

**Open Court Reading**  
**Grade 2 CCSS Correlation**

Grade 2 Common Core State Standards		OCR Coverage
<b>Reading: Literature</b>		
<b>Key Ideas and Details</b>		
RL.2.1	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.	<b>Unit 1:</b> T60, T113, T152, T215, T280 <b>Unit 2:</b> T49, T62, T186, T187, T279 <b>Unit 3:</b> T21, T155, T303, T316, T350 <b>Unit 4:</b> T88, T92, T280, T314, T369 <b>Unit 5:</b> T30, T43, T56, T242, T385 <b>Unit 6:</b> T61, T183, T221, T296, T381
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>Unit 6:</b> T31, T70, T353, T363, T393
RL.2.3	Describe how characters in a story respond to major events and challenges.	<b>Unit 1:</b> T46, T57, T301, T303, T304 <b>Unit 2:</b> T48, T49 <b>Unit 3:</b> T190, T316, T369 <b>Unit 4:</b> T381, T383 <b>Unit 5:</b> T56, T397 <b>Unit 6:</b> T61, T196
<b>Craft and Structure</b>		
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<b>Unit 2:</b> T128, T137, T185, T187, T312 <b>Unit 3:</b> T124, T251, T320, T378, T383 <b>Unit 4:</b> T129, T194, T250, T303, T311 <b>Unit 5:</b> T122, T186, T254, T256, T324
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>Unit 4:</b> T56, T314, T347, T353, T397 <b>Unit 6:</b> T59, T107, T121, T196, T393
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>Unit 6:</b> T63, T185, T205, T253, T256

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<b>Integration of Knowledge and Ideas</b>		
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>Unit 1:</b> T56, T60, T289, T314, T318 <b>Unit 2:</b> T47, T58, T62, T289, T290 <b>Unit 3:</b> T186, T190, T251, T316, T381 <b>Unit 4:</b> T314, T367, T378, T380, T383 <b>Unit 5:</b> T42, T52, T56, T395, T397 <b>Unit 6:</b> T49, T59, T61, T192, T264
RL.2.8		N/A
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>Unit 1:</b> T234, T239, T251, T260 <b>Unit 2:</b> T154, T170, T172, T175, T187, T196 <b>Unit 3:</b> T17, T226, T227, T236 <b>Unit 6:</b> T196, T238, T239, T250, T268, T276
<b>Range of Reading and Level of Text Complexity</b>		
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Unit 1:</b> T46, T174, T239, T304 <b>Unit 2:</b> T49, T303 <b>Unit 3:</b> T113, T176, T239, T303, T369 <b>Unit 4:</b> T118, T181, T301, T369 <b>Unit 5:</b> T43, T242, T385 <b>Unit 6:</b> T50, T149, T183, T381
<b>Reading: Informational Text</b>		
<b>Key Ideas and Details</b>		
RI.2.1	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.	<b>Getting Started:</b> GS75 <b>Unit 1:</b> T16, T88, T89, T113, T250, T357, T358, T369, T381 <b>Unit 2:</b> T92, T93, T115, T186, T214, T215, T237, T249, T352, T353, T363, T375 <b>Unit 3:</b> T30, T32, T33, T46, T87, T113, T126 <b>Unit 4:</b> T16, T31, T32, T48, T60, T155, T159, T182, T221, T222, T316 <b>Unit 5:</b> T81, T82, T84, T111, T149, T153, T154, T177, T213, T216, T218, T242, T287, T288, T314, T328 <b>Unit 6:</b> T90, T116, T117, T130, T289, T291, T296, T297, T317

