

Macmillan/McGraw-Hill  
**CALIFORNIA TREASURES**  
**Grade 2, Teacher's Edition**

ALIGNED WITH

COMMON CORE

STATE STANDARDS FOR

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English Language Arts

&

Literacy in History/Social Studies,  
Science, and Technical Subjects

**Includes California Augmentation (in bold text in CCSS column)**

## College and Career Readiness Anchor Standards for Reading

### ***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### ***Craft and Structure***

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

### ***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address a number of similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

## Reading Standards for Literature

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
<b>Grade 2 students:</b>		
<b>Key Ideas and Details</b>		
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	R2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i> ).	<b>UNIT 1:</b> 22/23, 27N, 126/127, 139N <b>UNIT 2:</b> 170/171, 189N, 199A, 199J, 202/203, 208/209, 216/217, 222/223, 227A, 227N, 275N, 231G, 247A, 247J, 250/251, 260/261, 268/269, 275A, 275N, 276/277, 281G <b>UNIT 3:</b> 366/367, 377N, 425N <b>UNIT 4:</b> 37N, 71N, 155N <b>UNIT 5:</b> 233N, 255A, 255J, 258/259, 262/263, 268/269, 272/273, 279A, 279N, 285G, 311N <b>UNIT 6:</b> 390/391, 457N
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 1:</b> S4, S10, S22, 61R, 103R <b>UNIT 2:</b> 275, 275A, 279A <b>UNIT 4:</b> 37, 37A, 37R
3. Describe how characters in a story respond to major events and challenges.	R3.1 Compare and contrast plots, settings, and characters presented by different authors.	<b>UNIT 1:</b> 12/13, 18/19, 20/21, 22/23, 27A, 33G, 61N <b>UNIT 2:</b> 164/165, 174/175, 182/183, 212/213 <b>UNIT 3:</b> 412/413 <b>UNIT 4:</b> 116/117, 163A <b>UNIT 6:</b> 450/451
<b>Craft and Structure</b>		
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.)	R3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	<b>UNIT 1:</b> 61W, 62/63, 63A, 103W, 104/105, 105A <b>UNIT 3:</b> 345W, 346/347, 347A, 377X, 378/379, 380/381, 381A, 424, 453W, 454/455, 455A <b>UNIT 4:</b> 116/117, 117A <b>UNIT 6:</b> 388, 433W, 434/435, 435A
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	R3.1 Compare and contrast plots, settings, and characters presented by different authors.	<b>UNIT 1:</b> S4, S10, S16, S22, S28, 9A, 9K, 12/13, 16/17, 22/23, 33G, 37A, 37J, 38/39, 40/41, 46/47, 56/57, 65G <b>UNIT 2:</b> 182/183, 227N, 275N <b>UNIT 4:</b> 134/135, 144/145, 155N, 161G <b>UNIT 5:</b> 212/213, 218/219, 304/305

<p><b>6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 1:</b> 138 <b>UNIT 4:</b> 120J, 120K</p>
<p><b><i>Integration of Knowledge and Ideas</i></b></p>		
<p><b>7.</b> 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>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 1:</b> 42/43, 61N <b>UNIT 2:</b> 247B, 247J, 270/271  <b>UNIT 3:</b> 377N <b>UNIT 4:</b> 37N, 45A–45B, 45K, 48/49, 54/55, 58/59, 62/63, 64/65, 71, 71A, 77G, 155, 155N  <b>UNIT 5:</b> 214/215</p>
<p><b>8.</b> (Not applicable to literature)</p>	<p>(Not applicable to literature)</p>	<p>(Not applicable to literature)</p>
<p><b>9.</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>R3.1 Compare and contrast plots, settings, and characters presented by different authors.                  R3.3 Compare and contrast different versions of the same stories that reflect different cultures.</p>	<p><b>UNIT 2:</b> 276/277, 278/279, 279A, 281DD <b>UNIT 3:</b> 377, 377A, 377N, 383G, 383Z <b>UNIT 4:</b> 164/165</p>
<p><b><i>Range and Level of Text Complexity</i></b></p>		
<p><b>10.</b> 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>Not in CA ELA Standards (but is in CA Treasures =&gt;), also in Criteria document.</p>	<p>Reading selections in the Grade 2 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 450-790 required by the Common Core Standard for grades 2-3.</p>

