

California Content Standards

Language Arts					
	Grade 2 - Adopted: 2013				
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading			
PERFORMANCE STANDARD / MODE		Key Ideas and Details			
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.			
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading			
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity			
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.			
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing			
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing			
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills

PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.2.7.	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).
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

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California Content Standards

		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.	College and Career Readiness Anchor Standards for Speaking and Listening

A-Literacy. CCRA.SL.

Comprehension and Collaboration

PERFORMANCE

STANDARD / MODE

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA

FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
		Words for Account the
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

California Content Standards

Language Arts		
		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.

FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION /	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
PROFICIENCY LEVEL		
	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
FOUNDATION / PROFICIENCY	SL.2.1.c. CA.CC.L. 2.	Ask for clarification and further explanation as needed about the topics and texts under discussion. Language Standards
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	CA.CC.L.	
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	CA.CC.L.	Language Standards

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
	W	/eek 18: Unit 3 Retelling Narrative Stories, p. 177-183
		California Content Standards
		Language Arts

		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT	С
STANDARD /	A-
DOMAIN / PART	Lit

CCSS.EL A-Literacy. CCRA.R.

College and Career Readiness Anchor Standards for Reading

PERFORMANCE ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE ST ANDARD / MODE		Knowledge of Language

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	W.2.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.2.7.	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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

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California Content Standards

Language Arts		
		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A- Literacy.	
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	A-Literacy. CCRA.W.	Research to Build and Present Knowledge
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	A-Literacy. CCRA.W. CCSS.EL A-Literacy.C CRA.W.9 CCSS.EL A-Literacy.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A-Literacy. CCRA.W. CCSS.EL A-Literacy.C CRA.W.9 CCSS.EL A-Literacy.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT		
ST ANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
STANDARD /		Reading Standards for Literature Craft and Structure

EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.

FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.2.7.	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).

FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage \rightarrow badge; boy \rightarrow boil).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
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California Content Standards

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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	W.2.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.2.7.	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE		Comprehension and Collaboration
STANDARD / MODE		Comprehension and Comportation
	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.
MODE EXPECTATION /	SL.2.1. SL.2.1.a.	Participate in collaborative conversations with diverse partners about grade 2 topics
MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY		Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to
MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY	SL.2.1.a.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).
MODE EXPECT ATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL	SL.2.1.a. SL.2.1.b.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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.
MODE EXPECT ATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	SL.2.1.a. SL.2.1.b. SL.2.1.c.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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.

EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

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California Content Standards

		Language Arts
		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE ST ANDARD / MODE		Range of Reading and Level of Text Complexity

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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT	CCCC EI	College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	conogo ana career roadinese falonor crandarae for opeaning and disconning
	A- Literacy.	Comprehension and Collaboration
PERFORMANCE STANDARD /	A- Literacy.	
PERFORMANCE STANDARD / MODE	A-Literacy. CCRA.SL. CCSS.EL A-Literacy.C	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	A-Literacy. CCRA.SL. CCSS.EL A-Literacy.C CRA.SL.1 CCSS.EL A-Literacy.	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A-Literacy. CCRA.SL. CCSS.EL A-Literacy.C CRA.SL.1 CCSS.EL A-Literacy.	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD /		Key Ideas and Details

EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards

PERFORMANCE ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.2.7.	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND

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).

Week 22: Unit 4 Summarizing a Reference, p. 211-217

California Content Standards

		Crade 3 Adented: 2012
		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CONTENT
STANDARD /
DOMAIN / PART

LEVEL

CA.CC.W. Writing Standards 2.

PERFORMANCE ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
	W	/eek 23: Unit 4 Summarizing a Reference, p. 219-225
		California Content Standards

Grade	2 - L	\don	ted:	2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE ST ANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A- Literacy.	
PERFORMANCE STANDARD / MODE	A-Literacy. CCRA.L. CCSS.EL A-Literacy.C	Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	A-Literacy. CCRA.L. CCSS.EL A-Literacy.C CRA.L.6	Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A-Literacy. CCRA.L. CCSS.EL A-Literacy.C CRA.L.6	Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	A-Literacy. CCRA.L. CCSS.EL A-Literacy.C CRA.L.6 CA.CC.R L.2.	Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Literature Key Ideas and Details Recount stories, including fables and folktales from diverse cultures, and determine their central

PERFORMANCE		
STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE ST AND ARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD /		Key Ideas and Details
MODE		
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
EXPECTATION /	RI.2.3. CA.CC.RI	
EXPECTATION / SUBSTRAND CONTENT STANDARD /	CA.CC.RI	steps in technical procedures in a text.
EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	CA.CC.RI	steps in technical procedures in a text. Reading Standards for Informational Text
EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	CA.CC.RI	Reading Standards for Informational Text Range of Reading and Level of Text Complexity 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
EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	CA.CC.RI .2.	Reading Standards for Informational Text Range of Reading and Level of Text Complexity 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.