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RI.2.2	Identify the main topic of a multiparagraph text as well a the focus of specific paragraphs within the text.	<b>Getting Started:</b> GS84 <b>Unit 1:</b> T99, T127, T368 <b>Unit 2:</b> T113, T128, T225, T235, T258, T360, T362 <b>Unit 3:</b> T43, T44, T45, T59, T96, T109, T110 <b>Unit 4:</b> T60, T167, T178, T204, T219, T252 <b>Unit 5:</b> T94, T106, T108, T124, T134, T164, T200, T256, T269 <b>Unit 6:</b> T305 T314 T329
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>Unit 1:</b> T59 <b>Unit 2:</b> T61, T92, T100, T110, T111, T127,T224, T227, T234, T237, T239, T251, T363, T374 <b>Unit 4:</b> T17, T43, T44, T45, T46, T47, T48, T58, T59, T70, T179, T196, T239, T252 <b>Unit 5:</b> T81, T96, T151, T163, T177, T190, T282, T338
<b>Craft and Structure</b>		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<b>Unit 1:</b> T100 <b>Unit 2:</b> T102, T246, T247, T249, T375 <b>Unit 3:</b> T81 <b>Unit 4:</b> T31, T33, T56, T71, T196, T221 <b>Unit 5:</b> T80, T85, T124, T125, T186, T190, T253, T256, T279, T281, T288, T301, T302, T310, T324 <b>Unit 6:</b> T126
RI.2.5	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 effeciently.	<b>Unit 1:</b> T59, T90, T122, T154, T250, T359 <b>Unit 2:</b> T61, T125, T127, T128, T186, T248, T371, T374 <b>Unit 3:</b> T56, T57, T58, T59, T69, T125, T189, T248, T250, T315, T382 <b>Unit 4:</b> T33, T56, T58, T193, T195, T205, T249, T251, T313, T382 <b>Unit 5:</b> T55, T94, T123, T124, T220, T252, T253, T255, T327, T328, T396 <b>Unit 6:</b> T60, T126, T129, T139, T195, T267, T327, T328, T392
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>Unit 1:</b> T123, T127 <b>Unit 2:</b> T124, T137, T246, T259 <b>Unit 3:</b> T56, T59, T69, T112, T127 <b>Unit 4:</b> T192, T196, T205, T248 <b>Unit 5:</b> T120, T188, T201, T256, T325, T328, T339 <b>Unit 6:</b> T267, T326, T329
<b>Integration of Knowledge and Ideas</b>		
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>Getting Started:</b> GS92, GS93 <b>Unit 1:</b> T380 <b>Unit 2:</b> T112, T124, T128, T246, T249, T375 <b>Unit 3:</b> T57, T58, T60, T195, T248, T249, T252 <b>Unit 4:</b> T57, T58, T60, T193, T195, T249, T252 <b>Unit 5:</b> T190, T326 <b>Unit 6:</b> T127, T316

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RI.2.8	Describe how reasons support specific points the author makes in a text.	<b>Unit 1:</b> T127 <b>Unit 2:</b> T370, T375 <b>Unit 3:</b> T43, T44, T59, T96, T109 <b>Unit 4:</b> T60, T229 <b>Unit 5:</b> T94, T106, T108, T121, T124, T134, T164, T176, T180, T200 <b>Unit 6:</b> T130
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	<b>Unit 2:</b> T65, T374 <b>Unit 4:</b> T229, T237, T260 <b>Unit 5:</b> T190, T228, T229, T238, T266, T328
<b>Range of Reading and Level of Text Complexity</b>		
RI.2.10	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.	<b>Unit 1:</b> T59, T82, T113, T337, T369 <b>Unit 2:</b> T61, T115, T129, T239, T363 <b>Unit 3:</b> T46, T113 <b>Unit 4:</b> T47, T48, T182, T239 <b>Unit 5:</b> T111, T189, T242, T278, T314 <b>Unit 6:</b> T117
<b>Reading: Foundational Skills</b>		
<b>Phonics and Word Recognition</b>		
<b>RF.2.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>	
RF.2.3.A	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<b>Unit 2:</b> T10, T40, T70, T80, T108, T134, T222, T332 <b>Unit 4:</b> T78
RF.2.3.B	Know spelling-sound correspondences for additional common vowel teams.	<b>Unit 3:</b> T10, T38, T66, T76, T106, T134, T144, T198, T268, T334, T338 <b>Unit 4:</b> T10, T78, T150, T212, T268, T330 <b>Unit 5:</b> T10, T142, T346 <b>Unit 6:</b> T212, T284
RF.2.3.C	Decode regularly spelled two-syllable words with long vowels.	<b>Unit 2:</b> T10, T40, T56, T144, T194, T204, T232, T256, T266, T298, T322, T346, T358, T380 <b>Unit 3:</b> T10, T38, T66, T76, T106, T144, T268, T298, T324, T338 <b>Unit 4:</b> T10, T78, T150, T212