## Reading Standards for Informational Text

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
<b>Grade 2 students:</b>		
<b>Key Ideas and Details</b>		
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.	R2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why</i> , <i>what if</i> , <i>how</i> ).	<b>UNIT 1:</b> 73N, 103N, 140/141, 36/37 <b>UNIT 2:</b> 239N, 276/277, 307N <b>UNIT 3:</b> 387A, 387K, 388/389, 395K, 435A, 435K, 438/439, 444/445, 446/447, 446/447, 457G <b>UNIT 4:</b> 114 <b>UNIT 5:</b> 234/235, 244/245, 282/283 <b>UNIT 6:</b> 365A, 365J, 368/369, 374/375, 380/381, 389A, 393G
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 1:</b> 69A–69B, 69K, 70/71, 72/73, 73A, 77K, 80/81, 81A–81B, 81K, 84/85, 86/87, 88/89, 90/91, 92/93, 94/95, 96/97, 103A, 107G <b>UNIT 2:</b> 235A–235B, 235K, 236/237, 238/239–239A, 292/293, 307N <b>UNIT 3:</b> 325J, 340/341, 428/429 <b>UNIT 5:</b> 202/203, 244/245 <b>UNIT 6:</b> 346/347, 398/399
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 2:</b> 228/229, 296/297, 298/299, 302/303, 307, 307N, 307W, 308/309, 311G <b>UNIT 3:</b> 390/391, 446/447 <b>UNIT 4:</b> 82/83, 84/85, 89K, 155X, 156/157–158/159 <b>UNIT 5:</b> 233X, 236/237
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4-6 for additional expectations.)	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 1:</b> 27X, 30/31, 139X <b>UNIT 2:</b> 189X, 227W, 275X, 307W <b>UNIT 3:</b> 425X <b>UNIT 4:</b> 37W, 71X, 155X <b>UNIT 5:</b> 201W, 233X, 279X, 311X <b>UNIT 6:</b> 355X, 457W, 458/459
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.	r2.1 Use titles, tables of contents, and chapter headings to locate information in expository text. (includes only titles, TOCs, and chapter headings)	<b>UNIT 1:</b> 27X, 28/29 <b>UNIT 2:</b> 227W, 228/229, 235K, 239N, 275X, 278/279 <b>UNIT 3:</b> 428/429 <b>UNIT 4:</b> 37W, 38/39, 39A, 71X, 74/75, 81K <b>UNIT 5:</b> 201W, 202/203, 279X, 280/281, 282/283, 311X, 312/313 <b>UNIT 6:</b> 397K
6. Identify the main purpose of a text, including	R2.3 Use knowledge of the author's purpose( s) to	<b>UNIT 1:</b> 102 <b>UNIT 2:</b> 192/193, 306 <b>UNIT 3:</b>

what the author wants to answer, explain, or describe.	comprehend informational text.	387A, 387K, 390/391, 395K, 452 <b>UNIT 4:</b> 74/75, 114 <b>UNIT 6:</b> 331A, 361G <b>UNIT 6:</b> 378/379, 389N, 432
<b><i>Integration of Knowledge and Ideas</i></b>		
<b>7.</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	R2.7 Interpret information from diagrams, charts, and graphs.	<b>UNIT 1:</b> 139X, 140/141 <b>UNIT 2:</b> 189X, 190/191, 307W, 308/309 <b>UNIT 3:</b> 425X, 426/427 <b>UNIT 4:</b> 71X, 74/75, 102/103, 115N <b>UNIT 5:</b> 201W, 202/203, 243K, 279K, 280/281, 282/283, 319A <b>UNIT 6:</b> 355X, 356/357, 358/359, 463A
<b>8.</b> Describe how reasons support specific points the author makes in a text.	R2.6 Recognize cause-and-effect relationships in a text.	<b>UNIT 2:</b> 192/193, 306 <b>UNIT 3:</b> 452 <b>UNIT 4:</b> 114 <b>UNIT 6:</b> 346/347, 355N, 389N
<b>9.</b> Compare and contrast the most important points presented by two texts on the same topic.	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 1:</b> 77K <b>UNIT 2:</b> 243K, 311G <b>UNIT 3:</b> 395K <b>UNIT 4:</b> 89K <b>UNIT 5:</b> 251K <b>UNIT 6:</b> 393G, 405K, 437G
<b><i>Range and Level of Text Complexity</i></b>		
<b>10.</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Not in CA ELA Standards (but is in CA Treasures =>), also in Criteria document.	Reading selections in the Grade 2 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 450-790 required by the Common Core Standard for grades 2-3.

