

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

**Secondary Criteria:** Utah State Core Curriculum

**Subject:** Language Arts

**Grade:** 2

## Classroom Supplement Units Grade 2

Pre-writing

### Utah State Core Curriculum

#### Language Arts

Grade 2 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / CLUSTER	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / AREA OF LEARNING	UT.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
INDICATOR /	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer,

CLUSTER		explain, or describe.
STANDARD / AREA OF LEARNING	UT.CC.RI.2.	Reading Standards for Informational Text
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / STANDARD	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / STANDARD	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
STANDARD / AREA OF LEARNING	UT.CC.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.2.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / STANDARD	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	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.
EXPECTATION / 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).
EXPECTATION / STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / CLUSTER	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards

OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
INDICATOR / CLUSTER	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 28 for specific expectations.)
STANDARD / AREA OF LEARNING	UT.CC.L. 2.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	L.2.1.d.	Use collective nouns (e.g., group).
EXPECTATION / STANDARD	L.2.1.e.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION / STANDARD	L.2.1.f.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / STANDARD	L.2.1.i.	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).
STANDARD / AREA OF LEARNING	UT.CC.L. 2.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
STANDARD / AREA OF LEARNING	UT.CC.L. 2.	Language Standards
OBJECTIVE / STRAND		KNOWLEDGE OF LANGUAGE
INDICATOR / CLUSTER	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / STANDARD	L.2.3.a.	Compare formal and informal uses of English.
STANDARD / AREA OF LEARNING	UT.CC.L. 2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	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.
EXPECTATION / STANDARD	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / STANDARD	L.2.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION / 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 / AREA OF LEARNING	UT.CC.L. 2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / 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).

STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	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).

Unit 1

Utah State Core Curriculum  
Language Arts  
Grade 2 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / CLUSTER	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATOR / CLUSTER	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / AREA OF LEARNING	UT.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE /		CRAFT AND STRUCTURE

STRAND		
INDICATOR / CLUSTER	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
INDICATOR / CLUSTER	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / AREA OF LEARNING	UT.CC.RI.2.	Reading Standards for Informational Text
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI.2.	Reading Standards for Informational Text
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / STANDARD	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / STANDARD	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / STANDARD	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / AREA OF LEARNING	UT.CC.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.2.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / STANDARD	RF.2.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / STANDARD	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / AREA OF LEARNING	UT.CC.W.2.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION

INDICATOR / CLUSTER	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.
EXPECTATION / 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).
EXPECTATION / STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / CLUSTER	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
INDICATOR / CLUSTER	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 28 for specific expectations.)
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	L.2.1.d.	Use collective nouns (e.g., group).
EXPECTATION / STANDARD	L.2.1.e.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION / STANDARD	L.2.1.g.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION / STANDARD	L.2.1.h.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION / STANDARD	L.2.1.i.	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).
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / STANDARD	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		KNOWLEDGE OF LANGUAGE
INDICATOR / CLUSTER	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / STANDARD	L.2.3.a.	Compare formal and informal uses of English.
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	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.
EXPECTATION / STANDARD	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / STANDARD	L.2.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION / 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).
EXPECTATION / 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).
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / STANDARD	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION / 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).
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	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).

Unit 2

Utah State Core Curriculum  
Language Arts  
Grade 2 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R.L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / CLUSTER	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / AREA OF LEARNING	UT.CC.R.L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.



INDICATOR / CLUSTER	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / AREA OF LEARNING	UT.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STANDARD / AREA OF LEARNING	UT.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
INDICATOR / CLUSTER	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / AREA OF LEARNING	UT.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / STANDARD	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / STANDARD	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / STANDARD	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / AREA OF LEARNING	UT.CC.R F.2.	Reading Standards: Foundational Skills



OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.2.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / STANDARD	RF.2.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / STANDARD	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / AREA OF LEARNING	UT.CC.W.2.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.W.2.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	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.
EXPECTATION / 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).
EXPECTATION / STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / CLUSTER	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
INDICATOR / CLUSTER	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / CLUSTER	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 28 for specific expectations.)

