Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Connecticut State Standards

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

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Connecticut State Standards

		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.

STANDARD	.2.	
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

CT.CC.RI Reading Standards for Informational Text

DOMAIN /

CONTENT

.2.

INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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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Connecticut State Standards

		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.

DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
CONTENT		Reading Standards for Informational Text Key Ideas and Details
CONTENT STANDARD		
STATE FRAMEWORK GRADE LEVEL	.2.	Key Ideas and Details Ask and answer such questions as who, what, where, when, why, and how to demonstrate
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL	.2. RI.2.1.	Key Ideas and Details Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Describe the connection between a series of historical events, scientific ideas or concepts, or
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT	RI.2.1. RI.2.3.	Key Ideas and Details Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD	RI.2.1. RI.2.3.	Key Ideas and Details Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Reading Standards for Informational Text
STATE FRAMEWORK GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	RI.2.1. RI.2.3. CT.CC.RI .2.	Key Ideas and Details Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 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

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.

DOMAIN /
CONTENT
STANDARD

CT.CC.L. Language Standards 2.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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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Connecticut State Standards

		Language Arts
		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards

STANDARD

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.

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

Connecticut State Standards

		Language Arts
		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.

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

Comprehension and Collaboration

through other media.

Recount or describe key ideas or details from a text read aloud or information presented orally or

STATE FRAMEWORK

GRADE LEVEL EXPECTATION

SL.2.2.

DOMAIN / CONTENT	CT.CC.S L.2.	Speaking and Listening Standards
STANDARD		

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE		Washington and the second seco
FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL	L.2.4(d)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases
GRADE LEVEL EXPECTATION		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
GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT	L.2.4(d)	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).

Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

Connecticut State Standards

		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 04: Unit 1 Note Making and Outlines, p. 59-65

Connecticut State Standards

		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
	RF.2.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.
FRAMEWORK GRADE LEVEL	RF.2.3 .	
FRAMEWORK GRADE LEVEL EXPECTATION		Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECT ATION INDICATOR	RF.2.3(a)	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT	RF.2.3(a) RF.2.3(b) CT.CC.S	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams.
FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE	RF.2.3(a) RF.2.3(b) CT.CC.S	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Speaking and Listening Standards
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	RF.2.3(a) RF.2.3(b) CT.CC.S L.2.	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Speaking and Listening Standards Comprehension and Collaboration Participate in collaborative conversations with diverse partners about grade 2 topics

INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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

Connecticut State Standards

		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
CONTENT		Speaking and Listening Standards Comprehension and Collaboration
CONTENT STANDARD		
STATE FRAMEWORK GRADE LEVEL	L.2.	Comprehension and Collaboration Participate in collaborative conversations with diverse partners about grade 2 topics
STATE FRAMEWORK GRADE LEVEL EXPECTATION	SL.2.1.	Comprehension and Collaboration 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
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	SL.2.1. SL.2.1(a)	Comprehension and Collaboration 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).
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	SL.2.1. SL.2.1(a) SL.2.1(b)	Comprehension and Collaboration 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.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR DOMAIN / CONTENT	SL.2.1(a) SL.2.1(b) SL.2.1(c) CT.CC.S	Comprehension and Collaboration 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.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE	SL.2.1(a) SL.2.1(b) SL.2.1(c) CT.CC.S	Comprehension and Collaboration 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. Speaking and Listening Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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

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

Connecticut State Standards

Grade 2 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT ST ANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN /	CT.CC.S	Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).

Connecticut State Standards

Grade 2 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

DOMAIN /
CONTENT
STANDARD

CT.CC.RI Reading Standards for Informational Text .2.

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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

Connecticut State Standards

Grade 2 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT ST ANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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

Connecticut State Standards

		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.

DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
	CT.CC.RI	
DOMAIN / CONTENT	CT.CC.RI	steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	steps in technical procedures in a text. Reading Standards for Informational Text
DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	CT.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
DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	CT.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.
DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE	CT.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. Reading Standards: Foundational Skills

DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		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

GRADE LEVEL

EXPECTATION

L.2.6.

happy that makes me happy).