## Reading Standards: Foundational Skills

There are no standards for Print Concepts (1) or Phonological Awareness (2) in Foundational Skills for Grade 2.

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
<b>Grade 2 students:</b>		
<b><i>Phonics and Word Recognition</i></b>		
<p><b>3.</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b></p>	<p>R1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>R1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/ per</i>; vowel-consonant/consonant-vowel = <i>sup/ per</i>).</p> <p>R1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>R1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p> <p>R1.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular plurals (e.g., <i>fly/ flies, wife/ wives</i>).</p> <p>R1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p><b>UNIT 1:</b> 67C, 67D, 67F, 69G, 69H, 69I, 73F, 73G, 73H, 73I, 73V, 73W, 77H, 77AA, 77CC, 77GG, 79C, 79D, 79F, 81G, 81H, 81I, 88/89, 103F, 103G, 103H, 103I, 103T, 107D, 107W, 107Y, 107CC, 109F, 111H, 139H, 139I, 145W, 145Y, 145CC</p> <p><b>UNIT 2:</b> 157C, 157D, 157E, 157F, 159G, 159H, 159I, 189F, 189G, 189H, 189I, 189T, 189V, 195D, 197C, 197D, 197E, 197F, 199G, 199H, 227B, 227F, 227G, 227H, 227I, 227T, 227U, 231D, 231H, 233C, 233E, 235G, 235I, 239F, 239H, 239V, 239X, 243D, 243H, 245C, 245E, 247G, 247H, 275F, 275H, 275T, 275V, 281D, 283C, 283D, 283E, 283F, 285G, 285I, 307F, 307G, 307H, 307I, 307T, 307U, 311C, 311D</p> <p><b>UNIT 3:</b> 345G, 425G, 453G</p> <p><b>UNIT 4:</b> 43F, 45G, 45H, 71G, 79F, 81C, 81G, 81H, 85B, 85G, 85V, 85W, 89A, 89L, 91F, 93C, 93G, 93H, 115B, 117B, 118/119, 119H</p> <p><b>UNIT 5:</b> 311G</p> <p><b>UNIT 6:</b> 363C–363D, 363F, 365G, 389F–389G, 389I, 393D, 407C–407D, 407F, 409G, 433F–433G, 433I, 437C–437D</p>
<p><b>a.</b> Distinguish long and short vowels when reading regularly spelled one- syllable words.</p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 1:</b> 67C, 67D, 67F, 69G, 69H, 69I, 73F, 73G, 73H, 73I, 73V, 73W, 77H, 77AA, 77CC, 77GG, 79C, 79D, 79F, 81G, 81H, 81I, 88/89, 103F, 103G, 103H, 103I, 103T, 107D, 107W, 107Y, 107CC, 109F, 111H, 139H, 139I, 145W, 145Y, 145CC</p>
<p><b>b.</b> Know spelling-sound correspondences for</p>	<p>R1.1 Recognize and use knowledge of spelling</p>	<p><b>UNIT 4:</b> 43F, 45G, 45H, 79F, 81G, 81H, 85V, 85W,</p>