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RF.2.3.D	Decode words with common prefixes and suffixes.	<b>Unit 2:</b> T144, T194, T204, T256 <b>Unit 3:</b> T76, T106 <b>Unit 4:</b> T176, T234, T296 <b>Unit 5:</b> T36, T104, T118, T172, T236 <b>Unit 6:</b> T110, T178, T248, T312
RF.2.3.E	Identify words with inconsistent but common spelling-sound correspondences.	<b>Unit 3:</b> T208, T234 <b>Unit 5:</b> T208 <b>Unit 6:</b> T10, T146, T212, T284
RF.2.3.F	Recognize and read grade-appropriate irregularly spelled words.	<b>Getting Started:</b> GS60, GS80 <b>Unit 1:</b> T170, T272, T334 <b>Unit 2:</b> T144, T332 <b>Unit 3:</b> T334, T364 <b>Unit 4:</b> T330, T346 <b>Unit 6:</b> T281, T362
<b>Fluency</b>		
<b>RF.2.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>	
RF.2.4.A	Read grade-level text with purpose and understanding.	<b>Getting Started:</b> GS20, GS32, GS44, GS54, GS62, GS64, GS72, GS82, GS90, GS97 <b>Unit 1:</b> T22, T24, T81, T120, T147, T182, T208, T222, T271, T286, T312, T334, T336, T350, T357, T366, T374 <b>Unit 2:</b> T22, T24, T83, T122, T147, T208, T269, T310, T332, T334, T341, T346 <b>Unit 3:</b> T26, T79, T147, T160, T212, T271, T336 <b>Unit 4:</b> T24, T81, T98, T153, T164, T215, T226, T271, T286, T296, T330, T332 <b>Unit 5:</b> T22, T24, T77, T92, T145, T160, T211, T226, T277, T296, T339, T346, T348 <b>Unit 6:</b> T24, T26, T81, T98, T152, T166, T215, T234, T287, T302, T346, T348

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RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p><b>Getting Started:</b> GS21, GS32, GS44, GS49, GS54, GS58, GS62, GS72, GS77, GS82, GS85, GS90, GS94, GS97, GS100</p> <p><b>Unit 1:</b> T22, T33, T48, T54, T62, T68, T71, T91, T100, T112, T115, T120, T129, T134, T137, T155, T164, T176, T182, T189, T194, T197, T217, T222, T226, T238, T241, T246, T253, T258, T261, T283, T286, T292, T306, T312, T324, T327, T344, T361, T366, T371, T374, T383</p> <p><b>Unit 2:</b> T22, T35, T51, T56, T64, T70, T73, T95, T98, T102, T115, T117, T122, T129, T134, T137, T157, T160, T164, T174, T177, T182, T188, T194, T217, T222, T226, T237, T244, T250, T256, T259, T281, T294, T305, T310, T317, T322, T325, T332, T355, T358, T365, T377</p> <p><b>Unit 3:</b> T35, T48, T54, T61, T66, T69, T89, T101, T112, T115, T120, T128, T134, T137, T157, T160, T167, T178, T184, T192, T198, T201, T218, T219, T224, T229, T241, T246, T253, T258, T283, T288, T294, T305, T310, T324, T343, T359, T364, T371, T376, T385</p> <p><b>Unit 4:</b> T22, T35, T49, T62, T68, T71, T95, T98, T106, T120, T134, T140, T143, T161, T164, T170, T181, T184, T197, T202, T205, T223, T226, T230, T239, T241, T253, T261, T283, T286, T292, T315, T320, T323, T341, T364, T371, T376, T385</p> <p><b>Unit 5:</b> T22, T33, T45, T58, T64, T67, T87, T92, T98, T110, T113, T26, T132, T135, T157, T160, T166, T179, T192, T198, T201, T221, T226, T232, T241, T244, T258, T264, T267, T291, T296, T304, T316, T330, T336, T357, T375, T380, T387, T392, T399</p> <p><b>Unit 6:</b> T24, T37, T51, T63, T68, T71, T93, T105, T116, T119, T131, T139, T161, T166, T173, T185, T202, T205, T229, T234, T242, T253, T256, T269, T299, T274, T302, T309, T319, T331, T336, T339, T352, T357, T371, T376, T383, T388, T395</p>
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RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Getting Started:</b> GS44, GS54, GS62, GS72, GS82, GS90, GS97 <b>Unit 1:</b> T22, T54, T160, T312, T350 <b>Unit 2:</b> T22, T160, T294 <b>Unit 3:</b> T54, T224 <b>Unit 4:</b> T217, T346 <b>Unit 6:</b> T24 T98 T166 T350 T362
<b>Writing</b>		
<b>Text Types and Purposes</b>		
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	<b>Unit 1:</b> T167, T179, T191, T229, T284, T295, T320, T364, T372 <b>Unit 6:</b> T207
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>Unit 2:</b> T139, T179, T220, T252, T318, T344 <b>Unit 4:</b> T73, T96, T224, T232, T344 <b>Unit 5:</b> T169, T294, T333 <b>Unit 6:</b> T133
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<b>Unit 2:</b> T184 <b>Unit 3:</b> T139, T158, T194, T222, T254, T307, T321, T386 <b>Unit 5:</b> T378, T400 <b>Unit 6:</b> T360
<b>Production and Distribution of Writing</b>		
W.2.4		N/A
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>Getting Started:</b> GS68, GS78 <b>Unit 1:</b> T117, T139, T157, T168, T229, T242, T255, T296, T308, T328, T356, T384 <b>Unit 2:</b> T20, T31, T67, T75, T106, T119, T138, T158, T166, T199, T228, T240, T283, T296, T306, T356, T366 <b>Unit 3:</b> T36, T91, T138, T168, T169, T180, T181, T230, T231, T242, T263, T286, T321, T328, T344, T360, T372, T373 <b>Unit 4:</b> T38, T108, T109, T122, T145, T173, T232, T242, T255, T262, T360, T361, T372 <b>Unit 5:</b> T60, T61, T136, T158, T195, T223, T234, T306, T318, T341, T359, T388, T389 <b>Unit 6:</b> T17, T53, T95, T133, T141, T162, T199, T230, T231, T244, T300, T310, T373, T374, T384

