

Grade 2

Curriculum Alignment to  
Idaho Content Standards  
English Language Arts/  
Literacy  
**Core Knowledge Language Arts**

## GRADE 2

# A Correlation of CKLA to the Idaho Content Standards English Language Arts/ Literacy

Grade 2	
Idaho Content Standards ELA/ Literacy	Core Knowledge Language Arts
<b>Foundational Reading Skills Strand</b>	
Phonemic Awareness	
<b>2.FR-PA.2</b> Demonstrate understanding of spoken words, syllables, and sounds.	<b>Skills TG:</b> <b>U1:</b> Lessons 6, <b>7, 8, 9, 10</b> , 11, 12, 16, 19, 21 <b>U2:</b> Lessons <b>1, 2, 3, 4, 9, 10, 12, 13, 15, 16</b> <b>U3:</b> Lessons 2, <b>3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b> <b>U4:</b> Lessons <b>2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20</b> <b>U5:</b> Lessons <b>2, 4, 5, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27</b> <b>U6:</b> Lessons 6, 9, 11, <b>17, 18, 20, 21, 23, 25, 26, 28, 30, 34, 35, 36</b>
<b>2.FR-PA.2a</b> Reverse phonemes in spoken one syllable words (e.g., reverse initial and final consonants in the word “pat” and say the resulting word).	<b>Idaho Instructional Strategies and Routines Guide - available 2023</b>
<b>2.FR-PA.2b</b> Demonstrate automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting words.	<b>Idaho Instructional Strategies and Routines Guide - available 2023</b>
Phonics and Decoding	
<b>2.FR-PH.3</b> Use knowledge of grade-level phonics and word analysis skills in decoding words.	<b>Skills TG:</b> <b>U4:</b> Lessons <b>2, 5, 6, 9, 10, 20, 21, 23, 24, 25</b> <b>U5:</b> Lessons <b>16, 26, 27</b>
<b>2.FR-PH.3a</b> Know spelling-sound correspondences for common short and long vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud).	<b>Skills TG:</b> <b>U1:</b> Lessons <b>1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 19, 20, 21, 22</b> <b>U2:</b> Lessons <b>1, 2, 3, 5, 7, 8, 10, 11, 14, 16</b> <b>U3:</b> Lessons <b>1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 21, 23, 25</b> <b>U4:</b> Lessons <b>1, 5, 9, 15, 18, 21</b> <b>U5:</b> Lessons <b>7, 8, 19</b> <b>U6:</b> Lessons 3, 4, 13, <b>6, 16, 17, 21, 22, 25, 26, 27, 28, 35, 36</b>

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<p><b>2.FR-PH.3b</b> Decode regularly spelled two-syllable words with long and short vowels.</p>	<p><b>Skills TG:</b>  <b>U1:</b> Lessons 6, 7, 8, 9, 10  <b>U2:</b> Lessons 1, 2  <b>U3:</b> Lessons 2, 3, 4, 7, 8, 9, 12, 13, 15  <b>U4:</b> Lessons 5, 9, 21  <b>U6:</b> Lessons 17, 21, 23, 25, 26, 28, 35, 36</p>
<p><b>2.FR-PH.3c</b> Decode words with common prefixes and suffixes (e.g., un-, dis-, -ful, -less).</p>	<p><b>Skills TG:</b>  <b>U1:</b> Lessons 7, 8, 9, 10, 11, 12, 13, 19, 21, 22  <b>U2:</b> Lessons 1, 6, 10, 16  <b>U3:</b> Lessons 11, 15, 17, 25  <b>U4:</b> Lessons 3, 6, 18  <b>U5:</b> Lessons 15, 16, 20</p>
<p><b>2.FR-PH.3d</b> Identify words with inconsistent but common spelling-sound correspondences.</p>	<p><b>Skills TG:</b>  <b>U1:</b> Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18, 19, 21, 22  <b>U3:</b> Lessons 4, 9, 11, 15, 25  <b>U4:</b> Lessons 2, 6, 10  <b>U5:</b> Lessons 1, 2, 3, 5, 7, 8, 11, 12, 13, 14, 15, 20, 21, 22, 24, 25, 26  <b>U6:</b> Lessons 2, 5, 6, 8, 10, 11, 13, 14, 15, 17, 19, 21, 26, 27, 28, 30, 35, 36</p>
<p><b>2.FR-PH.3e</b> Recognize and read grade-appropriate irregularly spelled words (e.g., was, again, been), including silent letter combinations.</p>	<p><b>Skills TG:</b>  <b>U1:</b> Lessons 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22  <b>U2:</b> Lessons 1, 2, 4, 5, 6, 10, 13  <b>U5:</b> Lessons 2, 3, 4, 5, 6, 8, 22  <b>U6:</b> Lessons 1, 2, 11, 17, 30, 35, 36</p>
<p><b>Reading Comprehension Strand</b></p>	
<p>Text Complexity</p>	
<p><b>2.RC-TC.1</b> Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the grades 2-3 band. <u>(See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)</u></p>	<p><b>Skills TG:</b>  <b>U5:</b> Lessons 2, 3, 4, 5, 8, 9, 11, 13, 15, 18, 20, 21, 22, 23, 24, 25, 27  <b>U6:</b> Lessons 6, 10, 12, 14, 16, 20, 27, 33, 34, 36</p> <p><b>Knowledge TG:</b>  <b>D1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8  <b>D2:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14  <b>D3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12  <b>D4:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10  <b>D5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8  <b>D6:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9  <b>D7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9  <b>D8:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8  <b>D9:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11  <b>D10:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9  <b>D11:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9</p>