additional common vowel teams.	patterns (e.g., diphthongs, special vowel spellings) when reading.	91F, 93G, 93H <b>UNIT 6:</b> 363C–363D, 363F, 365G, 389F–389G, 389I, 393D, 407C–407D, 407F, 409G, 433F–433G, 433I, 437C–437D
<b>c.</b> Decode regularly spelled two-syllable words with long vowels.	R1.3 Decode two-syllable nonsense words and regular multisyllable words.	<b>UNIT 2:</b> 157D, 157F, 189G, 189I, 197C, 197D, 197F, 199G, 227F, 227G, 227I, 227T, 231D, 283D, 283F, 285G, 307F, 307G, 307I, 311D
<b>d.</b> Decode words with common prefixes and suffixes.	R1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i> ).	<b>UNIT 2:</b> 227G, 262/263, 284/285, 302/303 <b>UNIT 3:</b> 345G, 425G, 453G <b>UNIT 4:</b> 71G, 85G, 130/131 <b>UNIT 5:</b> 296/297
<b>e.</b> Identify words with inconsistent but common spelling-sound correspondences.	R1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	<b>UNIT 2:</b> 157C, 157E, 157F, 159G, 159H, 159I, 189F, 189H, 189I, 189T, 189V, 195D, 197C, 197E, 197F, 199G, 199H, 227F, 227H, 227I, 227T, 227U, 231D, 233C, 233E, 233F, 235G, 235H, 235I, 239F, 239H, 239I, 239V, 239X, 243H, 245C, 245E, 245F, 247G, 247H, 275F, 275H, 275I, 275T, 275V, 281D, 283C, 283E, 283F, 285G, 285H, 285I, 307F, 307H, 307I, 307T, 307U, 311C
<b>f.</b> Recognize and read grade-appropriate irregularly spelled words.	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 2:</b> 227B, 231H, 243D <b>UNIT 4:</b> 81C, 85B, 89A, 89L, 93C, 115B, 117B, 118/119, 119H <b>UNIT 5:</b> 311G

<b>Fluency</b>		
<b>4.</b> Read with sufficient accuracy and fluency to support comprehension.	R1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	<b>UNIT 1:</b> S29, 6J, 9H, 18/19, 27I, 27L, 33B, 33D, 33Z, 34J, 35F, 61I, 65B, 65D, 65V, 65Z, 65DD, 66J, 67D, 67F, 69H, 73I, 73L, 73W, 77F, 77H, 77LL, 78J, 79F, 81H, 103I, 103L, 107B, 107D, 107V, 107Z, 108J, 109F, 124/125, 139I, 139L, 145B, 145D, 145Z, 145DD <b>UNIT 2:</b> 156J, 157F, 157G, 158/159, 159H, 168/169, 180/181, 189I, 189J, 189L, 195B, 195D, 195Z, 195DD, 196J, 197F, 227I, 227L, 231B, 231D, 232J, 233D, 233F, 235H, 239I, 239L, 239W, 243F, 243H, 243Z, 243DD, 243LL, 244J, 245F, 254/255, 264/265, 275I, 275L–275M, 281B, 281D, 281T, 281V, 281Z,



