

# Indiana Academic Standards English/ Language Arts

## Core Knowledge Language Arts

## GRADE 2

# A Correlation of CKLA to Indiana Academic Standards English/ Language Arts

**Essential Standards:**

All standards are to be taught through the course of the grade level. Standards that are essential to have mastered by the end of the grade are identified with shading and an "E."

Grade 2	
Indiana Academic Standards English/ Language Arts	Core Knowledge Language Arts
<b>Reading Foundations</b>	
Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.	
Decoding	
<b>2.RF.1</b> Use knowledge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (E)	<b>Skills TG:</b> U1, U2, U3, U4, U5, U6
<b>2.RF.2</b> Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	<b>Skills TG:</b> U1, U2, U3, U4, U5, U6
<b>2.RF.3</b> Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words. (E)	<b>Skills TG:</b> U1, U2, U3, U4, U5, U6  <b>Knowledge TG:</b> D6

## GRADE 2

<b>2.RF.4</b> Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.	<b>Skills TG:</b> U1, U2, U3, U4, U5, U6
<b>Reading Comprehension</b>	
Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.	
<b>2.RC.1</b> Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)	<b>Skills TG:</b> U1, U2, U3, U4, U5, U6  <b>Knowledge TG:</b> D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12  <b>*Research Unit TG</b>
<b>2.RC.2</b> Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>Skills TG:</b> U1, U2, U3  <b>Knowledge TG:</b> D1, D2, D4
<b>2.RC.3</b> Describe how characters in a story respond to major events and how characters affect the plot.	<b>Skills TG:</b> U1, U5  <b>Knowledge TG:</b> D1, D2, D4
<b>2.RC.4</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (E)	<b>Skills TG:</b> U1, U2, U3, U4, U5  <b>Knowledge TG:</b> D4

## GRADE 2

<p><b>2.RC.5</b> Acknowledge differences in the points of view of characters, and identify dialogue as words spoken by characters, usually enclosed in quotation marks.</p>	<p><b>Skills TG:</b> U2, U3, U4</p> <p><b>Knowledge TG:</b> D1, D3, D4</p>
<p><b>2.RC.6</b> Identify the main idea of a multiparagraph text and the topic of each paragraph.</p>	<p><b>Skills TG:</b> U6</p> <p><b>Knowledge TG:</b> D2, D3, D5, D6</p> <p><b>*Research Unit TG</b></p>
<p><b>2.RC.7</b> Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information, and explain how they contribute to and clarify a text.</p>	<p><b>Skills TG:</b> U3, U6</p>
<p><b>2.RC.8</b> Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. (E)</p>	<p><b>Knowledge TG:</b> D2, D6</p>
<p><b>2.RC.9</b> Describe how an author uses facts to support specific points in a text.</p>	<p><b>Skills TG:</b> U6</p> <p><b>Knowledge TG:</b> D9, D12</p>
<p><b>2.RC.10</b> Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>Knowledge TG:</b> D2, D5, D7, D9</p>
<p><b>2.RC.11</b> Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6</p>

## GRADE 2

<p><b>2.RC.12</b> Identify relationships among words, including common synonyms and antonyms, and simple, multiple-meaning words (e.g., change, duck). (E)</p>	<p><b>Knowledge TG:</b> D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12</p>
<p><b>Writing</b></p>	
<p>Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</p>	
<p><b>2.W.1</b> Write legibly by forming letters correctly and spacing words and sentences properly. (E)</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6</p> <p><b>Knowledge TG:</b> D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12</p> <p><b>*Handwriting Implementation Guide</b></p>
<p><b>2.W.2</b> Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)</p>	<p><b>Skills TG:</b> U4, U6</p> <p><b>Knowledge TG:</b> D3, D5, D7, D12</p>
<p><b>2.W.3</b> Write informative/explanatory pieces on a main idea that introduces a topic, provides facts and details about the topic, and includes a concluding statement. (E)</p>	<p><b>Skills TG:</b> U1, U6</p> <p><b>Knowledge TG:</b> D6, D7, D8, D10</p>
<p><b>2.W.4</b> Write narratives that:</p>	<p><b>Skills TG:</b> U1, U2, U3</p> <p><b>Knowledge TG:</b> D3, D4, D8, D9, D11</p>

## GRADE 2

<p><b>2.W.4a</b> Include a beginning;</p>	<p><b>Skills TG:</b> U2, U3</p> <p><b>Knowledge TG:</b> D3, D4, D8, D11</p>
<p><b>2.W.4b</b> Use temporal words to signal event order (e.g., first of all);</p>	<p><b>Skills TG:</b> U2</p>
<p><b>2.W.4c</b> Provide details to describe actions, thoughts, and feelings; and</p>	<p><b>Skills TG:</b> U1, U2, U3</p> <p><b>Knowledge TG:</b> D3, D4, D8, D9, D11</p>
<p><b>2.W.4d</b> Provide a middle and an ending. (E)</p>	<p><b>Skills TG:</b> U2, U3</p> <p><b>Knowledge TG:</b> D3, D4, D8, D11</p>
<p><b>2.W.5</b> Apply the writing process to:</p>	
<p><b>2.W.5a</b> Plan by generating ideas for writing by drawing and brainstorming; with support, revise writing by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</p>	<p><b>Skills TG:</b> U2, U3, U4, U5, U6</p> <p><b>Knowledge TG:</b> D2, D3, D4</p> <p><b>*Research Unit TG</b></p>
<p><b>2.W.5b</b> Use available technology to produce and publish legible documents.</p>	<p><b>Skills TG:</b> U2, U6</p>