Connecticut State Standards

Grade 2 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

DOMAIN /
CONTENT
STANDARD

CT.CC.RI Reading Standards for Informational Text .2.

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
CONTENT		Speaking and Listening Standards Comprehension and Collaboration
STATE		
STATE FRAMEWORK GRADE LEVEL	L.2.	Comprehension and Collaboration Participate in collaborative conversations with diverse partners about grade 2 topics
STATE FRAMEWORK GRADE LEVEL EXPECTATION	L.2. SL.2.1.	Comprehension and Collaboration 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
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	SL.2.1. SL.2.1(a)	Comprehension and Collaboration 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).
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	SL.2.1(a) SL.2.1(b)	Comprehension and Collaboration 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.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR DOMAIN / CONTENT	SL.2.1(a) SL.2.1(b) SL.2.1(c) CT.CC.S	Comprehension and Collaboration 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.

DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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

Connecticut State Standards

Grade 2 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature	
STATE FRAMEWORK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.	
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature	
STATE FRAMEWORK		Craft and Structure	

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
CONTENT		Vocabulary Acquisition and Use

Week 12: Unit 2 Summarizing from Notes, p.125-131

Connecticut State Standards

Grade 2 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.

DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards		
STATE FRAMEWORK		Conventions of Standard English		
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.		
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards		
STATE FRAMEWORK		Vocabulary Acquisition and Use		
GRADE LEVEL EXPECTATION	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.		
INDICATOR	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).		
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards		
STATE FRAMEWORK		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 happy that makes me happy).		

Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

Connecticut State Standards

Grade 2 - Adopted: 2010					
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature			
STATE FRAMEWORK		Key Ideas and Details			
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.			
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature			
STATE FRAMEWORK		Craft and Structure			

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

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards

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STATE FRAMEWORK		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards	
STATE FRAMEWORK		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	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.	
INDICATOR	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).	
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.	
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards	
STATE FRAMEWORK		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.	

DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards			
STATE FRAMEWORK		Vocabulary Acquisition and Use			
GRADE LEVEL EXPECTATION	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.			
INDICATOR	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).			
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards			
CONTENT		Language Standards Vocabulary Acquisition and Use			

Connecticut State Standards

Week 14: Unit 3 Retelling Narrative Stories, p.145-151

Grade 2 - Adopted: 2010					
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature			
STATE FRAMEWORK		Key Ideas and Details			
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.			
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature			
STATE FRAMEWORK		Craft and Structure			
GRADE LEVEL EXPECTATION	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.			
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature			
STATE FRAMEWORK		Integration of Knowledge and Ideas			

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

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT ST ANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT ST ANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 15: Unit 3 Retelling Narrative Stories, p. 153-159

Connecticut State Standards

Crado 2. Adopted 2010		
		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL	SI 2.1	Participate in collaborative convergations with diverse partners about grade 2 topics

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.

INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
CONTENT		Vocabulary Acquisition and Use
CONTENT STANDARD		
STATE FRAMEWORK GRADE LEVEL	2.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STATE FRAMEWORK GRADE LEVEL EXPECTATION	L.2.4.	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 a known root word as a clue to the meaning of an unknown word with the same root (e.g.,
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT	L.2.4. L.2.4(c) CT.CC.L.	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 a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT STANDARD STATE	L.2.4. L.2.4(c) CT.CC.L.	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 a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Language Standards

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Connecticut State Standards

Grade 2 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature	
STATE FRAMEWORK		Key Ideas and Details	

GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
	CT.CC.RI	
DOMAIN / CONTENT	CT.CC.RI	steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	steps in technical procedures in a text. Reading Standards for Informational Text

STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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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Connecticut State Standards