CONTENT
STANDARD /
DOMAIN / DART

CA.CC.W. Writing Standards 2.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.2.7.	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).
EXPECTATION / SUBSTRAND	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD /	CA.CC.W.	Writing Standards
DOMAIN / PART		
		Range of Writing
PERFORMANCE STANDARD /	W.2.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
PERFORMANCE STANDARD / MODE	W.2.10. CA.CC.SL .2.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	CA.CC.SL	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	CA.CC.SL	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA Speaking and Listening Standards
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	CA.CC.SL .2.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA Speaking and Listening Standards Comprehension and Collaboration Participate in collaborative conversations with diverse partners about grade 2 topics

FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE ST ANDARD / MODE		Vocabulary Acquisition and Use

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California Content Standards

Language Arts			
		Grade 2 - Adopted: 2013	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Key Ideas and Details	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas	

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A- Literacy.	
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	A-Literacy. CCRA.W.	Research to Build and Present Knowledge
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	A-Literacy. CCRA.W. CCSS.EL A-Literacy.C CRA.W.9 CCSS.EL A-Literacy.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	A-Literacy. CCRA.W. CCSS.EL A-Literacy.C CRA.W.9 CCSS.EL A-Literacy.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE		
STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE ST AND ARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
STANDARD /		Reading Standards for Literature Craft and Structure
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
ST ANDARD / DOMAIN / PART PERFORMANCE ST ANDARD / MODE EXPECTATION /	L.2.	Craft and Structure Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	RL.2.4.	Craft and Structure Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards

PERFORMANCE ST ANDARD / MODE		Research to Build and Present Knowledge
SUBSTRAND	W.2.7.	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).
	CA.CC.W.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
LEVEL		
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
FOUNDATION / PROFICIENCY LEVEL CONTENT	SL.2.1.c. CA.CC.L. 2.	Ask for clarification and further explanation as needed about the topics and texts under discussion. Language Standards
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / 22	CA.CC.L.	
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE	CA.CC.L.	Language Standards
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	CA.CC.L. 2.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT	CA.CC.L. 2.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / SUBSTRAND

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).

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California Content Standards

		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA

EXPECTATION / SUBSTRAND	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.2.7.	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD /		Conventions of Standard English

EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

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California Content Standards

Language Arts			
Grade 2 - Adopted: 2013			
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Key Ideas and Details	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading	
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing	
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing	

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards

PERFORMANCE		
STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE		Comprehension and Collaboration
STANDARD / MODE		
	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.
MODE EXPECTATION /	SL.2.1. SL.2.1.a.	
EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY		and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.a.	and texts with peers and adults in small and larger groups. 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).
FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL	SL.2.1.a. SL.2.1.b.	and texts with peers and adults in small and larger groups. 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.
FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	SL.2.1.a. SL.2.1.b. SL.2.1.c.	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.

FOUNDATION / PROFICIENCY LEVEL	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

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California Content Standards		
		Language Arts
		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE ST ANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.2.7.	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).
CONTENT STANDARD /	CA.CC.W.	Writing Standards
DOMAIN / PART		
PERFORMANCE STANDARD / MODE		Range of Writing
PERFORMANCE STANDARD /	W.2.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
PERFORMANCE ST ANDARD / MODE		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA Speaking and Listening Standards
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	W.2.10. CA.CC.SL .2.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA Speaking and Listening Standards Comprehension and Collaboration Participate in collaborative conversations with diverse partners about grade 2 topics

FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
		Week 28: Unit 5 Writing from Pictures, p. 263-269
		California Content Standards
		Language Arts
		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A-	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

College and Career Readiness Anchor Standards for Reading

A-Literacy.C CRA.R.3

CCSS.EL A-Literacy. CCRA.R.

CONTENT STANDARD / DOMAIN / PART

PERFORMANCE ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT
STANDARD /
DOMAIN / PART

CA.CC.R Reading Standards for Literature L.2.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
STANDARD /	W.2.4.	Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
STANDARD / MODE EXPECTATION /	W.2.4. W.2.5.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in
EXPECTATION / SUBSTRAND		With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA With guidance and support from adults and peers, focus on a topic and strengthen writing as
EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD /	W.2.5.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	W.2.5.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. Writing Standards
EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	W.2.5. CA.CC.W. 2.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. Writing Standards Research to Build and Present Knowledge Participate in shared research and writing projects (e.g., read a number of books on a single topic
EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / SUBSTRAND	W.2.5. CA.CC.W. 2. W.2.7.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. Writing Standards Research to Build and Present Knowledge 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).

EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).

Week 29: Introduction to Unit 7 Inventive Writing, p. 271-279

California Content Standards

Language Arts

Language Arts		
		Grade 2 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CRA.W.5

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT ST ANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details

CCSS.EL College and Career Readiness Anchor Standards for Writing

CONTENT

MODE

EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
STANDARD /		Writing Standards Research to Build and Present Knowledge
STANDARD / DOMAIN / PART PERFORMANCE STANDARD /		
STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION /	2.	Research to Build and Present Knowledge Participate in shared research and writing projects (e.g., read a number of books on a single topic
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	W.2.7.CA.CC.W.	Research to Build and Present Knowledge 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).
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD /	W.2.7.CA.CC.W.	Research to Build and Present Knowledge 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). Writing Standards
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND	W.2.7. CA.CC.W. 2.	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). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANCE STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / MODE EXPECTATION / SUBSTRAND	W.2.7. CA.CC.W. 2. W.2.10.	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). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA

FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).
		Week 30: Unit 7 Inventive Writing, p. 281-287

California Content Standards

Grade 2 - Adopted: 2013		
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

ST DO	DNTENT ANDARD / DMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
ST	RFORMANCE ANDARD / ODE		Range of Reading and Level of Text Complexity
	KPECTATION / JBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
ST	ONTENT ANDARD / OMAIN / PART	CCSS.EL A-	College and Career Readiness Anchor Standards for Writing
		Literacy. CCRA.W.	
ST	ERFORMANCE ANDARD / DDE		Text Types and Purposes

CONTENT

STANDARD /

PERFORMANCE

EXPECTATION /

SUBSTRAND

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A-Literacy.C CRA.W.1 0

STANDARD / MODE CCSS.EL

	DOMAIN / PART	Literacy. CCRA.W.	
	PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
	EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter

time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Range of Writing

College and Career Readiness Anchor Standards for Writing

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	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. (See grade 2 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CONTENT
STANDARD /
DOMAIN / PART

CA.CC.W. Writing Standards 2.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.2.7.	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
MODE		

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