

HOUGHTON MIFFLIN HARCOURT

# JOURNEYS

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*correlated to the*

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**Common Core State Standards**  
**English Language Arts**  
***Grade 2***

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Grade 2**

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**Common Core State Standards  
English Language Arts  
Grade 2**

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	Common Core State Standards for English Language Arts, Grade 2
Lesson 1	T1	T91	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4a. Read on-level text with purpose and understanding.</p> <p>4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>

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Lesson 1 ( <i>Cont.</i> )			<p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one a time about the topics and texts under discussion).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b><u>Language Standards</u></b></p> <p>1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 2	T93	T185	<p><b><u>Reading Standards for Informational</u></b></p> <ol style="list-style-type: none"> <li>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</li> <li>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>9. Compare and contrast the most important points presented by two texts on the same topic.</li> </ol> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <ol style="list-style-type: none"> <li>3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>3.f. Recognize and read grade-appropriate irregularly spelled words.</li> <li>4a. Read on-level text with purpose and understanding.</li> <li>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ol> <p><b><u>Writing Standards</u></b></p> <ol style="list-style-type: none"> <li>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.</li> <li>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> </ol> <p><b><u>Speaking and Listening Standards</u></b></p> <ol style="list-style-type: none"> <li>1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one a time about the topics and texts under discussion).</li> <li>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>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.</li> </ol>

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Lesson 2 ( <i>Cont.</i> )			<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b><u>Language Standards</u></b></p> <p>1f. 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).</p> <p>2.b. Use commas in greetings and closings of letters.</p> <p>4.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 3	T187	T277	<p><b><u>Reading Standards for Literature</u></b>  1. Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text.</p> <p><b><u>Reading Standards: Foundational Skills</u></b>  3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  3.f. Recognize and read grade-appropriate irregularly spelled words.  4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b><u>Writing Standards</u></b>  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.  5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b><u>Speaking and Listening Standards</u></b>  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).  1.b. Build on others’ talk in conversations by linking their comments to the remarks of others.  2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  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.</p> <p><b><u>Language Standards</u></b>  4.a. Use sentence-level context as a clue to the meaning of a word or phrase.  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).</p>

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Lesson 4	T279	T375	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>3e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b><u>Language Standards</u></b></p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

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Lesson 5	T377	T475	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>4. Describe how words and phrases (e.g, regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p>



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Lesson 5 ( <i>Cont.</i> )			<b><u>Language Standards</u></b> 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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Lesson 6	T1	T91	<p><b><u>Reading Standards for Informational</u></b></p> <ol style="list-style-type: none"> <li>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> <li>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li> <li>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> </ol> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <ol style="list-style-type: none"> <li>3.f. Recognize and read grade-appropriate irregularly spelled words.</li> <li>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ol> <p><b><u>Writing Standards</u></b></p> <ol style="list-style-type: none"> <li>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.</li> <li>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>8. Recall information from experiences or gather information from provided sources to answer a question.</li> </ol> <p><b><u>Speaking and Listening Standards</u></b></p> <ol style="list-style-type: none"> <li>1a. 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).</li> <li>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>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.</li> </ol>

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Lesson 6 ( <i>Cont.</i> )			<p><b><u>Language Standards</u></b></p> <p>1.b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>4.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 7	T93	T189	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p>

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Lesson 7 ( <i>Cont.</i> )			<p><b><u>Language Standards</u></b></p> <p>2.a. Capitalize holidays, product names, and geographic names.</p> <p>4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

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Lesson 8	T191	T283	<p><b><u>Reading Standards for Informational</u></b></p> <ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> <li>6. Identify the main purpose fo a text, including what the author wants to answer, explain, or describe</li> </ol> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <ol style="list-style-type: none"> <li>3.f. Recognize and read grade-appropriate irregularly spelled words.</li> <li>4a. Read on-level text with purpose and understanding.</li> <li>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ol> <p><b><u>Writing Standards</u></b></p> <ol style="list-style-type: none"> <li>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.</li> <li>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>8. Recall information from experiences or gather information from provided sources to answer a question.</li> </ol> <p><b><u>Speaking and Listening Standards</u></b></p> <ol style="list-style-type: none"> <li>1a. 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).</li> <li>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ol> <p><b><u>Language Standards</u></b></p> <ol style="list-style-type: none"> <li>1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li> <li>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., <i>When other kids are happy that makes me happy</i>).</li> </ol>

