Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Illinois Learning Standards

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

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		WEEK 31 P. 289 - 295 IN PDF
		Illinois Learning Standards
		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details

DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY		Reading Standards for Informational Text

LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL I DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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).
STATE GOAL I DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.

STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR I CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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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		Illinois Learning Standards
		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Reading

LEARNING		Range of Reading and Level of Text Complexity
STANDARD / DISCIPLINE		The state of the s
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
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LEARNING ST ANDARD / DISCIPLINE		Range of Writing
LEARNING STANDARD /	CCRA.W.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Write routinely over extended time frames (time for research, reflection, and revision) and shorter
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST ATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR /	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DISCIPLINE		
		Reading Standards for Literature
STATE GOAL / DISCIPLINARY		Reading Standards for Literature Craft and Structure
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	RL.2.4.	
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	RL.2.4.	Craft and Structure Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	RL.2.4.	Craft and Structure Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	RL.2.4.	Craft and Structure Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards

LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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).
STATE GOAL I DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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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Illinois Learning Standards

		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition

DESCRIPT OR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST AND ARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
DISCIPLINARY		Speaking and Listening Standards Comprehension and Collaboration
DISCIPLINARY CONCEPT LEARNING STANDARD /	SL.2.2.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	SL.2.2.	Comprehension and Collaboration Recount or describe key ideas or details from a text read aloud or information presented orally or
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	SL.2.2.	Comprehension and Collaboration Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	SL.2.2.	Comprehension and Collaboration Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Language Standards

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Illinois Learning Standards

Language Arts

Grade 2 - Adopted: 2010 (CCSS) / Implemented 2013

STATE GOAL / DISCIPLINARY CONCEPT College and Career Readiness Anchor Standards for Reading

LEARNING		
STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST AND ARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
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LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
LEARNING STANDARD /	CCRA.S L.1.	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Prepare for and participate effectively in a range of conversations and collaborations with diverse
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	CCRA.L.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE	CCRA.L.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.

CONCEPT

Reading Standards for Informational Text

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

LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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).

Illinois Learning Standards

Language Arts		
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD I DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STATE GOAL /	
DISCIPLINARY	
CONCEPT	

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING ST ANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPT OR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Fluency
DESCRIPT OR / CONTENT DISCIPLINE	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

STATE GOAL / DISCIPLINARY CONCEPT

DISCIPLINE

Language Standards

Vocabulary Acquisition and Use

DESCRIPTOR / CONTENT DISCIPLINE	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
		Illinois Learning Standards
		Language Arts

Language Arts		
		Grade 2 - Adopted: 2010 (CCSS) / Implemented 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text

LEARNING ST AND ARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING ST AND ARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPTOR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST AND ARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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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Illinois Learning Standards Language Arts

		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT	RL.2.3.	Describe how characters in a story respond to major events and challenges. Reading Standards for Literature
CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	RL.2.3.	

STATE GOAL /
DISCIPLINARY
CONCEPT

CONCEPT

Reading Standards for Informational Text

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING ST ANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPTOR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STATE GOAL I DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY		Speaking and Listening Standards

LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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).

Illinois Learning Standards

		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implemented 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STATE GOAL /	
DISCIPLINARY	
CONCEPT	

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.

STATE GOAL /
DISCIPLINARY
CONCEPT

CONCEPT

Reading Standards: Foundational Skills

LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPTOR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY		Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 07: Unit 2 Summarizing from Notes, p. 85-91

Illinois Learning Standards

Grade 2 - Adopted: 2010 (CCSS) / Implemented 2013			
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text

LEARNING ST AND ARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING ST AND ARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPTOR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST AND ARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

		Grade 2 - Adopted: 2010 (CCSS) / Implemented 2013
Illinois Learning Standards		
		Week 08: Unit 2 Summarizing from Notes, p.93-99
DESCRIPTOR / CONTENT DISCIPLINE	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).
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
STANDARD	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).
DESCRIPTOR / CONTENT DISCIPLINE	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.
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STANDARD	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

	Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT	College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE	Key Ideas and Details

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

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
DISCIPLINARY		Reading Standards: Foundational Skills Phonics and Word Recognition
DISCIPLINARY CONCEPT LEARNING STANDARD /	RF.2.3.	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT	RF.2.3. RF.2.3.a.	Phonics and Word Recognition
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD	RF.2.3.a.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY	RF.2.3.a.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	RF.2.3.a.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Speaking and Listening Standards
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	RF.2.3.a. RF.2.3.b.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Speaking and Listening Standards Comprehension and Collaboration Participate in collaborative conversations with diverse partners about grade 2 topics
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE	RF.2.3.a. RF.2.3.b.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Speaking and Listening Standards Comprehension and Collaboration Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to

STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR /	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and

CONTENT

DISCIPLINE

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

happy that makes me happy).