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	<b>D12:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9
Volume of Reading to Build Knowledge	
<p><b>2.RC-V.2</b> Regularly engage in reading and listening to a series of texts, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.</p>	<p><b>Skills TG:</b> <b>U6:</b> Lessons 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26</p> <p><b>Knowledge TG:</b> <b>D6:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 <b>D7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 <b>D8:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8 <b>D12:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9</p>
Textual Evidence	
<p><b>2.RC-TE.3</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in grade-level texts heard or read.</p>	<p><b>Skills TG:</b> <b>U1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22 <b>U2:</b> Lessons 1, 2, 3, 4, 5, 9, 10, 12, 13, 16 <b>U3:</b> Lessons 1, 2, 3, 4, 6, 8, 9, 10, 11, 13, 14, 16, 18, 19, 20, 21, 25 <b>U4:</b> Lessons 2, 3, 5, 6, 7, 9, 10, 11, 16, 18, 21, 22 <b>U5:</b> Lessons 3, 5, 7, 8, 13, 14, 15, 16, 18, 21, 22, 23, 24, 25, 26, 27 <b>U6:</b> Lessons 4, 5, 6, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 31, 32</p> <p><b>Knowledge TG:</b> <b>D1:</b> Lessons 4, 5, 6, 7 <b>D2:</b> Lessons 1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14 <b>D3:</b> Lessons 2, 3, 4, 5, 6, 7, 11, 12 <b>D4:</b> Lessons 5, 6, 7, 8 <b>D5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8 <b>D6:</b> Lessons 2, 3, 4, 6, 7, 8, 9</p>
Reading Fluency	
<p><b>2.RC-FR.4</b> Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings (<u>see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference</u>).</p>	<p><b>Skills TG:</b> <b>U1:</b> Lessons 1, 2, 3, 4, 5, 11, 12, 13, 14, 15, 16, 18, 19, 21 <b>U2:</b> Lessons 1, 2, 3, 4, 9, 10, 12, 13, 15, 16 <b>U3:</b> Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 16, 17, 18, 19, 20, 25 <b>U4:</b> Lessons 2, 3, 4, 5, 6, 7, 8, 10, 11, 16, 17, 19, 23, 24, 25 <b>U5:</b> Lessons 2, 3, 4, 5, 7, 8, 9, 11, 13, 14, 15, 16, 18, 20, 22, 24, 25, 26, 27 <b>U6:</b> Lessons 6, 9, 12, 14</p>
Literature	