	<p>281DD, 282J, 283F, 285H, 294/295, 307I, 307L, 311B, 311D <b>UNIT 3:</b> 322J, 323F, 332/333, 334/335, 345I, 345L, 349B, 349D, 350J, 351D, 351F, 351G, 377I, 377L, 383B, 383D, 384J, 385D, 385F, 385G, 386/387, 387H, 391I, 391J, 391L, 391W, 395F, 395H, 395LL, 396J, 397D, 397F, 399H, 425I, 425U, 431B, 431D, 431Z, 432J, 433F, 435H, 453I, 457B, 457D, 457H, 457Z, 457DD, 463G <b>UNIT 4:</b> 6A, 6J, 7F, 7G, 8/9, 20/21, 24/25, 28/29, 37I, 37J, 41B, 41D, 41V, 41Z, 42A, 42E, 42J, 43F, 43G, 45H, 54/55, 56/57, 58/59, 71D, 71I, 71J, 77A, 77B, 77D, 77T, 77V, 77Z, 77DD, 78A, 78E, 78J, 79F, 81H, 85D, 85I, 85L, 85W, 89E, 89F, 89H, 89X, 89Z, 89DD, 89LL, 90A, 90E, 90J, 91F, 91G, 93H, 100/101, 115D, 115I, 115J, 119A, 119B, 119D, 119T, 119V, 119Z, 119DD, 120A, 120E, 120J, 121F, 134/135, 146/147, 151I, 161A, 161B, 161D, 161T, 161V, 161Z, 161DD, 173F, 175H, 201I, 201L, 205B, 205D <b>UNIT 5:</b> 172A, 172E, 172L, 173G, 174/175, 175H, 182/183, 186/187, 190/191, 201D, 201J, 201L, 205A, 205B, 205D, 205T, 205V, 205Z, 205DD, 206J, 207G, 208/209, 209I, 224/225, 228/229, 233I, 233J, 239B–239C, 239D, 239V, 239Z, 239DD, 240J, 241F, 243H, 247I, 247L, 247M, 247W, 251F, 251H, 251X, 251Z, 251DD, 251LL, 252J, 253F, 264/265, 270/271, 274/275, 279I, 279L–279M, 285B, 285D, 285V, 285Z, 285DD, 286J, 287F, 289H, 302/303, 311I, 311L–311M, 317B, 317D, 317V, 317Z, 317DD <b>UNIT 6:</b> 328J, 329G, 330/331, 355I, 355J, 355L, 356/357, 358/359, 361B, 361D, 361V, 361Z, 361DD, 362J, 363F, 389I, 389L, 393B, 393D, 393V, 393Z, 393DD, 394J, 395F, 397H, 401I, 401L, 401W, 405F, 405H, 405Z, 405DD, 405LL, 406J, 407F, 433I, 437B, 437V, 437Z, 437DD, 438, 446/447, 457I, 461, 461B, 461V, 461Z, 461DD</p>
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<p><b>a.</b> Read on-level text with purpose and understanding.</p>	<p>R1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p><b>UNIT 1:</b> S29, 6J, 33B, 33Z, 34J, 65B, 65Z, 66J, 77F, 78J, 107B, 107Z, 108J, 145B, 145Z <b>UNIT 2:</b> 156J, 195B, 195Z, 196J, 231B, 232J, 243F, 244J, 264/265, 281B, 281D, 281Z, 282J, 311B <b>UNIT 3:</b> 322J, 349B, 350J, 383B, 384J, 395F, 396J, 431B, 431Z, 432J, 457B, 457Z, 463G <b>UNIT 4:</b> 6A, 6J, 41B, 41V, 41Z, 42A, 42E, 42J, 45H, 71D, 77A, 77B, 77D, 77Z, 78A, 78E, 78J, 81H, 85D, 85W, 89E, 89F, 89H, 89Z, 90A, 90E, 90J, 93H, 115D, 119A, 119B, 119D, 119Z, 120A, 120E, 120J, 161A, 161B, 161D, 161Z <b>UNIT 5:</b> 172A, 172E, 172L, 175H, 201D, 201L, 205A, 205B, 205D, 205Z, 206J, 239B, 239D, 240J, 243H, 247W, 251F, 251H, 251X, 252J, 264/265, 274/275, 285B, 285D, 286J, 289H, 317B, 317D <b>UNIT 6:</b> 328J, 362J, 394J, 406J, 438</p>
<p><b>b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>R1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p><b>UNIT 1:</b> 9H, 18/19, 27I, 27L, 33B, 33D, 33Z, 35F, 61I, 65B, 65D, 65V, 65Z, 65DD, 67D, 67F, 69H, 73I, 73L, 73W, 77F, 77H, 77LL, 79F, 81H, 103I, 103L, 107B, 107D, 107V, 109F, 124/125, 139I, 139L, 145B, 145D, 145Z, 145DD <b>UNIT 2:</b> 157F, 159H, 180/181, 189I, 189L, 195B, 195D, 195Z, 195DD, 197F, 227I, 227L, 231B, 231D, 233D, 233F, 235H, 239I, 239L, 239W, 243F, 243H, 243Z, 243DD, 243LL, 245F, 254/255, 264/265, 275I, 275L–275M, 281B, 281D, 281T, 281V, 281Z, 281DD, 283F, 285H, 307I, 307L, 311B, 311D <b>UNIT 3:</b> 323F, 332/333, 345I, 345L, 349B, 349D, 351D, 351F, 377I, 377L, 383B, 383D, 385D, 385F, 387H, 391I, 391L, 391W, 395F, 395H, 395LL, 397D, 397F, 399H, 425I, 425U, 431B, 431D, 431Z, 433F, 435H, 453I, 457B, 457D, 457H, 457Z, 457DD <b>UNIT 4:</b> 7F, 20/21, 28/29, 37I, 41B, 41D, 43F, 45H, 56/57, 71I, 77B, 77D, 77T, 77V, 77Z, 77DD, 79F, 81H, 85I, 85L, 85W, 89F, 89H, 89X, 89Z, 89DD, 89LL, 91F, 93H, 115I, 119B, 119D,</p>