<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.L. 2.</b>	<b>Language Standards</b>
<b>OBJECTIVE / STRAND</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
<b>INDICATOR / CLUSTER</b>	<b>L.2.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.1.d.</b>	<b>Use collective nouns (e.g., group).</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.1.e.</b>	<b>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.1.f.</b>	<b>Use reflexive pronouns (e.g., myself, ourselves).</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.1.g.</b>	<b>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.1.h.</b>	<b>Use adjectives and adverbs, and choose between them depending on what is to be modified.</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.1.i.</b>	<b>Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</b>
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.L. 2.</b>	<b>Language Standards</b>
<b>OBJECTIVE / STRAND</b>		<b>CONVENTIONS OF STANDARD ENGLISH</b>
<b>INDICATOR / CLUSTER</b>	<b>L.2.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.2.a.</b>	<b>Capitalize holidays, product names, and geographic names.</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.2.c.</b>	<b>Use an apostrophe to form contractions and frequently occurring possessives.</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.2.d.</b>	<b>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</b>
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.L. 2.</b>	<b>Language Standards</b>
<b>OBJECTIVE / STRAND</b>		<b>KNOWLEDGE OF LANGUAGE</b>
<b>INDICATOR / CLUSTER</b>	<b>L.2.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.3.a.</b>	<b>Compare formal and informal uses of English.</b>
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.L. 2.</b>	<b>Language Standards</b>
<b>OBJECTIVE / STRAND</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>INDICATOR / CLUSTER</b>	<b>L.2.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.4.a.</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.4.b.</b>	<b>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.4.c.</b>	<b>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</b>
<b>EXPECTATION / STANDARD</b>	<b>L.2.4.d.</b>	<b>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</b>
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.L. 2.</b>	<b>Language Standards</b>
<b>OBJECTIVE / STRAND</b>		<b>VOCABULARY ACQUISITION AND USE</b>
<b>INDICATOR /</b>	<b>L.2.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

<b>CLUSTER</b>		
<b>EXPECTATION / STANDARD</b>	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
<b>EXPECTATION / STANDARD</b>	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).
<b>STANDARD / AREA OF LEARNING</b>	UT.CC.L.2.	Language Standards
<b>OBJECTIVE / STRAND</b>		VOCABULARY ACQUISITION AND USE
<b>INDICATOR / CLUSTER</b>	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).

Unit 3

Utah State Core Curriculum  
Language Arts  
Grade 2 - Adopted: 2013

<b>STANDARD / AREA OF LEARNING</b>	UT.CC.R L.2.	Reading Standards for Literature
<b>OBJECTIVE / STRAND</b>		KEY IDEAS AND DETAILS
<b>INDICATOR / CLUSTER</b>	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.
<b>INDICATOR / CLUSTER</b>	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>INDICATOR / CLUSTER</b>	RL.2.3.	Describe how characters in a story respond to major events and challenges.
<b>STANDARD / AREA OF LEARNING</b>	UT.CC.R L.2.	Reading Standards for Literature
<b>OBJECTIVE / STRAND</b>		CRAFT AND STRUCTURE
<b>INDICATOR / CLUSTER</b>	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.
<b>INDICATOR / CLUSTER</b>	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>INDICATOR / CLUSTER</b>	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>STANDARD / AREA OF LEARNING</b>	UT.CC.R L.2.	Reading Standards for Literature
<b>OBJECTIVE / STRAND</b>		INTEGRATION OF KNOWLEDGE AND IDEAS
<b>INDICATOR / CLUSTER</b>	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.
<b>STANDARD / AREA OF LEARNING</b>	UT.CC.R L.2.	Reading Standards for Literature
<b>OBJECTIVE / STRAND</b>		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
<b>INDICATOR / CLUSTER</b>	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.
<b>STANDARD / AREA OF LEARNING</b>	UT.CC.R F.2.	Reading Standards: Foundational Skills
<b>OBJECTIVE / STRAND</b>		PHONICS AND WORD RECOGNITION
<b>INDICATOR / CLUSTER</b>	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION / STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / STANDARD	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / STANDARD	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / STANDARD	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / AREA OF LEARNING	UT.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.2.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / STANDARD	RF.2.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / STANDARD	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / AREA OF LEARNING	UT.CC.W 2.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.W 2.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / AREA OF LEARNING	UT.CC.SL .2.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	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.
EXPECTATION / 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).
EXPECTATION / STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL .2.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / CLUSTER	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
INDICATOR / CLUSTER	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / CLUSTER	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 28 for specific expectations.)
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	L.2.1.d.	Use collective nouns (e.g., group).
EXPECTATION / STANDARD	L.2.1.g.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION / STANDARD	L.2.1.h.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION / STANDARD	L.2.1.i.	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).
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / STANDARD	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
EXPECTATION / STANDARD	L.2.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		KNOWLEDGE OF LANGUAGE
INDICATOR / CLUSTER	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / STANDARD	L.2.3.a.	Compare formal and informal uses of English.
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	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.
EXPECTATION / STANDARD	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / STANDARD	L.2.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION / 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).