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<p><b>2.RC-L.5</b> Use evidence from literature to demonstrate understanding grade-level texts.</p>	<p><b>Skills TG:</b> <b>U1:</b> Lessons <b>12, 17, 18, 19, 22</b> <b>U5:</b> Lessons <b>2, 4, 8, 11, 14, 20, 21, 24, 25</b></p> <p><b>Knowledge TG:</b> <b>D3:</b> Lessons <b>2, 3, 4, 5, 6, 8, 10</b> <b>D4:</b> Lessons <b>1, 4, 7, 8</b></p>
<p><b>2.RC-L.5a</b> Identify the central message, lesson or moral of stories (including fables and folktales) from diverse cultures heard or read.</p>	<p><b>Skills TG:</b> <b>U1:</b> Lessons <b>12, 13, 14, 15, 17, 19</b> <b>U2:</b> Lessons <b>2, 9, 10, 12, 13, 15</b> <b>U3:</b> Lessons <b>3, 9, 14</b></p> <p><b>Knowledge TG:</b> <b>D1:</b> Lessons <b>1, 2, 3, 8</b> <b>D2:</b> Lessons <b>4, 5, 10</b> <b>D4:</b> Lessons <b>2, 3, 4, 6, 9</b></p>
<p><b>2.RC-L.5b</b> Describe how characters in stories heard or read respond to major events and challenges.</p>	<p><b>Skills TG:</b> <b>U1:</b> Lessons <b>2, 3, 5, 11, 13, 14, 15, 17, 18, 19</b> <b>U5:</b> Lessons <b>2, 4, 5, 7, 8, 9, 13, 14, 15, 18, 21, 22, 23, 24, 25</b></p> <p><b>Knowledge TG:</b> <b>D1:</b> Lessons <b>1, 2, 4, 5, 7</b> <b>D2:</b> Lessons <b>4, 5, 10</b> <b>D4:</b> Lessons <b>5, 6, 7, 10</b></p>
<p><b>2.RC-L.5c</b> Describe the overall structure of stories heard or read, including identifying how the beginning introduces the story and the ending concludes the action.</p>	<p><b>Skills TG:</b> <b>U1:</b> Lessons <b>12, 13, 14, 19</b> <b>U2:</b> Lessons <b>1, 3, 4, 5, 9, 10, 12, 13</b> <b>U3:</b> Lessons <b>11</b> <b>U4:</b> Lessons <b>10, 15, 16, 17, 19</b> <b>U5:</b> Lessons <b>7, 14, 16, 23</b></p> <p><b>Knowledge TG:</b> <b>D4:</b> Lessons <b>1, 7, 8, 9, 10</b></p>
<p><b>2.RC-L.5d</b> Identify different perspectives of characters in stories heard or read.</p>	<p><b>Knowledge TG:</b> <b>D1:</b> Lessons <b>2, 3, 4, 6</b> <b>D3:</b> Lessons <b>2</b> <b>D4:</b> Lessons <b>2, 4, 7</b></p>
<p><b>2.RC-L.5e</b> Compare and contrast two or more versions of the same story (heard or read) by different authors or from different cultures.</p>	<p><b>Knowledge TG:</b> <b>D1:</b> Lessons <b>3, 5, 6, 7, 8</b> <b>D4:</b> Lessons <b>3, 4</b></p>
<p>Nonfiction Text</p>	
<p><b>2.RC-NF.6</b> Use evidence from nonfiction works to demonstrate</p>	<p><b>Skills TG:</b> <b>U6:</b> Lessons <b>4, 5, 6, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20,</b></p>

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<p>understanding of grade-level texts.</p>	<p>22, 23, 24, 25, 26, 27, 31, 32</p> <p><b>Knowledge TG:</b>  <b>D2:</b> Lessons 1, 2, 3, 6, 7, 8, 9, 11, 12, 13, 14  <b>D3:</b> Lessons 6, 7, 11, 12  <b>D5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8  <b>D6:</b> Lessons 2, 3, 4, 6, 7, 8, 9</p>
<p><b>2.RC-NF.6a</b>  Identify the central idea of texts heard or read.</p>	<p><b>Knowledge TG:</b>  <b>D2:</b> Lessons 2, 3, 8, 11, 12  <b>D5:</b> Lessons 4, 5, 7  <b>D6:</b> Lessons 1, 6, 7, 8  <b>D7:</b> Lessons 1, 2, 4, 6, 7, 8  <b>D8:</b> Lessons 2, 3, 6, 7, 8  <b>D9:</b> Lessons 2, 8, 9, 10  <b>D10:</b> Lessons 5, 6, 7, 9  <b>D11:</b> Lessons 1, 2, 3, 4, 5, 6, 10</p>
<p><b>2.RC-NF.6b</b>  Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures in texts.</p>	<p><b>Skills TG:</b>  <b>U6:</b> Lessons 4, 7, 9, 13, 15, 22, 26</p> <p><b>Knowledge TG:</b>  <b>D2:</b> Lessons 1, 2, 3, 6, 7, 8, 9, 12, 13, 14  <b>D5:</b> Lessons 1, 3, 5, 6, 8  <b>D6:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8  <b>D7:</b> Lessons 3, 4, 5, 9  <b>D8:</b> Lessons 1, 3, 4, 5, 6  <b>D9:</b> Lessons 1, 2, 3, 4, 5, 8  <b>D10:</b> Lessons 3, 4, 5, 6  <b>D11:</b> Lessons 1, 2, 3, 5, 6, 8, 9  <b>D12:</b> Lessons 2, 3, 4, 5, 6, 8</p>
<p><b>2.RC-NF.6c</b>  Describe the overall structure of nonfiction texts heard or read, including identifying how the beginning introduces information and the ending sums up the information.</p>	<p><b>Skills TG:</b>  <b>U6:</b> Lessons 22, 28, 30</p> <p><b>Knowledge TG:</b>  <b>D6:</b> Lessons 7</p>
<p><b>2.RC-NF.6d</b>  Describe how authors use facts and reasons to support specific points in texts.</p>	<p><b>Skills TG:</b>  <b>U6:</b> Lessons 7, 9, 22, 24</p> <p><b>Knowledge TG:</b>  <b>D9:</b> Lessons 4, 6  <b>D12:</b> Lessons 1, 6, 7, 9</p>
<p><b>2.RC-NF.6e</b>  Compare and contrast the most important points presented in two texts on the same topic</p>	<p><b>Knowledge TG:</b>  <b>D2:</b> Lessons 2, 8, 14  <b>D5:</b> Lessons 2, 4, 8  <b>D7:</b> Lessons 3  <b>D9:</b> Lessons 2, 7, 10, 11</p>