		119T, 119V, 119Z, 119DD, 121F, 134/135, 146/147, 151I, 161B, 161D, 161T, 161V, 161Z, 161DD,173F, 175H, 201I, 201L, 205B, 205D <b>UNIT 5:</b> 186/187, 201L, 205B, 205T, 205V, 205Z, 205DD, 228/229, 233I, 239B–239C, 239D, 239V, 239Z, 239DD, 241F, 243H, 247I, 247L, 247M, 247W, 251F, 251H, 251Z, 251DD, 251LL, 253F, 279I, 279L–279M, 285B, 285D, 285V, 285Z, 285DD, 287F, 289H, 302/303, 311I, 311L–311M, 317B, 317D, 317V, 317Z, 317DD <b>UNIT 6:</b> 355I, 355L, 361B, 361D, 361V, 361Z, 361DD, 363F, 389I, 389L, 393B, 393D, 393V, 393Z, 393DD,395F, 397H, 401I, 401L, 401W, 405F, 405H, 405Z, 405DD, 405LL, 407F, 433I, 437B, 437V, 437Z, 437DD, 446/447, 457I, 461, 461B, 461V, 461Z, 461DD
<p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 1:</b> 196J, 197G, 198/199, 227J <b>UNIT 2:</b> 157G, 158/159, 168/169, 189J, 294/295 <b>UNIT 3:</b> 334/335, 351G, 385G, 386/387, 391J <b>UNIT 4:</b> 6J, 7G, 8/9, 24/25, 37J, 43G, 54/55, 58/59, 71J, 91G, 100/101, 115J <b>UNIT 5:</b> 173G, 174/175, 182/183, 190/191, 201J, 207G, 208/209, 209I, 224/225, 233J, 270/271 <b>UNIT 6:</b> 329G, 330/331, 355J, 356/357, 358/359

## College and Career Readiness Anchor Standards for Writing

### ***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

### ***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### ***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate information while avoiding plagiarism.
9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

### ***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Writing Standards

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
<b>Grade 2 students:</b>		
<b><i>Text Types and Purposes</i></b>		

<p><b>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.</b></p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 2:</b> 189K <b>UNIT 3:</b> 345C, 345Q, 399D, 425C, 425P, 425Q, 429D, 430/431, 431MM, 463A, 463B, 463C, 463D <b>UNIT 5:</b> 311C, 311P, 311Q, T7 <b>UNIT 6:</b> 403A, 404/405</p>
<p><b>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></p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 1:</b> 69D, 73C, 73S, 77C, 77M <b>UNIT 2:</b> 199D, 227C, 227P, 229D, 231I, 235D, 239C, 239S, 243C, 285D, 307C, 307P, 309D, 311I, 317A–317H <b>UNIT 3:</b> 325D, 345C, 347D, 349I, 387D, 391C, 391R, 395C, 399D, 425C, 429D, 430/431, 431I, 463A–463H <b>UNIT 4:</b> 45D, 71C, 75D, 76/77, 81D, 85C, 89C–89D, 93D, 115C, 118/119, 119I–119J, 123D, 155C, 159D, 160/161, 161I–161J, 167A–167F, 167G <b>UNIT 5:</b> 175D, 201C, 203D, 204/205, 205I–205J, 243D, 247C, 251C–251D, 289D, 311C, 315D–316/317, 317I <b>UNIT 6:</b> 365D, 389C, 389P, 391D, 393I, 397D, 401C, 405C, 409D, 433C, 435D, 437I, 467A–467F</p>
<p><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.</b></p>	<p>W2.1 Write brief narratives based on their experiences:</p> <ul style="list-style-type: none"> <li>a. Move through a logical sequence of events.</li> <li>b. Describe the setting, characters, objects, and events in detail.</li> </ul> <p>(temporal words not stated in standards)</p>	<p><b>UNIT 1:</b> S9, S15, S27, S33, 9D, 27C, 27Q, 31D, 33I, 37D, 61C, 61Q, 63D, 65I, 75A, 81D, 103C, 105D, 107I, 111D, 139C, 139P, 143D, 145I, 151A–151E <b>UNIT 2:</b> 159D, 189C, 189P, 195I, 241A, 247D, 275C, 279D, 281I <b>UNIT 3:</b> 353D, 377C, 377P, 381D, 383I, 393A, 463G <b>UNIT 4:</b> 9D, 37C, 37Q, 39D, 40/41, 41I, 41J, 85R, 87A <b>UNIT 5:</b> 209D, 233C, 233P, 237D, 239I, 249A, 255D, 279C, 283D, 285I, 323A–323F <b>UNIT 6:</b> 355P, 365E, 391A, 441D, 457C, 459D, 461I</p>
<p><b><i>Production and Distribution of Writing</i></b></p>		
<p><b>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards)</b></p>		<p><b>UNIT 1:</b> 9D, 27C, 27Q, 37D, 61C, 61Q, 69D, 73C, 73S, 81D, 103C, 103Q, 111D, 139C, 139Q, 151B <b>UNIT 2:</b> 159D, 189C, 189Q, 199D, 227C, 227Q, 235D, 239C, 239S, 247D, 275C, 275Q, 285D, 307C,</p>