EXPECTATION / 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).
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / STANDARD	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION / 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).
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	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).

Unit 4

Utah State Core Curriculum  
Language Arts  
Grade 2 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / CLUSTER	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATOR / CLUSTER	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	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.
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE / STRAND</b>		<b>KEY IDEAS AND DETAILS</b>
<b>INDICATOR / CLUSTER</b>	<b>RI.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>INDICATOR / CLUSTER</b>	<b>RI.2.2.</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<b>INDICATOR / CLUSTER</b>	<b>RI.2.3.</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE / STRAND</b>		<b>CRAFT AND STRUCTURE</b>
<b>INDICATOR / CLUSTER</b>	<b>RI.2.4.</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>INDICATOR / CLUSTER</b>	<b>RI.2.6.</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE / STRAND</b>		<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
<b>INDICATOR / CLUSTER</b>	<b>RI.2.8.</b>	Describe how reasons support specific points the author makes in a text.
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>OBJECTIVE / STRAND</b>		<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>
<b>INDICATOR / CLUSTER</b>	<b>RI.2.10.</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>OBJECTIVE / STRAND</b>		<b>PHONICS AND WORD RECOGNITION</b>
<b>INDICATOR / CLUSTER</b>	<b>RF.2.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>EXPECTATION / STANDARD</b>	<b>RF.2.3.a.</b>	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>EXPECTATION / STANDARD</b>	<b>RF.2.3.b.</b>	Know spelling-sound correspondences for additional common vowel teams.
<b>EXPECTATION / STANDARD</b>	<b>RF.2.3.c.</b>	Decode regularly spelled two-syllable words with long vowels.
<b>EXPECTATION / STANDARD</b>	<b>RF.2.3.d.</b>	Decode words with common prefixes and suffixes.
<b>EXPECTATION / STANDARD</b>	<b>RF.2.3.e.</b>	Identify words with inconsistent but common spelling-sound correspondences.
<b>EXPECTATION / STANDARD</b>	<b>RF.2.3.f.</b>	Recognize and read grade-appropriate irregularly spelled words.
<b>STANDARD / AREA OF LEARNING</b>	<b>UT.CC.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>OBJECTIVE / STRAND</b>		<b>FLUENCY</b>
<b>INDICATOR / CLUSTER</b>	<b>RF.2.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION / STANDARD</b>	<b>RF.2.4.a.</b>	Read grade-level text with purpose and understanding.



EXPECTATION / STANDARD	RF.2.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / STANDARD	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / AREA OF LEARNING	UT.CC.W.2.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.W.2.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / AREA OF LEARNING	UT.CC.W.2.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
INDICATOR / CLUSTER	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	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.
EXPECTATION / 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).
EXPECTATION / STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / CLUSTER	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
INDICATOR / CLUSTER	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / CLUSTER	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 28 for specific expectations.)

STANDARD / AREA OF LEARNING	UT.CC.L. 2.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	L.2.1.d.	Use collective nouns (e.g., group).
EXPECTATION / STANDARD	L.2.1.e.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION / STANDARD	L.2.1.f.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / STANDARD	L.2.1.g.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION / STANDARD	L.2.1.h.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION / STANDARD	L.2.1.i.	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).
STANDARD / AREA OF LEARNING	UT.CC.L. 2.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / STANDARD	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
STANDARD / AREA OF LEARNING	UT.CC.L. 2.	Language Standards
OBJECTIVE / STRAND		KNOWLEDGE OF LANGUAGE
INDICATOR / CLUSTER	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / STANDARD	L.2.3.a.	Compare formal and informal uses of English.
STANDARD / AREA OF LEARNING	UT.CC.L. 2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	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.
EXPECTATION / STANDARD	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / STANDARD	L.2.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION / 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).
EXPECTATION / 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).
STANDARD / AREA OF LEARNING	UT.CC.L. 2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION /	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that

STANDARD		are spicy or juicy).
EXPECTATION / 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).
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	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).

Unit 5

Utah State Core Curriculum

Language Arts

Grade 2 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / CLUSTER	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATOR / CLUSTER	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / AREA OF LEARNING	UT.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.