<b>Vocabulary Development Strand</b>	
Word Building	
<p><b>2.VD-WB.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies.</p>	<p><b>Skills TG:</b> <b>U5:</b> Lessons 1, 2, 3, 4, 14</p> <p><b>Knowledge TG:</b> <b>D1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8 <b>D2:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 <b>D4:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <b>D5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8 <b>D8:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8 <b>D11:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <b>D12:</b> Lessons 1, 2, 3, 4, 6, 7</p>
<p><b>2.VD-WB.1a</b> Use sentence-level context as clues to the meaning of words or phrases.</p>	<p><b>Skills TG:</b> <b>U3:</b> Lessons 4, 6, 9, 10, 11, 12, 14, 19, 25 <b>U5:</b> Lessons 2, 3, 4, 14</p> <p><b>Knowledge TG:</b> <b>D1:</b> Lessons 1, 2, 3, 4, 7 <b>D7:</b> Lessons 2, 4, 3, 5, 7</p>
<p><b>2.VD-WB.1b</b> Determine the meaning of new words formed when known prefixes (e.g., safe/unsafe, like/dislike) and suffixes (e.g., beauty/beautiful, light/lightness) are added to a known word.</p>	<p><b>Skills TG:</b> <b>U1:</b> Lessons 13, 16, 19 <b>U2:</b> Lessons 1, 6 <b>U5:</b> Lessons 4</p> <p><b>Knowledge TG:</b> <b>D2:</b> Lessons 14 <b>D3:</b> Lessons 1 <b>D5:</b> Lessons 3, <b>D11:</b> Lessons 9</p>
<p><b>2.VD-WB.1c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., pain/painful, help/helpless).</p>	<p><b>Skills TG:</b> <b>U5:</b> Lessons 4, 20</p> <p><b>Knowledge TG:</b> <b>D4:</b> Lessons 3, 8, 9 <b>D5:</b> Lessons 3 <b>D8:</b> Lessons 5</p>
<p><b>2.VD-WB.1d</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., backpack, backyard; flashlight, lighthouse).</p>	<p><b>Skills TG:</b> <b>U1:</b> Lessons 6, 9</p> <p><b>Knowledge TG:</b> <b>D6:</b> Lessons 3, 5, 7</p>

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<p><b>2.VD-WB.1e</b> Use glossaries and beginning dictionaries, print or digital, to clarify the meaning of words and phrases.</p>	<p><b>Skills TG:</b> <b>U5:</b> Lessons 26 <b>U6:</b> Lessons 3, 5, 8, 11, 13, 15, 17, 18, 19, 21, 23, 25, 31</p>
<p><b>2.VD-WB.2</b> Determine how words and phrases provide meaning and nuance to texts.</p>	<p><b>Skills TG:</b> <b>U3:</b> Lessons 6, 16, 17, 18, 20, 23, 25</p> <p><b>Knowledge TG:</b> <b>D1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8 <b>D2:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 <b>D4:</b> Lessons 1, 3, 4, 10 <b>D5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8 <b>D6:</b> Lessons 1, 2, 4, 5, 8, 9 <b>D7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 <b>D8:</b> Lessons 1, 2, 4, 5, 8 <b>D9:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 <b>D10:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 <b>D11:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10</p>
<p><b>2.VD-WB.2a</b> Identify real-life connections between words and use (e.g., describe weather that is freezing or windy).</p>	<p><b>Skills TG:</b> <b>U2:</b> Lessons 12, 13, 14 <b>U3:</b> Lessons 5, 19, 25</p> <p><b>Knowledge TG:</b> <b>D1:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8 <b>D2:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 <b>D3:</b> Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12 <b>D4:</b> Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10 <b>D5:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8 <b>D6:</b> Lessons 1, 2, 3, 4, 6, 7, 8, 9 <b>D7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 <b>D8:</b> Lessons 1, 2, 3, 4, 6, 7, 8 <b>D9:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 <b>D10:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 <b>D11:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10 <b>D12:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9</p>
<p><b>2.VD-WB.2b</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., hot, sizzling, blazing).</p>	<p><b>Skills TG:</b> <b>U2:</b> Lessons 13, 14 <b>U3:</b> Lessons 18, 19</p> <p><b>Knowledge TG:</b> <b>D3:</b> Lessons 4, 9 <b>D6:</b> Lessons 3</p>
<p><b>2.VD-WB.2c</b> Describe how words and phrases (e.g., rhymes, alliteration) supply rhythm and meaning in a story, poem, or song.</p>	<p><b>Knowledge TG:</b> <b>D2:</b> Lessons 5 <b>D6:</b> Lessons 2 <b>D12:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9</p>
<p>Academic Vocabulary</p>	