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Lesson 9	T285	T381	<p><b><u>Reading Standards for Literature</u></b></p> <ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>3. Describe how characters in a story respond to major events and challenges.</li> <li>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> </ol> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <ol style="list-style-type: none"> <li>3c. Decode regularly spelled two-syllable words with long vowels.</li> <li>3.f. Recognize and read grade-appropriate irregularly spelled words.</li> <li>4a. Read on-level text with purpose and understanding.</li> <li>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ol> <p><b><u>Writing Standards</u></b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b><u>Speaking and Listening Standards</u></b></p> <ol style="list-style-type: none"> <li>1a. 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).</li> <li>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ol> <p><b><u>Language</u></b></p> <ol style="list-style-type: none"> <li>4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ol>

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Lesson 10	T383	T479	<p><b><u>Reading Standards for Informational</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>6. Identify the main purpose fo a text, including what the author wants to answer, explain, or describe.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p><b><u>Language Standards</u></b></p> <p>2.c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>



<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 11	T1	T93	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>3. Describe how characters in a story respond to major events and challenges.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3c. Decode regularly spelled two-syllable words with long vowels.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

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Lesson 11 ( <i>Cont.</i> )			<p><b><u>Language Standards</u></b></p> <p>1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>4.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

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Lesson 12	T95	T185	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p>

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Lesson 12 ( <i>Cont.</i> )			<p><b><u>Language Standards</u></b></p> <p>2a. Capitalize holidays, product names, and geographic names.</p> <p>2d. Generalize learned spelling patterns when writing words (e.g., cage – badge; boy – boil).</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 13	T187	T279	<p><b><u>Reading Standards for Informational</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

<b><i>Journeys</i></b> <b>Grade 2</b> <b>Lessons</b>	<b>From</b> <b>Page</b>	<b>To</b> <b>Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 13 ( <i>Cont.</i> )			<p><b><u>Language Standards</u></b></p> <p>2d. Generalize learned spelling patterns when writing words (e.g., cage – badge; boy – boil).</p> <p>4.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 14	T281	T373	<p><b><u>Reading Standards for Informational</u></b></p> <ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> <li>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ol> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <ol style="list-style-type: none"> <li>3b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>3.f. Recognize and read grade-appropriate irregularly spelled words.</li> <li>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ol> <p><b><u>Writing Standards</u></b></p> <ol style="list-style-type: none"> <li>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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</li> </ol> <p><b><u>Speaking and Listening Standards</u></b></p> <ol style="list-style-type: none"> <li>1a. 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).</li> <li>1b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ol> <p><b><u>Language Standards</u></b></p> <ol style="list-style-type: none"> <li>2.a. Capitalize holidays, product names, and geographic names.</li> <li>4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ol>

<b><i>Journeys</i> Grade 2 Lessons</b>	<b>From Page</b>	<b>To Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 15	T375	T476	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>3. Describe how characters in a story respond to major events and challenges.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>



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Lesson 15 ( <i>Cont.</i> )			<p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b><u>Language Standards</u></b></p> <p>5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 16	T1	T95	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>

<b><i>Journeys</i></b> <b>Grade 2</b> <b>Lessons</b>	<b>From</b> <b>Page</b>	<b>To</b> <b>Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 16 ( <i>Cont.</i> )			<p><b><u>Language Standards</u></b></p> <p>4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

<b><i>Journeys</i></b> <b>Grade 2</b> <b>Lessons</b>	<b>From</b> <b>Page</b>	<b>To</b> <b>Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 17	T97	T191	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>3. Describe how characters in a story respond to major events and challenges.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3.e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p>

<b><i>Journeys</i></b> <b>Grade 2</b> <b>Lessons</b>	<b>From</b> <b>Page</b>	<b>To</b> <b>Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 17 ( <i>Cont.</i> )			<u><b>Language Standards</b></u> 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 18	T193	T287	<p><b><u>Reading Standards for Informational</u></b></p> <p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b><u>Language Standards</u></b></p> <p>1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p>

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Lesson 18 <i>(Cont.)</i>			4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	Common Core State Standards for English Language Arts, Grade 2
Lesson 19	T289	T383	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>6. Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p><b><u>Language Standards</u></b></p> <p>2a. Capitalize holidays, product names, and geographic names.</p> <p>2.b. Use commas in greetings and closings of letters.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>



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Lesson 19 ( <i>Cont.</i> )			5.b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	Common Core State Standards for English Language Arts, Grade 2
Lesson 20	T385	T483	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b><u>Language Standards</u></b></p> <p>4.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

<b><i>Journeys</i></b> <b>Grade 2</b> <b>Lessons</b>	<b>From</b> <b>Page</b>	<b>To</b> <b>Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 21	T1	T95	<p><b><u>Reading Standards for Informational</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>10. By the end of the 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.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3.e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b><u>Language Standards</u></b></p> <p>1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>4.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 22	T97	T191	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>3. Describe how characters in a story respond to major events and challenges.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>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.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4a. Read on-level text with purpose and understanding.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p>