<p><b>1–3 above.)</b></p>		<p>307Q, 317B <b>UNIT 3:</b> 325D, 345C, 345Q, 353D, 377C, 377Q, 387D, 391C, 391S, 399D, 425C, 425Q, 435D, 453C, 453Q, 463B <b>UNIT 4:</b> 9D, 37C, 37Q, 45D, 71C, 71Q, 81D, 85C, 85S, 93D, 115C, 115Q, 123D, 155C, 155Q, 167B <b>UNIT 5:</b> 175D, 201C, 201Q, 209D, 233C, 233Q, 243D, 247C, 247S, 255D, 279C, 279Q, 289D, 311C, 311Q, 323B <b>UNIT 6:</b> 331D, 355C, 355Q, 365D, 389Q, 397D, 401S, 409D, 433Q, 441D, 457Q, 467B</p>
<p><b>5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>W1.4 Revise original drafts to improve sequence and provide more descriptive detail.</p>	<p><b>UNIT 1:</b> 31D, 32/33, 63D, 64/65, 77D, 105D, 106/107, 143D, 144/145, 151B, 151D <b>UNIT 2:</b> 193D, 194/195, 229D, 230/231, 243D, 279D, 309D, 310/311, 317B <b>UNIT 3:</b> 347D, 348/349, 381D, 382/383, 395D, 429D, 430/431, 455D, 456/457, 463B, 463D <b>UNIT 4:</b> 39D, 40/41, 75D, 76/77, 77I, 118/119, 167B, 167D <b>UNIT 5:</b> 237D, 238/239, 251D, 283D, 284/285, 315D, 316/317, 323B, 323D <b>UNIT 6:</b> 359D, 360/361, 391D, 392/393, 405D, 435D, 436/437, 459D, 460/461, 467B, 467D</p>
<p><b>6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 1:</b> S33, 33I, 65I, 77M <b>UNIT 2:</b> 231I, 243M, 317I–317J <b>UNIT 3:</b> 383I, 431I, 457I <b>UNIT 4:</b> 167I–167J, 41I, 77I <b>UNIT 5:</b> 205I, 239I, 251M, 285I <b>UNIT 6:</b> 361I, 393I, 405M, 437I, 461I, 467I</p>
<p><b><i>Research to Build Knowledge</i></b></p>		
<p><b>7.</b> 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>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 1:</b> xvi, 2/3, 31A, 143A, 151K <b>UNIT 2:</b> xvi, 193A 279A, 309A, 317K <b>UNIT 3:</b> xvi, 429A 463K <b>UNIT 4:</b> xvi, 39A, 75A, 159A 167K <b>UNIT 5:</b> xvi, 203A, 237A, 283A, 315A, 323K <b>UNIT 6:</b> xvi, 359A, 459A , 467K</p>
<p><b>8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 1:</b> xvi, 69D, 73C, 73S, 77C, 143A <b>UNIT 2:</b> xvi, 229A, 235D, 239C <b>UNIT 3:</b> xvi, 387D, 391C, 391S, 395C <b>UNIT 4:</b> xvi, 39A, 75A, 81D, 85C, 85S, 89C, 159A <b>UNIT 5:</b> xvi, 203A, 243D, 247C, 247S,</p>