		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

DOMAIN CT.CC.R Reading Standards for Literature			
STATE FRAMEWORK Craft and Structure FRAMEWORK RL 24. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. CT.CC.R CONTENT STANDARD CT.CC.R Reading Standards for Literature CRADE LEVEL EXPECTATION RL 2. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. DOMAIN / CONTENT STANDARD STATE FRAMEWORK RR 2.1. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. CT.CC.R Reading Standards for Literature STATE FRAMEWORK RR 2.2. By the end of the year, read and comprehend illurature, including stories and poetsy, in the grades EXPECTATION CT.CC.RI CT.CC.RI CT.CC.RI CT.CC.RI CT.CC.RI CREADE LEVEL EXPECTATION CT.CC.RI CREADE LEVEL EXPECTATION CT.CC.RI Reading Standards for Informational Text CT.CC.RI CRADE LEVEL EXPECTATION CT.CC.RI Reading Standards for Informational Text CONTENT CONTE		RL.2.3.	Describe how characters in a story respond to major events and challenges.
GRADE LEVEL CONTENT STANDARD CT.CC.R CT.CC.R CONTENT STANDARD CT.CC.R CT.CC.R CONTENT STANDARD CT.CC.R CT.CC.R CT.CC.R CONTENT STANDARD CT.CC.R CT	CONTENT		Reading Standards for Literature
DOMAIN / CONTENT STANDARD T.C.C.R Reading Standards for Literature T.C.C.R Reading Standards for Literature including stories and poetry, in the grades 2-3 text complexity band profeiently, with scaffolding as needed at the high end of the range. T.C.C.R Reading Standards for Informational Text T.C.C.R Reading Standards: Foundational Skills T.T.C.C.R Reading Standards: Foundational Skills T.T.C.C.R Reading Standards: Foundational Skills T.T.C.C.R Reading Standards: Foundational Skills T.C.C.R Reading Standards: Foundational Skills in decoding words.			Craft and Structure
STATE FRAMEWORK GRADE LEVEL EXPECTATION CT.CC.R CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION CT.CC.R CONTENT STANDARD CT.CC.R Reading Standards for Literature CT.CC.R Reading Standards for Literature CT.CC.R Reading Standards for Literature Range of Reading and Level of Text Complexity FRAMEWORK GRADE LEVEL EXPECTATION CT.CC.RI CT.CC.RI Reading Standards for Informational Text CT.CC.RI CT.C		RL.2.4.	
GRADE LEVEL EXPECTATION CT.CC.R Reading Standards for Literature STATE FRAMEWORK GRADE LEVEL EXPECTATION CT.CC.RI CONTENT STANDARD CT.CC.RI CRADE LEVEL EXPECTATION CT.CC.RI CRADE LEVEL RE.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	CONTENT		Reading Standards for Literature
DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Literature Range of Reading and Level of Text Complexity RADE LEVEL EXPECTATION CT.CC.RI Reading Standards for Informational Text 2.2 Reading Standards for Informational Text CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text CT.CC.RI Reading Standards for Informational Standar			Integration of Knowledge and Ideas
STATE FRAMEWORK CT.CC.RI EXPECTATION CT.C.		RL.2.7.	
GRADE LEVEL EXPECTATION CT.CC.RI CT.CC.RI CT.CC.RI CRADE LEVEL EXPECTATION CT.CC.RI CONTENT STANDARD CT.CC.RI CONTENT CONTEN	CONTENT		Reading Standards for Literature
2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. CT.CC.RI CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION CT.CC.RI Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text CT.CC.RI Reading Standards for Informational Text CT.CC.RI Reading Standards for Informational Text STATE FRAMEWORK RI2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. CT.CC.R CT.CC.R Reading Standards: Foundational Skills STATE FRAMEWORK Phonics and Word Recognition STATE FRAMEWORK GRADE LEVEL RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.			Range of Reading and Level of Text Complexity
STATE FRAMEWORK GRADE LEVEL EXPECTATION CT.CC.RI Reading Standards for Informational Text 2. STATE FRAMEWORK GRADE LEVEL EXPECTATION CT.CC.RI Reading Standards for Informational Text 2. STATE FRAMEWORK GRADE LEVEL EXPECTATION TO NITERIT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION 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. DOMAIN / CT.CC.R Reading Standards: Foundational Skills STATE FRAMEWORK F.2. Phonics and Word Recognition GRADE LEVEL RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.		RL.2.10.	
GRADE LEVEL EXPECTATION CT.CC.RI CONTENT STANDARD 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 scalfolding as needed at the high end of the range. CT.CC.R Reading Standards for Informational Text 2. Range of Reading and Level of Text Complexity 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 scalfolding as needed at the high end of the range. CT.CC.R Reading Standards: Foundational Skills STATE F.2. Phonics and Word Recognition GRADE LEVEL RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	CONTENT		Reading Standards for Informational Text
DOMAIN / CONTENT STANDARD TOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text Range of Reading and Level of Text Complexity Range of Reading and Level of Text Complexity 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. CT.CC.R Reading Standards: Foundational Skills STATE Phonics and Word Recognition GRADE LEVEL RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.			Key Ideas and Details
STATE FRAMEWORK Range of Reading and Level of Text Complexity RRADE LEVEL EXPECTATION 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. CT.CC.R CONTENT STANDARD CT.CC.R F.2. Reading Standards: Foundational Skills Phonics and Word Recognition RRADE LEVEL RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.		RI.2.3.	·
GRADE LEVEL EXPECTATION 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. DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards: Foundational Skills F.2. Phonics and Word Recognition GRADE LEVEL RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	CONTENT		Reading Standards for Informational Text
STATE FRAMEWORK CT.CC.R Phonics and Word Recognition Reading Standards: Foundational Skills CRADE LEVEL RF.2. Science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. CT.CC.R Reading Standards: Foundational Skills Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.			Range of Reading and Level of Text Complexity
CONTENT STANDARD F.2. STATE Phonics and Word Recognition FRAMEWORK GRADE LEVEL RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.		RI.2.10.	science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as
FRAMEWORK GRADE LEVEL RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	CONTENT		Reading Standards: Foundational Skills
			Phonics and Word Recognition
		RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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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Connecticut State Standards