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W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>Unit 1:</b> T229, T293, T307, T320, T386 <b>Unit 2:</b> T179, T252, T295, T305, T318, T378 <b>Unit 3:</b> T193, T194, T254, T295, T305, T386 <b>Unit 4:</b> T136, T197, T294, T304, T386 <b>Unit 5:</b> T89, T246, T317, T331, T332 <b>Unit 6:</b> T175, T258, T309, T319, T320, T396
Research to Build and Present Knowledge		
W.2.7	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).	<b>Unit 1:</b> T49, T59, T63, T101, T115, T129, T165, T177, T189, T241, T253, T307, T345, T383 <b>Unit 2:</b> T51, T65, T103,T117, T129, T165, T177, T189, T227, T239, T251, T295, T305, T317, T341, T377 <b>Unit 3:</b> T19, T49, T61, T101, T115, T129, T167, T179, T193, T229, T253, T295, T305, T343 <b>Unit 4:</b> T37, T49, T51, T59, T107, T121, T135, T171, T185, T197, T231, T241, T253, T293, T303, T315, T341, T385 <b>Unit 5:</b> T59, T99, T113, T127, T167, T179, T193, T233, T245, T259, T305, T317, T331, T357, T399 <b>Unit 6:</b> T19, T51, T63, T105, T119, T173, T185, T243, T257, T269, T309, T319, T331, T357, T395
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	<b>Unit 1:</b> T59, T177, T189, T241, T252, T253, T307, T345, T383 <b>Unit 2:</b> T129, T165, T177, T187, T189, T199, T296, T227, T239, T251, T261, T295, T305, T324, T341, T377 <b>Unit 3:</b> T117, T129, T167, T179, T193, T253, T295, T307, T343, T385, T135 <b>Unit 4:</b> T171, T185, T197, T231, T241, T253, T293, T341, T385 <b>Unit 5:</b> T115, T167, T193 <b>Unit 6:</b> T131, T185, T197, T243, T257, T269, T357, T395
W.2.9	N/A	
Range of Writing		
W.2.10	N/A	