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<p><b>2.VD-AV.3</b> Acquire and use general academic and content-specific words gained through conversations, and reading and listening to texts, including using adjectives and adverbs to describe situations with specificity (e.g., When other kids are acting silly, that makes me feel giddy). Use these words in discussions and writing.</p>	<p><b>Skills TG:</b> <b>U5:</b> Lessons 4, 6 <b>U6:</b> Lessons 1, 4, 6, 7, 12</p> <p><b>Knowledge TG:</b> <b>D3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>
<p><b>Research Strand</b></p>	
<p>Inquiry Process to Build, Present, and Use Knowledge</p>	
<p><b>2.RS-IP.1</b> With support as needed, conduct short research tasks to take some action or make informal presentations by gathering information from experiences and provided sources (including read alouds); and, organizing information using graphic organizers or other aids.</p>	<p><b>Skills TG:</b> <b>U2:</b> Lessons 6, 7, 12 <b>U3:</b> Lessons 21, 22, 23</p> <p><b>Knowledge TG:</b> <b>D1:</b> Lessons 5, 6, 7, 8 <b>D2:</b> Lessons 3, 7, 9, 13 <b>D3:</b> Lessons 1, 2, 3, 4, 5, 6 <b>D4:</b> Lessons 1, 3, 6 <b>D5:</b> Lessons 8 <b>D8:</b> Lessons 3</p>
<p>Deep Reading on Topics to Build Knowledge</p>	
<p><b>2.RS-DR.2</b> Read or listen to a series of texts organized around a variety of conceptually-related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</p>	<p><b>Skills TG:</b> <b>U6:</b> Lessons 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26</p> <p><b>Knowledge TG:</b> <b>D6:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 <b>D7:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 <b>D8:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8 <b>D12:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9</p>
<p><b>Writing Strand</b></p>	
<p>Range of Writing</p>	
<p><b>2.W-RW.1</b> Develop flexibility in writing by routinely engaging in the production of writing shorter and longer pieces for range of tasks, purposes, and audiences. This</p>	<p><b>Skills TG:</b> <b>U1:</b> Lessons 7, 10 <b>U2:</b> Lessons 3, 7, 12, 13, 14 <b>U3:</b> Lessons 6, 22, 23, 24</p>

## GRADE 2

<p>could include reflections, descriptions, letters, and poetry, etc.</p>	<p><b>U4:</b> Lessons 13, 14, 15, 16</p> <p><b>Knowledge TG:</b>  <b>D1:</b> Lessons 3  <b>D2:</b> Lessons 1, 5, 7, 8, 10, 14  <b>D3:</b> Lessons 2, 5, 7  <b>D4:</b> Lessons 3, 4, 6, 8  <b>D5:</b> Lessons 1, 3, 7, 8  <b>D6:</b> Lessons 3, 4, 6, 7, 8, 9  <b>D7:</b> Lessons 1, 2, 3, 4, 5, 8, 9  <b>D8:</b> Lessons 1, 2, 3, 4, 5  <b>D9:</b> Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11  <b>D10:</b> Lessons 1, 2, 3, 5, 6, 7, 9  <b>D11:</b> Lessons 2, 3, 9  <b>D12:</b> Lessons 1, 2, 3, 4, 5</p>
<p><b>2.W-RW.2</b> Write arguments that express an opinion supported by details and reasons and provide a concluding sentence.</p>	<p><b>Skills TG:</b>  <b>U4:</b> Lessons 12, 13, 14, 16  <b>U6:</b> Lessons 23</p> <p><b>Knowledge TG:</b>  <b>D3:</b> Lessons 7  <b>D5:</b> Lessons 2, 3  <b>D7:</b> Lessons 4  <b>D12:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9</p>
<p><b>2.W-RW.3</b> Write informational texts that state a focus and support the focus with facts and details and provide a concluding sentence.</p>	<p><b>Skills TG:</b>  <b>U1:</b> Lessons 7, 10  <b>U6:</b> Lessons 22, 28, 29, 30, 31, 32, 33, 34, 35, 36</p> <p><b>Knowledge TG:</b>  <b>D6:</b> Lessons 5, 6, 7, 9  <b>D7:</b> Lessons 1, 2, 8, 9  <b>D8:</b> Lessons 2, 3, 4  <b>D10:</b> Lessons 1, 2, 3, 5, 6, 7, 9</p>
<p><b>2.W-RW.4</b> Write personal or fictional stories that recount a short sequence of events, include details to develop the characters or experiences, and provide a sense of closure.</p>	<p><b>Skills TG:</b>  <b>U1:</b> Lessons 7, 10  <b>U2:</b> Lessons 3, 4, 6, 7, 8, 9, 10, 12  <b>U3:</b> Lessons 13, 21, 22, 23, 24</p> <p><b>Knowledge TG:</b>  <b>D3:</b> Lessons 10, 11, 12  <b>D4:</b> Lessons 7, 8, 9, 10  <b>D7:</b> Lessons 5  <b>D8:</b> Lessons 1, 5, 6, 7, 8  <b>D9:</b> Lessons 1, 3, 4, 5, 7, 8, 9, 10, 11  <b>D11:</b> Lessons 7, 8</p>
<p><b>2.W-RW.6</b> With support from adults and peers, strengthen</p>	<p><b>Skills TG:</b>  <b>U2:</b> Lessons 8, 13, 14</p>