Grade 2 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.

DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.

DOMAIN / CONTENT	CT.CC.L.	Language Standards
STANDARD	۷.	

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
CONTENT		Language Standards Vocabulary Acquisition and Use

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Connecticut State Standards

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		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.

DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
CONTENT		Reading Standards: Foundational Skills Phonics and Word Recognition
CONTENT STANDARD		
STATE FRAMEWORK GRADE LEVEL	F.2.	Phonics and Word Recognition
STATE FRAMEWORK GRADE LEVEL EXPECTATION	F.2. RF.2.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR	RF.2.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT	RF.2.3(a) RF.2.3(b) CT.CC.W.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams.
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE	RF.2.3(a) RF.2.3(b) CT.CC.W.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Writing Standards
STATE FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR INDICATOR DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	RF.2.3(a) RF.2.3(b) CT.CC.W. 2.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Writing Standards Production and Distribution of Writing With guidance and support from adults and peers, focus on a topic and strengthen writing as

GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION

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 20: Unit 4 Summarizing a Reference, p. 195-201

Connecticut State Standards

		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT ST ANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN /		
CONTENT STANDARD	CT.CC.W.	Writing Standards
CONTENT		Writing Standards Research to Build and Present Knowledge
CONTENT STANDARD		
STATE FRAMEWORK GRADE LEVEL	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
STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	W.2.7.	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).

GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
	L.2.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FRAMEWORK GRADE LEVEL	L.2.1. L.2.1(e)	Demonstrate command of the conventions of standard English grammar and usage
FRAMEWORK GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FRAMEWORK GRADE LEVEL EXPECTATION INDICATOR DOMAIN / CONTENT	L.2.1(e)	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.

Week 21: Unit 4 Summarizing a Reference, p. 203-209

Connecticut State Standards

Grade 2 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R F.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
CONTENT		Vocabulary Acquisition and Use

CT.CC.L. Language Standards 2.

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

Connecticut State Standards Language Arts

		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas

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

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards 2.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
	L.2.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FRAMEWORK GRADE LEVEL	L.2.1. L.2.1(e)	Demonstrate command of the conventions of standard English grammar and usage

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 23: Unit 4 Summarizing a Reference, p. 219-225

Connecticut State Standards

Grade 2 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards

GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
GRADE LEVEL EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION

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 24: Unit 4 Summarizing a Reference, p. 227-233

Connecticut State Standards

		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.