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Speaking & Listening		
Comprehension and Collaboration		
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	
SL.2.1.A	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>Getting Started:</b> GS15, GS17, GS29, GS36, GS41, GS51, GS69, GS75, GS79, GS87 <b>Unit 1:</b> T16, T17, T30, T49, T88, T153, T168, T198, T214, T241, T243, T280, T328, T357, T372, T389 <b>Unit 2:</b> T16, T17, T31, T38, T92, T138, T214, T279, T352, T381 <b>Unit 3:</b> T19, T36, T62, T319, T389 <b>Unit 4:</b> T17, T173, T253, T315, T389 <b>Unit 5:</b> T17, T88, T245, T259, T403 <b>Unit 6:</b> T19, T399
SL.2.1.B	Build on others' talk in conversations by linking their comments to the remarks of others.	<b>Getting Started:</b> GS15, GS36, GS75 <b>Unit 1:</b> T30, T88, T153, T214, T280, T357 <b>Unit 2:</b> T31, T92, T154, T214, T279, T352 <b>Unit 3:</b> T32, T51, T87, T155, T279, T356 <b>Unit 4:</b> T31, T92, T159, T221, T280, T355 <b>Unit 5:</b> T30, T84, T154, T218, T287, T370 <b>Unit 6:</b> T34, T90, T159, T225, T296, T368
SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.	<b>Unit 1:</b> T30, T88, T153, T214, T280, T357 <b>Unit 2:</b> T92, T154, T214, T279, T352 <b>Unit 3:</b> T32, T33, T87, T155, T279, T356, T389 <b>Unit 4:</b> T32, T92, T159, T221, T280, T355 <b>Unit 5:</b> T30, T84, T154, T218, T287, T370
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>Unit 1:</b> T16, T177, T345, T383 <b>Unit 2:</b> T16, T341 <b>Unit 3:</b> T17, T343 <b>Unit 4:</b> T16, T137, T321, T341 <b>Unit 5:</b> T16, T357
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<b>Unit 1:</b> T345, T389, T391 <b>Unit 2:</b> T341, T381, T383, T389 <b>Unit 3:</b> T391 <b>Unit 4:</b> T341, T389 <b>Unit 5:</b> T357, T403, T405 <b>Unit 6:</b> T357, T399, T401

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<b>Presentation of Knowledge and Ideas</b>		
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<b>Unit 1:</b> T185, T189, T301, T383, T389 <b>Unit 2:</b> T116, T376, T377, T381, T385 <b>Unit 3:</b> T72, T389 <b>Unit 4:</b> T385, T389 <b>Unit 5:</b> T399, T403 <b>Unit 6:</b> T395, T399
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<b>Getting Started:</b> GS95 <b>Unit 1:</b> T217, T197 <b>Unit 2:</b> T59, T116, T184, T315, T317 <b>Unit 3:</b> T194, T219, T254 <b>Unit 4:</b> T143, T181, T315 <b>Unit 5:</b> T317, T331
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	<b>Getting Started:</b> GS36, GS75 <b>Unit 1:</b> T30, T51, T88, T153, T214, T280, T351 <b>Unit 2:</b> T31, T92, T154, T214, T279, T352 <b>Unit 3:</b> T32, T87, T155, T216, T279, T356 <b>Unit 4:</b> T31, T92, T159, T221, T280, T355 <b>Unit 5:</b> T30, T84, T154, T218, T287, T370 <b>Unit 6:</b> T34, T90, T159, T225, T296, T368
<b>Language</b>		
<b>Conventions of Standard English</b>		
<b>L.2.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
L.2.1.A	Use collective nouns (e.g., <i>group</i> ).	<b>Unit 4:</b> T124, T138, T146 <b>Unit 6:</b> T260
L.2.1.B	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	<b>Unit 2:</b> T308, T320, T328, T367 <b>Unit 6:</b> T189, T200, T208, T209
L.2.1.C	Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).	<b>Unit 4:</b> T188, T200, T208, T373 <b>Unit 6:</b> T334
L.2.1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	<b>Unit 5:</b> T116, T130, T391
L.2.1.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.	<b>Unit 1:</b> T94 <b>Unit 2:</b> T242, T254, T263 <b>Unit 3:</b> T119, T132, T313 <b>Unit 4:</b> T52, T66, T74, T375 <b>Unit 6:</b> T73, T208, T261, T272

