Classroom Supplement Units Grade 2

Pre-writing

California Content Standards

Language Arts

Grade **2** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations.CA
EXPECTATION / SUBSTRAND	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.

FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.a.	Use collective nouns (e.g., group).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
FOUNDATION / PROFICIENCY LEVEL	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.2.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE		Vocabulary Acquisition and Use

STANDARD / MODE		
EXPECTATION / SUBSTRAND	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 1

California Content Standards

Language Arts

Grade **2** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations.CA
EXPECTATION / SUBSTRAND	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.2.8.	Describe how reasons support specific points the author makes in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
FOUNDATION /	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.

PROFICIENCY LEVEL		
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD /	CA.CC.SL.2.	Speaking and Listening Standards

DOMAIN / PART		
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.a.	Use collective nouns (e.g., group).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.2.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
FOUNDATION / PROFICIENCY LEVEL	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 2

California Content Standards

Language Arts

Grade **2** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD /	CA.CC.RL.2.	Reading Standards for Literature

DOMAIN / PART		
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations.CA
EXPECTATION / SUBSTRAND	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
FOUNDATION / PROFICIENCY	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.

LEVEL		
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
EXPECTATION / SUBSTRAND	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.a.	Use collective nouns (e.g., group).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.a.	Capitalize holidays, product names, and geographic names.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards

PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.2.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
FOUNDATION / PROFICIENCY LEVEL	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 3

California Content Standards

Language Arts

Grade **2** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations.CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
FOUNDATION /	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.

PROFICIENCY LEVEL		
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD /		Comprehension and Collaboration

MODE		
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.a.	Use collective nouns (e.g., group).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
FOUNDATION / PROFICIENCY LEVEL	L.2.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.2.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
FOUNDATION / PROFICIENCY LEVEL	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 4

California Content Standards

Language Arts

Grade **2** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RL.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
EXPECTATION / SUBSTRAND	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
EXPECTATION / SUBSTRAND	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations.CA
EXPECTATION / SUBSTRAND	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.2.8.	Describe how reasons support specific points the author makes in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.2.	Reading Standards: Foundational Skills

PERFORMANCE STANDARD / MODE		**Phonics and Word Recognition**
EXPECTATION / SUBSTRAND	RF.2.3.	**Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA**
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	**Distinguish long and short vowels when reading regularly spelled one-syllable words.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	**Know spelling-sound correspondences for additional common vowel teams.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.c.	**Decode regularly spelled two-syllable words with long vowels.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	**Decode words with common prefixes and suffixes.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.e.	**Identify words with inconsistent but common spelling-sound correspondences.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.f.	**Recognize and read grade-appropriate irregularly spelled words.**
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.2.	**Reading Standards: Foundational Skills**
PERFORMANCE STANDARD / MODE		**Fluency**
EXPECTATION / SUBSTRAND	RF.2.4.	**Read with sufficient accuracy and fluency to support comprehension.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.a.	**Read on-level text with purpose and understanding.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.b.	**Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.c.	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	W.2.2.	**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**
EXPECTATION / SUBSTRAND	W.2.3.	**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.2.5.	**With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.2.8.	**Recall information from experiences or gather information from provided sources to answer a question.**

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.a.	Use collective nouns (e.g., group).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.2.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
FOUNDATION / PROFICIENCY LEVEL	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT	CA.CC.L.	Language Standards

STANDARD / DOMAIN / PART	2.	
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 5

California Content Standards

Language Arts

Grade **2** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations.CA
CONTENT	CA.CC.R	Reading Standards: Foundational Skills

STANDARD / DOMAIN / PART	F.2.	
PERFORMANCE STANDARD / MODE		**Phonics and Word Recognition**
EXPECTATION / SUBSTRAND	RF.2.3.	**Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA**
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.a.	**Distinguish long and short vowels when reading regularly spelled one-syllable words.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.b.	**Know spelling-sound correspondences for additional common vowel teams.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.c.	**Decode regularly spelled two-syllable words with long vowels.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.d.	**Decode words with common prefixes and suffixes.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.e.	**Identify words with inconsistent but common spelling-sound correspondences.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.3.f.	**Recognize and read grade-appropriate irregularly spelled words.**
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.2.	**Reading Standards: Foundational Skills**
PERFORMANCE STANDARD / MODE		**Fluency**
EXPECTATION / SUBSTRAND	RF.2.4.	**Read with sufficient accuracy and fluency to support comprehension.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.a.	**Read on-level text with purpose and understanding.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.b.	**Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.c.	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	W.2.2.	**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**
EXPECTATION / SUBSTRAND	W.2.3.	**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.2.5.	**With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.a.	Use collective nouns (e.g., group).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
FOUNDATION /	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The

PROFICIENCY LEVEL		boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.2.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
FOUNDATION / PROFICIENCY LEVEL	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD /		Vocabulary Acquisition and Use

MODE		
EXPECTATION / SUBSTRAND	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 7

California Content Standards

Language Arts

Grade **2** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
EXPECTATION / SUBSTRAND	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION / SUBSTRAND	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.2.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations.CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD /		Phonics and Word Recognition

MODE		
EXPECTATION / SUBSTRAND	**RF.2.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA**
FOUNDATION / PROFICIENCY LEVEL	**RF.2.3.a.**	**Distinguish long and short vowels when reading regularly spelled one-syllable words.**
FOUNDATION / PROFICIENCY LEVEL	**RF.2.3.b.**	**Know spelling-sound correspondences for additional common vowel teams.**
FOUNDATION / PROFICIENCY LEVEL	**RF.2.3.c.**	**Decode regularly spelled two-syllable words with long vowels.**
FOUNDATION / PROFICIENCY LEVEL	**RF.2.3.d.**	**Decode words with common prefixes and suffixes.**
FOUNDATION / PROFICIENCY LEVEL	**RF.2.3.e.**	**Identify words with inconsistent but common spelling-sound correspondences.**
FOUNDATION / PROFICIENCY LEVEL	**RF.2.3.f.**	**Recognize and read grade-appropriate irregularly spelled words.**
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RF.2.**	**Reading Standards: Foundational Skills**
PERFORMANCE STANDARD / MODE		**Fluency**
EXPECTATION / SUBSTRAND	**RF.2.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
FOUNDATION / PROFICIENCY LEVEL	**RF.2.4.a.**	**Read on-level text with purpose and understanding.**
FOUNDATION / PROFICIENCY LEVEL	**RF.2.4.b.**	**Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**
FOUNDATION / PROFICIENCY LEVEL	**RF.2.4.c.**	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.2.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**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.**
EXPECTATION / SUBSTRAND	**W.2.2.**	**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**
EXPECTATION / SUBSTRAND	**W.2.3.**	**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.2.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	**W.2.5.**	**With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.2.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.2.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.2.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.a.	Use collective nouns (e.g., group).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
FOUNDATION / PROFICIENCY LEVEL	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
FOUNDATION /	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The

PROFICIENCY LEVEL		boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
FOUNDATION / PROFICIENCY LEVEL	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.2.3.a.	Compare formal and informal uses of English.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
FOUNDATION / PROFICIENCY LEVEL	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g.,

		When other kids are happy that makes me happy).