## GRADE 2

<p>writing as needed by revising and editing</p>	<p><b>U3:</b> Lessons <b>24</b>  <b>U4:</b> Lessons <b>16</b>  <b>U5:</b> Lessons <b>17, 18, 19, 20</b>  <b>U6:</b> Lessons <b>34, 35</b></p> <p><b>Knowledge TG:</b>  <b>D2:</b> Lessons <b>6</b>  <b>D3:</b> Lessons <b>12</b>  <b>D4:</b> Lessons <b>9</b></p>
<p>Handwriting and Keyboarding</p>	
<p><b>2.W-HK.7</b>            Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person.</p>	<p><b>Skills TG:</b>  <b>U1:</b> Lessons 7, 10  <b>U2:</b> Lessons 3, 7, 12, 13, 14  <b>U3:</b> Lessons 6, 22, 23, 24  <b>U4:</b> Lessons 13, 14, 15, 16</p> <p><b>Knowledge TG:</b>  <b>D1:</b> Lessons 3  <b>D2:</b> Lessons 1, 5, 7, 8, 10, 14  <b>D3:</b> Lessons 2, 5, 7  <b>D4:</b> Lessons 3, 4, 6, 8  <b>D5:</b> Lessons 1, 3, 7, 8  <b>D6:</b> Lessons 3, 4, 6, 7, 8, 9  <b>D7:</b> Lessons 1, 2, 3, 4, 5, 8, 9  <b>D8:</b> Lessons 1, 2, 3, 4, 5  <b>D9:</b> Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11  <b>D10:</b> Lessons 1, 2, 3, 5, 6, 7, 9  <b>D11:</b> Lessons 2, 3, 9  <b>D12:</b> Lessons 1, 2, 3, 4, 5</p>
<p><b>2.W-HK.8</b>            With support, use keyboarding skills to produce and publish writing.</p>	<p><b>Skills TG:</b>  <b>U2:</b> Lessons <b>14</b>  <b>U6:</b> Lessons <b>34, 35, 36</b></p> <p><b>Knowledge TG:</b>  <b>D4:</b> Lessons <b>10</b></p>
<p style="text-align: center;"><b>Oral and Digital Communications Strand</b></p>	
<p>Oral Communications</p>	
<p><b>2.ODC-OC.1</b>            Engage in collaborative discussions about grade-level topics and texts with peers by gaining the floor in respectful ways, listening to others closely and building on others' ideas, and asking for</p>	<p><b>Skills TG:</b>  <b>U2:</b> Lessons <b>2, 4, 5, 6, 9, 10</b>  <b>U3:</b> Lessons <b>4, 8, 9, 11</b>  <b>U5:</b> Lessons <b>3</b>  <b>U6:</b> Lessons <b>4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 30, 31, 32</b></p>