## GRADE 2

	<p><b>Knowledge TG:</b> D4, D12</p>
<p><b>2.W.6</b> With support, conduct research on a topic.</p>	<p><b>Knowledge TG:</b> D2, D3, D5, D8</p> <p><b>*Research Unit TG</b></p>
<p><b>2.W.6a</b> Find information on a topic of interest (e.g., cardinals).</p>	<p><b>Knowledge TG:</b> D1, D5, D8</p>
<p><b>2.W.6b</b> Identify various visual and text reference sources.</p>	<p><b>Knowledge TG:</b> D1, D5, D8</p> <p><b>*Research Unit TG</b></p>
<p><b>2.W.6c</b> Organize, summarize, and present the information, choosing from a variety of formats</p>	<p><b>Knowledge TG:</b> D1, D5, D8</p> <p><b>*Research Unit TG</b></p>
<p><b>2.W.7</b> Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6</p> <p><b>Knowledge TG:</b> D2, D3, D4, D10, D11</p>
<p><b>2.W.7a</b> Nouns/Pronouns – Using sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	<p><b>Skills TG:</b> U4, U5</p> <p><b>*Supplemental Grammar Lessons</b></p>
<p><b>2.W.7b</b> Verbs – I. Using sentences that use the past tense of frequently occurring irregular</p>	<p><b>Skills TG:</b> U1, U2, U4, U5, U6</p>

## GRADE 2

<p>II. II. Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p>	<p><b>Knowledge TG:</b> D2</p>
<p><b>2.W.7c</b> Adjectives/Adverbs – Using sentences that use adjectives and adverbs.</p>	<p><b>Skills TG:</b> U3, U4, U5, U6</p>
<p><b>2.W.7d</b> Usage – Using complete simple and compound declarative, interrogative, imperative, and exclamatory sentences correctly. (E)</p>	<p><b>Skills TG:</b> U6</p> <p><b>Knowledge TG:</b> D1, D2, D3, D4, D5, D6, D7, D8, D9, D10</p> <p><b>*Supplemental Grammar Lessons</b></p>
<p><b>2.W.8</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	<p><b>Skills TG:</b> U1, U2, U3, U4, U5, U6</p>
<p><b>2.W.8a</b> Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p>	<p><b>Skills TG:</b> U1, U3, U4, U5, U6</p>
<p><b>2.W.8b</b> Punctuation –</p> <ul style="list-style-type: none"> <li>I. Correctly using a period, question mark, or exclamation mark at the end of a sentence.</li> <li>II. Using an apostrophe to form contractions and singular possessive nouns.</li> <li>III. Using commas in greetings and closings of letters, dates, and to separate items in a series.</li> </ul>	<p><b>Skills TG:</b> U1, U4, U5</p>
<p><b>2.W.8c</b> Encoding –</p>	<p><b>Skills TG:</b> U1, U2, U4, U5, U6</p>



## GRADE 2

<ul style="list-style-type: none"> <li>I. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</li> <li>II. Generalizing learned spelling patterns (e.g., word families) when writing words.</li> <li>III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)</li> </ul>	
<h3>Communication and Collaboration</h3>	
<p>Learning Outcome: Students actively listen and participate in discussions using details and answering questions.</p>	
<p><b>2.CC.1</b> Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)</p>	<p><b>Skills TG:</b> U2, U3, U6</p> <p><b>Knowledge TG:</b> D1, D2, D5, D6, D7, D8, D9, D10, D11</p>
<p><b>2.CC.2</b> Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.</p>	<p><b>Knowledge TG:</b> D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12</p>
<p><b>2.CC.3</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><b>Knowledge TG:</b> D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12</p>
<p><b>2.CC.4</b> Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. (E)</p>	<p><b>Knowledge TG:</b> D2, D3, D6, D8, D10, D11</p> <p><b>*Research Unit TG</b></p>
<p><b>2.CC.5</b> Develop simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings. (E)</p>	<p><b>Knowledge TG:</b> D1, D3, D4, D5, D6, D7, D8, D9, D10</p> <p><b>*Research Unit TG</b></p>

## GRADE 2

<b>2.CC.6</b> Give and follow oral directions with three or more steps.	<b>Skills TG:</b> U1, U2, U3, U4, U5, U6
<b>2.CC.7</b> Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. (E)	<b>Skills TG:</b> U6  <b>Knowledge TG:</b> D6, D7, D10, D11  <b>*Research Unit TG</b>

\*Research Unit lessons, Supplemental Grammar lessons, and the Handwriting Implementation Guide are available digitally. These materials can be accessed on the CKLA Teacher Resource site and the CKLA Digital Experience.