STANDARD		
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and

CT.CC.S Speaking and Listening Standards

DOMAIN /

CONTENT

EXPECTATION

L.2.

Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

happy that makes me happy).

responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are

Connecticut State Standards

Grade 2 - Adopted: 2010			
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature	
STATE FRAMEWORK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	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.	
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.	
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature	

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

DOMAIN /
CONTENT
STANDARD

CT.CC.W. Writing Standards 2.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 26: Unit 5 Writing from Pictures, p. 247-253

Connecticut State Standards

Language Arts		
		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT ST ANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.

DOMAIN / CONTENT ST ANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 27: Unit 5 Writing from Pictures, p. 255-261

Connecticut State Standards

		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.

DOMAIN /
CONTENT
STANDARD

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

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

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	SL.2.1(c) CT.CC.S L.2.	Ask for clarification and further explanation as needed about the topics and texts under discussion. Speaking and Listening Standards
DOMAIN / CONTENT	CT.CC.S	
DOMAIN / CONTENT STANDARD	CT.CC.S	Speaking and Listening Standards
DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	CT.CC.S L.2.	Speaking and Listening Standards Comprehension and Collaboration Recount or describe key ideas or details from a text read aloud or information presented orally or
DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	CT.CC.S L.2. SL.2.2.	Speaking and Listening Standards Comprehension and Collaboration Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE	CT.CC.S L.2. SL.2.2.	Speaking and Listening Standards Comprehension and Collaboration Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Language Standards

INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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
		Connecticut State Standards
		Language Arts
		Grade 2 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
CONTENT		Reading Standards for Literature Integration of Knowledge and Ideas

DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT ST ANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT ST ANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT	CT.CC.W.	Writing Standards
STANDARD		
STANDARD STATE FRAMEWORK		Text Types and Purposes
STATE	W.2.3.	Text Types and Purposes 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.
STATE FRAMEWORK GRADE LEVEL	W.2.3. CT.CC.W. 2.	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
STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	CT.CC.W.	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.
STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD	CT.CC.W.	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. Writing Standards
STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	CT.CC.W. 2.	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. Writing Standards Production and Distribution of Writing With guidance and support from adults and peers, focus on a topic and strengthen writing as
STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	CT.CC.W. 2. W.2.5.	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. Writing Standards Production and Distribution of Writing With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

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

happy that makes me happy).

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

GRADE LEVEL

EXPECTATION

L.2.6.

Connecticut State Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD	L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity

DOMAIN /

CT.CC.R Reading Standards for Literature

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	01.0441	
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(b) SL.2.1(c)	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.
INDICATOR DOMAIN / CONTENT	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.

STANDARD		
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
CONTENT		Vocabulary Acquisition and Use

CT.CC.L. Language Standards 2.

DOMAIN / CONTENT

Connecticut State Standards

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Grade 2 - Adopted: 2010				
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature		
STATE FRAMEWORK		Key Ideas and Details		
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.		
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature		
STATE FRAMEWORK		Craft and Structure		
GRADE LEVEL EXPECTATION	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.		
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature		
STATE FRAMEWORK		Integration of Knowledge and Ideas		

GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE		Range of Reading and Level of Text Complexity
FRAMEWORK		Range of Reading and Level of Fext complexity
	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.
GRADE LEVEL	RI.2.10. CT.CC.W. 2.	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
GRADE LEVEL EXPECTATION DOMAIN / CONTENT	CT.CC.W.	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.
GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD	CT.CC.W.	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. Writing Standards
GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL	CT.CC.W.	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. Writing Standards Text Types and Purposes Write informative/explanatory texts in which they introduce a topic, use facts and definitions to
GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT	CT.CC.W. 2. W.2.2.	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. Writing Standards Text Types and Purposes Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE FRAMEWORK GRADE LEVEL EXPECTATION DOMAIN / CONTENT STANDARD STATE STANDARD	CT.CC.W. 2. W.2.2.	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. Writing Standards Text Types and Purposes Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
INDICATOR	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).
INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).