

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

WEEK 31 P. 289 - 295 IN PDF

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
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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.
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI
.2.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.W.
2.** **Writing Standards**

STATE FRAMEWORK		Text Types and Purposes
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.W.
2.** **Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.W.
2.** **Writing Standards**

STATE FRAMEWORK		Research to Build and Present Knowledge
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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).
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.S
L.2.** **Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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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
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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.
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**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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.L.
2.** **Language Standards**

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

STATE FRAMEWORK		Craft and Structure
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.R
L.2.** **Reading Standards for Literature**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.R
L.2.** **Reading Standards for Literature**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI
.2.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Key Ideas and Details
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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.
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI
.2.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.W.
2.** **Writing Standards**

STATE FRAMEWORK		Text Types and Purposes
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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.
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
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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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Week 01: Pre-Writing, p. 33-39

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
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GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.R
L.2.**

Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.R
L.2.**

Reading Standards for Literature

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.R
L.2.**

Reading Standards for Literature

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.RI
.2.**

Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.RI
.2.**

Reading Standards for Informational Text

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.R
F.2.**

Reading Standards: Foundational Skills

STATE FRAMEWORK		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.S
L.2.**

Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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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).
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INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.S
L.2.**

Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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**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.

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
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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
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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
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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
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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
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI
.2.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.R
F.2.** **Reading Standards: Foundational Skills**

STATE FRAMEWORK		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.S
L.2.** **Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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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).
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INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.S
L.2.** **Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.S
L.2.** **Speaking and Listening Standards**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.L.
2.** **Language Standards**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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).
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.L.
2.** **Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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.
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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).
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.L.
2.** **Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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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Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

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
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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(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

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.2.3.	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
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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 .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
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.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

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

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
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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(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(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 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).

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

STATE FRAMEWORK		Craft and Structure
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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.
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DOMAIN / CONTENT STANDARD CT.CC.R L.2. Reading Standards for Literature

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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.
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DOMAIN / CONTENT STANDARD CT.CC.R L.2. Reading Standards for Literature

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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DOMAIN / CONTENT STANDARD CT.CC.RI .2. Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.RI
.2.**

Reading Standards for Informational Text

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.R
F.2.**

Reading Standards: Foundational Skills

STATE FRAMEWORK		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.S
L.2.**

Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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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).
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INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.S
L.2.**

Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.L.
2.**

Language Standards

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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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Week 09: Unit 2 Summarizing from Notes, p.101-107

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

STATE FRAMEWORK		Craft and Structure
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.R
L.2.** **Reading Standards for Literature**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.R
L.2.** **Reading Standards for Literature**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI
.2.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Key Ideas and Details
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI
.2.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.R
F.2.** **Reading Standards: Foundational Skills**

STATE FRAMEWORK		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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**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
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

Language Arts

Grade 2 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.R L.2. Reading Standards for Literature

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

STATE FRAMEWORK		Craft and Structure
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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.
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DOMAIN / CONTENT STANDARD CT.CC.R L.2. Reading Standards for Literature

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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.
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DOMAIN / CONTENT STANDARD CT.CC.R L.2. Reading Standards for Literature

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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DOMAIN / CONTENT STANDARD CT.CC.RI .2. Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI
.2.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.R
F.2.** **Reading Standards: Foundational Skills**

STATE FRAMEWORK		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.W.
2.** **Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.S
L.2.** **Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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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).
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INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.S
L.2.** **Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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**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
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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

Language Arts

Grade 2 - Adopted: 2010

**DOMAIN /
CONTENT
STANDARD**

**CT.CC.R
L.2.**

Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
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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
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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(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
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 12: Unit 2 Summarizing from Notes, p.125-131

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
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.R
F.2.** **Reading Standards: Foundational Skills**

STATE FRAMEWORK		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.S
L.2.** **Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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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).
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INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.S
L.2.** **Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.L.
2.** **Language Standards**

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

**CT.CC.L.
2.**

Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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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Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

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
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GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.R
L.2.**

Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
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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
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.S
L.2.**

Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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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).
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INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.L.
2.**

Language Standards

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

**CT.CC.L.
2.**

Language Standards

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

**CT.CC.L.
2.**

Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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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Week 14: Unit 3 Retelling Narrative Stories, p.145-151

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
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GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.R
L.2.**

Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.R
L.2.**

Reading Standards for Literature

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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(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		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).

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
.2.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.R
F.2.** **Reading Standards: Foundational Skills**

STATE FRAMEWORK		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.W.
2.** **Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.W.
2.** **Writing Standards**

STATE FRAMEWORK		Research to Build and Present Knowledge
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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).
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.S
L.2.** **Speaking and Listening Standards**

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

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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 .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.
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INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
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DOMAIN / CONTENT STANDARD

CT.CC.W. 2. Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
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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.
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DOMAIN / CONTENT STANDARD

CT.CC.S L.2. Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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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).
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INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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DOMAIN / CONTENT STANDARD

CT.CC.S L.2. Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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DOMAIN / CONTENT STANDARD

CT.CC.L. 2. Language Standards

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

Week 17: Unit 3 Retelling Narrative Stories, p.169-175

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 .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.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

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 .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
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.W.
2.**

Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
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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).
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.S
L.2.**

Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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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).
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INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.S
L.2.**

Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.L.
2.**

Language Standards

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**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).
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DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
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STATE FRAMEWORK		Vocabulary Acquisition and Use
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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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Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

Connecticut State Standards

Language Arts

Grade 2 - Adopted: 2010

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI
.2.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Key Ideas and Details
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI
.2.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.R
F.2.** **Reading Standards: Foundational Skills**

STATE FRAMEWORK		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.W.
2.** **Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.W.
2.** **Writing Standards**

STATE FRAMEWORK		Research to Build and Present Knowledge
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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).
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Week 20: Unit 4 Summarizing a Reference, p. 195-201

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

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 .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 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
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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 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
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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
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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
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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		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
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.W.
2.**

Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.S
L.2.**

Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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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).
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INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.S
L.2.**

Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.L.
2.**

Language Standards

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

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

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

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.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.2.2.	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.
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
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.L.
2.** **Language Standards**

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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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Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

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
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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.
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GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**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 .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.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
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.W.
2.**

Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
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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).
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.S
L.2.**

Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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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).
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INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.S
L.2.**

Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.L.
2.**

Language Standards

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

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.L.
2.** **Language Standards**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.L.
2.** **Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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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Week 27: Unit 5 Writing from Pictures, p. 255-261

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

STATE FRAMEWORK		Craft and Structure
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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.
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.R
L.2.** **Reading Standards for Literature**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.R
L.2.** **Reading Standards for Literature**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI
.2.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Key Ideas and Details
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI
.2.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.W.
2.** **Writing Standards**

STATE FRAMEWORK		Text Types and Purposes
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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	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 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 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
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.RI
.2.**

Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.RI
.2.**

Reading Standards for Informational Text

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.W.
2.**

Writing Standards

STATE FRAMEWORK		Text Types and Purposes
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.W.
2.**

Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
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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.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.W.
2.**

Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
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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).
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**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
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 29: Introduction to Unit 7 Inventive Writing, p. 271-279

Connecticut State Standards

Language Arts

Grade 2 - Adopted: 2010

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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
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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 30: Unit 7 Inventive Writing, p. 281-287

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
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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
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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
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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 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.
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).