## GRADE 2

<p>clarification and further explanation to ensure understanding.</p>	<p><b>Knowledge TG:</b>  <b>D1:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8</b>  <b>D2:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</b>  <b>D3:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</b>  <b>D4:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b>  <b>D5:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8</b>  <b>D6:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9</b>  <b>D7:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9</b>  <b>D8:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8</b>  <b>D9:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>  <b>D10:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9</b>  <b>D11:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b>  <b>D12:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9</b></p>
<p><b>2.ODC-OC.2</b>  Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p><b>Skills TG:</b>  <b>U2:</b> Lessons <b>3, 4, 5, 7</b>  <b>U3:</b> Lessons <b>1, 4, 6, 9</b>  <b>U6:</b> Lessons <b>4, 5, 7</b></p> <p><b>Knowledge TG:</b>  <b>D1:</b> Lessons <b>2, 3, 6</b>  <b>D2:</b> Lessons <b>2, 3, 5, 6, 7, 9, 13, 14</b>  <b>D3:</b> Lessons <b>1, 2, 3, 4, 5, 8, 9, 10</b>  <b>D4:</b> Lessons <b>2, 4</b>  <b>D5:</b> Lessons <b>2, 5, 6, 7, 8</b>  <b>D6:</b> Lessons <b>4, 5, 7, 8, 9</b>  <b>D7:</b> Lessons <b>2, 3, 5, 6, 7, 8, 9</b>  <b>D8:</b> Lessons <b>2, 3, 7</b>  <b>D9:</b> Lessons <b>3, 4, 5, 6, 8, 9</b>  <b>D10:</b> Lessons <b>2, 3, 4, 5, 6, 8</b>  <b>D11:</b> Lessons <b>2, 3, 4, 5, 6, 7, 8, 10</b>  <b>D12:</b> Lessons <b>2, 3, 4, 5, 6, 7, 8, 9</b></p>
<p><b>2.ODC-OC.3</b>  Ask and answer questions about what a speaker says to clarify by gathering additional information or deepen understanding of a topic or issue.</p>	<p><b>Knowledge TG:</b>  <b>D2:</b> Lessons <b>12</b>  <b>D3:</b> Lessons <b>1, 7, 9</b>  <b>D6:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9</b>  <b>D8:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8</b>  <b>D10:</b> Lessons <b>5</b>  <b>D11:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b></p>
<p><b>2.ODC-OC.4</b>  Tell a story or retell an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.</p>	<p><b>Knowledge TG:</b>  <b>D1:</b> Lessons <b>3, 4, 5</b>  <b>D3:</b> Lessons <b>2, 3, 4, 5</b>  <b>D4:</b> Lessons <b>5, 10</b>  <b>D5:</b> Lessons <b>4</b>  <b>D6:</b> Lessons <b>2, 6</b>  <b>D7:</b> Lessons <b>3, 6, 7</b>  <b>D8:</b> Lessons <b>4, 5</b>  <b>D9:</b> Lessons <b>2, 11</b>  <b>D10:</b> Lessons <b>1, 8</b></p>

<b>Grammar and Conventions Strand</b>	
Grammar and Usage	
<p><b>2.GC-GU.1</b> Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p>	<p><b>Skills TG:</b>  <b>U3:</b> Lessons 7, 12, 14, 22, 23, 25  <b>U4:</b> Lessons 4, 10, 12, 13, 14, 19, 20  <b>U5:</b> Lessons 6, 10, 19, 23, 24, 26</p> <p><b>Knowledge TG:</b>  <b>D2:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14  <b>D3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12  <b>D10:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9  <b>D11:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>
<p><b>2.GC-GU.1a</b> Form and use the past tense of frequently occurring irregular verbs (e.g., felt, told, went).</p>	<p><b>Skills TG:</b>  <b>U1:</b> Lessons 19  <b>U2:</b> Lessons 5  <b>U4:</b> Lessons 10, 14, 19, 20  <b>U5:</b> Lessons 10, 11, 12, 17, 18  <b>U6:</b> Lessons 1, 24</p> <p><b>Knowledge TG:</b>  <b>D2:</b> Lessons 5</p>
<p><b>2.GC-GU.1b</b> Use adjectives and adverbs and choose between them depending on what is to be modified.</p>	<p><b>Skills TG:</b>  <b>U6:</b> Lessons 1, 7, 8, 9, 12, 17</p> <p><b>Knowledge TG:</b>  <b>D4:</b> Lessons 6, 7, 9  <b>D10:</b> Lessons 7</p>
<p><b>2.GC-GU.1c</b> Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth, fish).</p>	<p><b>Skills TG:</b>  <b>U4:</b> Lessons 6, 7, 10, 20  <b>U5:</b> Lessons 12, 26</p> <p><b>Knowledge TG:</b>  <b>D1:</b> Lessons 5</p>
<p><b>2.GC-GU.1d</b> Recognize that the names of things can also be the names of actions (fish, dream, run).</p>	<p><b>Knowledge TG:</b>  <b>D1:</b> Lessons 4, 7  <b>D2:</b> Lessons 7  <b>D3:</b> Lessons 9  <b>D4:</b> Lessons 3  <b>D3:</b> Lessons 9  <b>D8:</b> Lessons 4  <b>D9:</b> Lessons 2, 10  <b>D11:</b> Lessons 6</p>
<p><b>2.GC-GU.1e</b> Use reflexive pronouns (e.g., yourself, herself).</p>	<p><b>*Supplemental Grammar Lesson:</b>  <b>TG:</b> Lesson 3, 4</p>
<p><b>2.GC-GU.1f</b></p>	<p><b>Skills TG:</b></p>