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L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).	<b>Getting Started:</b> GS43, GS53, GS71, GS89 <b>Unit 1:</b> T11, T107, T134 <b>Unit 2:</b> T68, T132 <b>Unit 3:</b> T11, T77, T244, T256 <b>Unit 4:</b> T98, T123, T202, T224 <b>Unit 5:</b> T248, T262, T320, T343, T391 <b>Unit 6:</b> T58, T124, T163, T281, T387
<b>L.2.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
L.2.2.A	Capitalize holidays, product names, and geographic names.	<b>Unit 2:</b> T180, T192 <b>Unit 3:</b> T182, T196, T375 <b>Unit 6:</b> T75, T189, T200
L.2.2.B	Use commas in greetings and closings of letters.	<b>Unit 5:</b> T48, T62, T71, T391 <b>Unit 6:</b> T310, T334, T342
L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.	<b>Unit 4:</b> T244, T257, T265, T306, T307, T319, T326 <b>Unit 6:</b> T322, T324, T342
L.2.2.D	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).	<b>Getting Started:</b> GS20, GS31, GS43, GS53, GS61, GS71, GS81, GS89, GS97 <b>Unit 1:</b> T12, T21, T39, T74, T79, T95, T140, T145, T159, T171, T199, T205, T221, T233, T263, T269, T285, T299, T349 <b>Unit 2:</b> T11, T21, T41, T81, T109, T140, T145, T159, T169, T200, T205, T221, T262, T233, T267, T286, T299, T328, T345 <b>Unit 3:</b> T11, T23, T24, T39, T72, T77, T93, T107, T140, T145, T159, T173, T204, T223, T235, T264, T269, T287, T299, T347 <b>Unit 4:</b> T21, T64, T73, T79, T97, T146, T163, T207, T213, T225, T264, T269, T285, T325, T345 <b>Unit 5:</b> T11, T21, T70, T75, T91, T138, T143, T159, T204, T209, T225, T270, T275, T295, T342, T361 <b>Unit 6:</b> T11, T23, T74, T79, T97, T142, T147, T165, T208, T213, T233, T285, T301, T341, T361
L.2.2.E	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>Getting Started:</b> GS86 <b>Unit 1:</b> T220, T309, T386 <b>Unit 2:</b> T166, T241, T307, T366 <b>Unit 3:</b> T181, T243, T362, T373 <b>Unit 4:</b> T123, T263, T284, T374 <b>Unit 5:</b> T69, T234, T319, T390 <b>Unit 6:</b> T164, T246, T280, T310, T385

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Knowledge of Language		
<b>L.2.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>	
L.2.3.A	Compare formal and informal uses of English.	<b>Unit 2:</b> T297 <b>Unit 3:</b> T158 <b>Unit 5:</b> T203, T223, T224 <b>Unit 6:</b> T271, T278
Vocabulary Acquisition and Use		
<b>L.2.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b>	
L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.	<b>Getting Started:</b> GS38, GS76 <b>Unit 1:</b> T32, T90, T154, T195, T216, T282, T359 <b>Unit 2:</b> T33, T94, T156, T216, T280, T354 <b>Unit 3:</b> T34, T81, T85, T88, T156, T218, T281, T357 <b>Unit 4:</b> T33, T93, T113, T140, T160, T222, T235, T282, T357 <b>Unit 5:</b> T32, T79, T80, T86, T156, T220, T279, T281, T284, T289, T372 <b>Unit 6:</b> T36, T84, T92, T160, T227, T298, T370
L.2.4.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> ).	<b>Unit 1:</b> T188 <b>Unit 4:</b> T176, T177, T234, T296 <b>Unit 6:</b> T110, T111, T178, T179
L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).	<b>Unit 3:</b> T34 <b>Unit 4:</b> T33 <b>Unit 5:</b> T308
L.2.4.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> ).	<b>Unit 1:</b> T96, T282 <b>Unit 2:</b> T267 <b>Unit 3:</b> T11, T299 <b>Unit 4:</b> T40, T41, T54, T56 <b>Unit 5:</b> T11, T75, T142 <b>Unit 6:</b> T36, T43
L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<b>Unit 1:</b> T90, T154, T359 <b>Unit 2:</b> T156 <b>Unit 3:</b> T156 <b>Unit 4:</b> T33 <b>Unit 5:</b> T220, T372

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<b>L.2.5</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>	
L.2.5.A	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ).	<b>Getting Started:</b> GS94 <b>Unit 1:</b> T69, T259, T325 <b>Unit 2:</b> T71, T195, T257, T323 <b>Unit 3:</b> T67, T135, T199, T259, T325 <b>Unit 4:</b> T69, T203, T321 <b>Unit 5:</b> T65, T133, T199, T265, T337 <b>Unit 6:</b> T69, T137, T203, T337
L.2.5.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> ).	<b>Unit 1:</b> T184, T197, T305 <b>Unit 2:</b> T63, T129, T376 <b>Unit 3:</b> T60, T70, T127, T317 <b>Unit 5:</b> T257 <b>Unit 6:</b> T39, T62, T65
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	<b>Getting Started:</b> GS41, GS49, GS48, GS79, GS85 <b>Unit 1:</b> T94, T135, T160, T164, T177, T242, T263, T301, T305, T325, T389 <b>Unit 2:</b> T59, T63, T135, T176, T188, T239, T247, T250, T328, T372, T376, T381 <b>Unit 3:</b> T71, T135 <b>Unit 4:</b> T302 <b>Unit 5:</b> T57, T133, T137, T378 <b>Unit 6:</b> T266, T275, T330, T360, T394