EXPECTATION / STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / STANDARD	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / STANDARD	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / STANDARD	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / AREA OF LEARNING	UT.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.2.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / STANDARD	RF.2.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / STANDARD	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / AREA OF LEARNING	UT.CC.W. 2.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.W. 2.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / AREA OF LEARNING	UT.CC.W. 2.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
INDICATOR / CLUSTER	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STANDARD / AREA OF LEARNING	UT.CC.SL .2.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	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.
EXPECTATION / 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).
EXPECTATION / STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL .2.	Speaking and Listening Standards

OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / CLUSTER	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
INDICATOR / CLUSTER	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / CLUSTER	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 28 for specific expectations.)
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	L.2.1.d.	Use collective nouns (e.g., group).
EXPECTATION / STANDARD	L.2.1.f.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / STANDARD	L.2.1.h.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION / STANDARD	L.2.1.i.	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).
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / STANDARD	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		KNOWLEDGE OF LANGUAGE
INDICATOR / CLUSTER	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / STANDARD	L.2.3.a.	Compare formal and informal uses of English.
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	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.
EXPECTATION /	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD		
EXPECTATION / STANDARD	L.2.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION / 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).
EXPECTATION / 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).
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / STANDARD	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION / 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).
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	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).

Unit 7

Utah State Core Curriculum  
Language Arts  
Grade 2 - Adopted: 2013

STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / CLUSTER	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		CRAFT AND STRUCTURE
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATOR / CLUSTER	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / AREA OF LEARNING	UT.CC.R L.2.	Reading Standards for Literature
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	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.
STANDARD /	UT.CC.R	Reading Standards for Literature

AREA OF LEARNING	L.2.	
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / AREA OF LEARNING	UT.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		PHONICS AND WORD RECOGNITION
INDICATOR / CLUSTER	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STANDARD	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / STANDARD	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / STANDARD	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / STANDARD	RF.2.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / STANDARD	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / STANDARD	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / AREA OF LEARNING	UT.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE / STRAND		FLUENCY
INDICATOR / CLUSTER	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	RF.2.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / STANDARD	RF.2.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / STANDARD	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / AREA OF LEARNING	UT.CC.W 2.	Writing Standards
OBJECTIVE / STRAND		TEXT TYPES AND PURPOSES
INDICATOR / CLUSTER	W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
INDICATOR / CLUSTER	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.
INDICATOR / CLUSTER	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.
STANDARD / AREA OF LEARNING	UT.CC.W 2.	Writing Standards
OBJECTIVE / STRAND		PRODUCTION AND DISTRIBUTION OF WRITING
INDICATOR / CLUSTER	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / AREA OF LEARNING	UT.CC.W 2.	Writing Standards
OBJECTIVE / STRAND		RESEARCH TO BUILD AND PRESENT KNOWLEDGE



INDICATOR / CLUSTER	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	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.
EXPECTATION / 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).
EXPECTATION / STANDARD	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / STANDARD	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		COMPREHENSION AND COLLABORATION
INDICATOR / CLUSTER	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / CLUSTER	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / AREA OF LEARNING	UT.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE / STRAND		PRESENTATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / CLUSTER	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 28 for specific expectations.)
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	L.2.1.d.	Use collective nouns (e.g., group).
EXPECTATION / STANDARD	L.2.1.f.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / STANDARD	L.2.1.g.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION / STANDARD	L.2.1.i.	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).
STANDARD / AREA OF LEARNING	UT.CC.L.2.	Language Standards
OBJECTIVE / STRAND		CONVENTIONS OF STANDARD ENGLISH
INDICATOR / CLUSTER	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STANDARD	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / STANDARD	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
STANDARD /	UT.CC.L.	Language Standards

AREA OF LEARNING	2.	
OBJECTIVE / STRAND		KNOWLEDGE OF LANGUAGE
INDICATOR / CLUSTER	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / STANDARD	L.2.3.a.	Compare formal and informal uses of English.
STANDARD / AREA OF LEARNING	UT.CC.L. 2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	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.
EXPECTATION / STANDARD	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / STANDARD	L.2.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION / 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).
EXPECTATION / 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).
STANDARD / AREA OF LEARNING	UT.CC.L. 2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / 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).
STANDARD / AREA OF LEARNING	UT.CC.L. 2.	Language Standards
OBJECTIVE / STRAND		VOCABULARY ACQUISITION AND USE
INDICATOR / CLUSTER	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).