## GRADE 2

Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences.	<b>U1:</b> Lessons <b>10, 12, 17, 24, 27</b>
<b>2.GC-GU.1g</b> Produce and expand, complete simple and compound sentences.	<b>Skills TG:</b> <b>U1:</b> Lessons <b>17, 18</b> <b>U2:</b> Lessons <b>3, 9, 10</b> <b>U4:</b> Lessons <b>4</b> <b>U6:</b> Lessons <b>10, 12, 15, 17, 18, 22, 24, 27</b>  <b>*Supplemental Grammar Lesson:</b> <b>TG:</b> Lesson <b>5</b>
Mechanics	
<b>2.GC-M.2</b> Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.	<b>Skills TG:</b> <b>U1:</b> Lessons <b>11, 15, 16, 20, 21, 22</b> <b>U3:</b> Lessons <b>1, 2, 4, 5, 7, 8, 10, 12, 13, 14, 15, 16, 20, 23, 25</b> <b>U4:</b> Lessons <b>5, 7, 12, 13, 15, 18, 20, 21</b> <b>U5:</b> Lessons <b>5, 9, 12, 15, 17, 26, 27</b> <b>U6:</b> Lessons <b>1, 5, 6, 9, 10, 11, 15, 16, 20, 21, 25, 26, 27, 30</b>  <b>Knowledge TG:</b> <b>D3:</b> Lessons <b>7, 11, 12</b> <b>D4:</b> Lessons <b>8, 9, 10</b> <b>D6:</b> Lessons <b>3, 4, 5, 6, 7, 8, 9</b> <b>D7:</b> Lessons <b>1, 4, 5, 8</b> <b>D8:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8</b> <b>D11:</b> Lessons <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b> <b>D12:</b> Lessons <b>9</b>
<b>2.GC-M.2a</b> Commas in greetings and closing of letters.	<b>Skills TG:</b> <b>U4:</b> Lessons <b>12, 13, 14, 16, 20</b>
<b>2.GC-M.2b</b> Apostrophes to form contractions and frequently occurring possessives.	<b>Skills TG:</b> <b>U2:</b> Lessons <b>2, 4, 11, 15</b> <b>U4:</b> Lessons <b>7, 13</b> <b>U5:</b> Lessons <b>9</b> <b>U6:</b> Lessons <b>1, 9, 15</b>
<b>2.GC-M.2c</b> Capitalize holidays, names, and places.	<b>Skills TG:</b> <b>U4:</b> Lessons <b>9, 12, 13, 20</b> <b>U5:</b> Lessons <b>9, 12, 14</b>
<b>2.GC-M.3</b> Use knowledge of spelling in writing.	<b>Skills TG:</b> <b>U1:</b> Lessons <b>7, 10</b> <b>U2:</b> Lessons <b>6, 7, 12, 13, 14, 15</b> <b>U3:</b> Lessons <b>21, 22, 23, 24</b> <b>U4:</b> Lessons <b>12, 13, 14, 15, 16</b> <b>U5:</b> Lessons <b>10, 17, 18, 19, 20</b> <b>U6:</b> Lessons <b>23, 27, 28, 29, 31, 32, 34</b>

## GRADE 2

	<p><b>Knowledge TG:</b>  <b>D1:</b> Lessons 1, 3, 5, 6, 7, 8  <b>D2:</b> Lessons 1, 5, 6  <b>D3:</b> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 11  <b>D5:</b> Lessons 1, 3  <b>D6:</b> Lessons 4, 5  <b>D7:</b> Lessons 2, 4, 5  <b>D8:</b> Lessons 2, 6, 7</p>
<p><b>2.GC-M.3a</b>            Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<p><b>Skills TG:</b>  <b>U1:</b> Lessons 3, 4, 5, 11, 13, 15, 16, 17, 18, 20, 21, 22  <b>U2:</b> Lessons 1, 2, 5, 8, 10, 15  <b>U3:</b> Lessons 5, 10, 15, 16, 20  <b>U4:</b> Lessons 5, 11, 15, 18, 20, 21  <b>U5:</b> Lessons 5, 10, 11, 15, 20, 21, 25  <b>U6:</b> Lessons 1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30</p>
<p><b>2.GC-M.3b</b>            Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>Skills TG:</b>  <b>U3:</b> Lessons 1, 2, 3, 4, 5, 6  <b>U5:</b> Lessons 1, 5, 10, 15, 20, 25</p>

\*Supplemental Grammar lessons are provided digitally on the CKLA Teacher Resource site. These materials can be accessed by following the guidance below:

**Teacher Resource Site>Grade 2>Daily Instruction>Planning Documents>Supplemental Grammar Lesson**