<b><i>Journeys</i></b> <b>Grade 2</b> <b>Lessons</b>	<b>From</b> <b>Page</b>	<b>To</b> <b>Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 22 ( <i>Cont.</i> )			<p><b><u>Language Standards</u></b></p> <p>1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>3a. Compare formal and informal uses of English.</p> <p>4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 23	T193	T287	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p>

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Lesson 23 ( <i>Cont.</i> )			<p><b><u>Language Standards</u></b></p> <p>1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 24	T289	T383	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3. Describe how characters in a story respond to major events and challenges.</p> <p>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.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p>



<b><i>Journeys</i></b> <b>Grade 2</b> <b>Lessons</b>	<b>From</b> <b>Page</b>	<b>To</b> <b>Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 24 ( <i>Cont.</i> )			<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b><u>Language Standards</u></b></p> <p>1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 25	T385	T483	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>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.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3d. Decode words with common prefixes and suffixes.</p> <p>3.e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

<b><i>Journeys</i> Grade 2 Lessons</b>	<b>From Page</b>	<b>To Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 25 ( <i>Cont.</i> )			<p><b><u>Language Standards</u></b></p> <p>1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 26	T1	T95	<p><b><u>Reading Standards for Literature</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3d. Decode words with common prefixes and suffixes.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p>

<b><i>Journeys</i> Grade 2 Lessons</b>	<b>From Page</b>	<b>To Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 26 ( <i>Cont.</i> )			<p><b><u>Language Standards</u></b></p> <p>2.c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>3a. Compare formal and informal uses of English.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 27	T97	T191	<p><b><u>Reading Standards for Informational</u></b></p> <p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>10. By the end of the 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.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b><u>Language Standards</u></b></p> <p>1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>3a. Compare formal and informal uses of English.</p>

<b><i>Journeys</i> Grade 2 Lessons</b>	<b>From Page</b>	<b>To Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 27 ( <i>Cont.</i> )			4a. Use sentence-level context as a clue to the meaning of a word or phrase. 5.b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 28	T193	T285	<p><b><u>Reading Standards for Informational</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>10. By the end of the 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.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3.e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>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).</p> <p>1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>



<b><i>Journeys</i></b> <b>Grade 2</b> <b>Lessons</b>	<b>From</b> <b>Page</b>	<b>To</b> <b>Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 28 ( <i>Cont.</i> )			<p><b><u>Language Standards</u></b></p> <p>1d. Form and use the past tense of frequently occurring irregular verbs (e.g, sat, hid, told).</p> <p>2.c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 29	T287	T381	<p><b><u>Reading Standards for Literature</u></b></p> <ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>3. Describe how characters in a story respond to major events and challenges.</li> <li>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>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.</li> </ol> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <ol style="list-style-type: none"> <li>3.c. Decode regularly spelled two-syllable words with long vowels.</li> <li>3e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>3.f. Recognize and read grade-appropriate irregularly spelled words.</li> <li>4a. Read on-level text with purpose and understanding.</li> <li>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ol> <p><b><u>Writing Standards</u></b></p> <ol style="list-style-type: none"> <li>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.</li> <li>8. Recall information from experiences or gather information from provided sources to answer a question.</li> </ol> <p><b><u>Speaking and Listening Standards</u></b></p> <ol style="list-style-type: none"> <li>1a. 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).</li> <li>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ol>

<b><i>Journeys</i></b> <b>Grade 2</b> <b>Lessons</b>	<b>From</b> <b>Page</b>	<b>To</b> <b>Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 29 ( <i>Cont.</i> )			<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b><u>Language Standards</u></b></p> <p>1d. Form and use the past tense of frequently occurring irregular verbs (e.g, sat, hid, told).</p> <p>4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p>

<i>Journeys</i> Grade 2 Lessons	From Page	To Page	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 30	T383	T481	<p><b><u>Reading Standards for Informational</u></b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>10. By the end of the 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.</p> <p><b><u>Reading Standards: Foundational Skills</u></b></p> <p>3.c. Decode regularly spelled two-syllable words with long vowels.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b><u>Writing Standards</u></b></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b><u>Speaking and Listening Standards</u></b></p> <p>1a. 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).</p> <p>1b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

<b><i>Journeys</i></b> <b>Grade 2</b> <b>Lessons</b>	<b>From</b> <b>Page</b>	<b>To</b> <b>Page</b>	<b>Common Core State Standards for English Language Arts, Grade 2</b>
Lesson 30 <i>(Cont.)</i>			<p><b><u>Language Standards</u></b></p> <p>1d. Form and use the past tense of frequently occurring irregular verbs (e.g, sat, hid, told).</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p>