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

Illinois Learning Standards

Language Arts			
	Grade 2 - Adopted: 2010 (CCSS) / Implemented 2013		
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity	

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL /
DISCIPLINARY
CONCEPT

Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

STATE GOAL /
DISCIPLINARY
CONCEPT

Reading Standards for Informational Text

LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING ST AND ARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPT OR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST AND ARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
	,	Week 10: Unit 2 Summarizing from Notes, p.109-115

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

Illinois Learning Standards

Language Arts

		Grade 2 - Adopted: 2010 (CCSS) / Implemented 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL /
DISCIPLINARY
CONCEPT

Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

STATE GOAL /
DISCIPLINARY
CONCEPT

Reading Standards for Informational Text

LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPTOR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / SCONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD /		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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
		Illinois Learning Standards
		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details

CCRA.R. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

DESCRIPTOR /

CONTENT DISCIPLINE 3.

STATE GOAL /
DISCIPLINARY
CONCEPT

CONCEPT

College and Career Readiness Anchor Standards for Reading

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

LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR /	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or
CONTENT DISCIPLINE		steps in technical procedures in a text.

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD I DISCIPLINE		Phonics and Word Recognition
DESCRIPT OR I CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL I DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
CONCLPT		
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use

Illinois Learning Standards

Language Arts

		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implemented 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPTOR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
STANDARD /	SL.2.2.	Comprehension and Collaboration Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	SL.2.2. L.2.1.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Language Standards
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage

Conventions of Standard English

LEARNING

STANDARD / DISCIPLINE

DESCRIPTOR / CONTENT DISCIPLINE	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
		(0.91, 2.14.10400), 1.94.104001, 1.0402001, 200141, 200
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
DISCIPLINARY		

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

Illinois Learning Standards

Language Arts

		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

term important to comprehension or expression.

STATE GOAL /
DISCIPLINARY
CONCEPT

DISCIPLINE

Reading Standards for Literature

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

STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Informational Text

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPT OR I CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR /		
CONTENT	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.
CONTENT	SL.2.1. SL.2.1.a.	
CONTENT		and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to

STATE GOAL /
DISCIPLINARY
CONCEPT

Speaking and Listening Standards

LEARNING ST ANDARD I DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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).

Illinois Learning Standards

Language Arts

		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR /		
CONTENT	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
		Recount stories, including fables and folktales from diverse cultures, and determine their central
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	message, lesson, or moral.
CONTENT	RL.2.2.	•
CONTENT DISCIPLINE DESCRIPTOR / CONTENT		message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		message, lesson, or moral. Describe how characters in a story respond to major events and challenges.
CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		message, lesson, or moral. Describe how characters in a story respond to major events and challenges. Reading Standards for Literature
CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	RL.2.3.	message, lesson, or moral. Describe how characters in a story respond to major events and challenges. Reading Standards for Literature Craft and Structure Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINE	RL.2.3.	message, lesson, or moral. Describe how characters in a story respond to major events and challenges. Reading Standards for Literature Craft and Structure Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPT OR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD I DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL I DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR I CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).

STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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).
	V	/eek 15: Unit 3 Retelling Narrative Stories, p. 153-159
		Illinois Learning Standards
		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD I DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR /	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies,
CONTENT DISCIPLINE		science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STATE GOAL / DISCIPLINARY		needed at the high end of the range.

DESCRIPTOR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL I DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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).
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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).
	V	Veek 16: Unit 3 Retelling Narrative Stories, p.161-167
		Illinois Learning Standards
		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details

DESCRIPTOR / CCRA.R. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT 3.

DISCIPLINE

STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
DISCIPLINARY		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
DISCIPLINARY CONCEPT LEARNING ST ANDARD /	CCRA.W. 9.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Research to Build and Present Knowledge
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD /		Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Speaking and Listening

STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STATE GOAL / DISCIPLINARY CONCEPT

DISCIPLINE

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature

LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPT OR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR I CONTENT DISCIPLINE	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.

STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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).
	V	Neek 17: Unit 3 Retelling Narrative Stories in 169-175

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

Illinois Learning Standards

Language Arts					
Grade 2 - Adopted: 2010 (CCSS) / Implemented 2013					
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading			
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details			
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.			
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading			
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity			
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.			

STATE GOAL DISCIPLINAR CONCEPT
LEARNING STANDARD / DISCIPLINE

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL /
DISCIPLINARY
CONCEPT

Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CONCEPT

Reading Standards for Informational Text

STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	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).
DESCRIPT OR / CONTENT DISCIPLINE	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.
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DESCRIPT OR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
DESCRIPTOR / CONTENT DISCIPLINE	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.
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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 18: Unit 3 Retelling Narrative Stories, p. 177-183

Illinois Learning Standards

		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STATE GOAL /
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College and Career Readiness Anchor Standards for Speaking and Listening

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

DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPT OR I CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.

STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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).
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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 19:	: Introduction to Unit 4 Summarizing a Reference, p. 185-193

Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

Illinois Learning Standards

Language Arts				
	Grade 2 - Adopted: 2010 (CCSS) / Implemented 2013			
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading		
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details		
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading		
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas		

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
STANDARD /	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT CONTENT		Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Describe how characters in a story respond to major events and challenges.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Describe how characters in a story respond to major events and challenges. Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPT OR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards

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

STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

Illinois Learning Standards

		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
DISCIPLINARY		College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use
DISCIPLINARY CONCEPT LEARNING STANDARD /	CCRA.L.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT		Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Vocabulary Acquisition and Use Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.

STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards: Foundational Skills

LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPTOR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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).
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).

STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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).
	V	Veek 21: Unit 4 Summarizing a Reference, p. 203-209

Illinois Learning Standards

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	Grade 2 - Adopted: 2010 (CCSS) / Implemented 2013		
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading	
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details	
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	

STATE GOAL /
DISCIPLINARY
CONCEPT

CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY		College and Career Readiness Anchor Standards for Language

LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
STANDARD /	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.

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPT OR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards

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

STATE GOAL /
DISCIPLINARY
CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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

Illinois Learning Standards

Language Arts		
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Literature

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

STATE GOAL /
DISCIPLINARY
CONCEPT

Reading Standards for Informational Text

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards: Foundational Skills
LEARNING STANDARD / DISCIPLINE		Phonics and Word Recognition
DESCRIPTOR / CONTENT DISCIPLINE	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT	W.2.2.	
CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	W.2.2.	develop points, and provide a concluding statement or section.
CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	W.2.2.	develop points, and provide a concluding statement or section. Writing Standards
CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT		develop points, and provide a concluding statement or section. Writing Standards Production and Distribution of Writing With guidance and support from adults and peers, focus on a topic and strengthen writing as

DESCRIPTOR / CONTENT DISCIPLINE	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL I DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.

STATE GOAL /
DISCIPLINARY
CONCEPT

Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPT OR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	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).
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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

Illinois Learning Standards

Language Arts		
Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013		
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Reading

LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.

STATE GOAL DISCIPLINAR' CONCEPT
LEARNING STANDARD /

Reading Standards for Informational Text

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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).
DESCRIPTOR / CONTENT DISCIPLINE	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.

STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
0011021		
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
LEARNING ST ANDARD /	L.2.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.2.1. L.2.1.e.	Demonstrate command of the conventions of standard English grammar and usage
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.

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

Illinois Learning Standards

		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening

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

DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	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.

STATE GOAL /
DISCIPLINARY
CONCEPT

Writing Standards

LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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).
STATE GOAL I DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English

DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

Illinois Learning Standards

Language Arts

		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST AND ARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure

DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

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

LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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
		Illinois Learning Standards

		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing

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

STATE GOAL /
DISCIPLINARY
CONCEPT

Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.

STATE GOAL /
DISCIPLINARY
CONCEPT

Writing Standards

LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST AND ARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
		Week 27: Unit 5 Writing from Pictures, p. 255-261

Illinois Learning Standards

		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL /		
DISCIPLINARY CONCEPT		Reading Standards for Literature
DISCIPLINARY		Reading Standards for Literature Key Ideas and Details
DISCIPLINARY CONCEPT LEARNING STANDARD /	RL.2.1.	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	RL.2.1.	Key Ideas and Details Ask and answer such questions as who, what, where, when, why, and how to demonstrate
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT		Key Ideas and Details Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recount stories, including fables and folktales from diverse cultures, and determine their central
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Key Ideas and Details Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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).
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING ST AND ARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPT OR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards

LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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
		Illinois Learning Standards
		Language Arts
		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL /		College and Career Readiness Anchor Standards for Reading

		Grade 2 - Adopted: 2010 (CCSS) / Implemented 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Production and Distribution of Writing

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

STATE GOAL / DISCIPLINARY CONCEPT

Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.

STATE GOAL /
DISCIPLINARY
CONCEPT

Writing Standards

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT DISCIPLINE	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).
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	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.
STANDARD	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).
STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STATE GOAL / DISCIPLINARY CONCEPT		Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration

DESCRIPTOR / CONTENT DISCIPLINE	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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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Illinois Learning Standards

Language Arts

		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

STATE GOAL /
DISCIPLINARY
CONCEPT

College and Career Readiness Anchor Standards for Writing

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STATE GOAL I DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STATE GOAL /
DISCIPLINARY
CONCEPT

DISCIPLINE

College and Career Readiness Anchor Standards for Language

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DESCRIPTOR / CONTENT DISCIPLINE	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING ST ANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT	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.

STATE GOAL /
DISCIPLINARY
CONCEPT

DISCIPLINE

Reading Standards for Informational Text

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT	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).

STATE GOAL / DISCIPLINARY CONCEPT

Speaking and Listening Standards

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

Language Arts

		Grade 2 - Adopted: 2010 (CCSS) / Implement ed 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING STANDARD / DISCIPLINE		Range of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

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

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LEARNING STANDARD / DISCIPLINE	

DISCIPLINE

Reading Standards for Literature

LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL I DISCIPLINARY CONCEPT		Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT	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.

STATE GOAL /
DISCIPLINARY
CONCEPT

Writing Standards

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

DESCRIPTOR / CONTENT DISCIPLINE	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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).