		251C UNIT 6: xvi, 397D, 401C, 401S, 405C, 459A
9. (Begins in grade 4)	(Begins in grade 4)	(Begins in grade 4)
<b>Range of Writing</b>		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<p>UNIT 1: 6K, 6L, 9D, 26, 27C, 27Q, 31C, 31D, 34K, 34L, 37D, 60, 61C, 61Q, 63C, 63D, 66K, 66L, 69D, 73C, 73S, 77B, 77D, 78K, 78L, 81D, 102, 103C, 103Q, 105C, 105D, 108K, 108L, 111D, 138, 139C, 139Q, 143C, 143D, 151B, 151E UNIT 2: 156K, 156L, 159D, 188, 189C, 189Q, 193C, 193D, 196K, 196L, 199D, 226, 227C, 227Q, 229C, 229D, 232K, 232L, 235D, 239C, 239S, 243B, 243D, 244K, 244L, 247D, 274, 275C, 275Q, 279C, 279D, 282K, 282L, 285D, 306, 307C, 307Q, 309C, 309D, 317B, 317E</p> <p>UNIT 3: 322K, 322L, 325D, 344, 345C, 345Q, 347C, 347D, 350K, 350L, 353D, 376, 377C, 377Q, 381C, 381D, 384K, 384L, 387D, 391C, 391S, 395B, 395D, 396K, 396L, 399D, 424, 425C, 425Q, 429C, 429D, 432K, 432L, 435D, 452, 453C, 453Q, 455C, 455D, 463B, 463E UNIT 4: 6K, 6L, 9D, 37C, 37Q, 39C, 39D, 42K, 42L, 45D, 71C, 71Q, 75C, 75D, 78K, 78L, 81D, 85C, 85S, 89B, 89D, 90K, 90L, 93D, 115C, 115Q, 117C, 120K, 120L, 123D, 155C, 155Q, 159C, 159D, 167B, 167E UNIT 5: 172L, 175D, 201C, 201Q, 203C, 203D, 206K, 206L, 209D, 233C, 233Q, 237C, 237D, 240K, 240L, 243D, 247C, 247S, 251B, 251D, 252K, 252L, 255D, 279C, 279Q, 283C, 283D, 286K, 286L, 289D, 311C, 311Q, 315C, 315D, 323B, 323E UNIT 6: 328K, 331D, 355C, 355Q, 359C, 359D, 362K, 365D, 389Q, 391C, 391D, 394K, 397D, 401S, 405B, 405D, 406K, 409D, 433Q, 435C, 438K, 435D, 441D, 457Q, 459C, 459D, 467B, 467E</p>

<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b><i>Comprehension and Collaboration</i></b>	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
<b><i>Presentation of Knowledge and Ideas</i></b>	
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	

## Speaking and Listening Standards

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
<b>Grade 2 students:</b>		
<b><i>Comprehension and Collaboration</i></b>		
<b>1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	LS1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment). LS1.3 Paraphrase information that has been shared orally by others. LS1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	<b>UNIT 1:</b> 6K, 33LL, 65LL, 77PP, 107LL, 145LL <b>UNIT 2:</b> 195LL, 231LL, 243PP, 281LL, 311LL <b>UNIT 3:</b> 349LL, 383LL, 395PP, 431LL, 457LL, 463K <b>UNIT 4:</b> 41LL, 77LL, 89PP, 119LL, 161LL <b>UNIT 5:</b> 205LL, 239LL, 251PP, 285LL, 317LL <b>UNIT 6:</b> 361LL, 393LL, 405PP, 437LL, 461LL
<b>a.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at		<b>UNIT 1:</b> 6K, 33LL, 65LL, 77PP, 107LL, 145LL <b>UNIT 2:</b> 195LL, 231LL, 243PP, 281LL, 311LL <b>UNIT 3:</b> 349LL, 383LL, 395PP, 431LL, 457LL



<p>a time about the topics and texts under discussion).</p>		<p><b>UNIT 4:</b> 41LL, 77LL, 89PP, 119LL, 161LL <b>UNIT 5:</b> 205LL, 239LL, 251PP, 285LL, 317LL <b>UNIT 6:</b> 361LL, 393LL, 405PP, 437LL, 461LL</p>
<p><b>b.</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p>		<p><b>UNIT 1:</b> 33LL, 65LL, 77PP, 107LL, 145LL <b>UNIT 2:</b> 195LL, 231LL, 243PP, 281LL, 311LL <b>UNIT 3:</b> 349LL, 383LL, 395PP, 431LL, 457LL, 463K <b>UNIT 4:</b> 41LL, 77LL, 89PP, 119LL, 161LL <b>UNIT 5:</b> 205LL, 239LL, 251PP, 285LL, 317LL <b>UNIT 6:</b> 361LL, 393LL, 405PP, 437LL, 461LL</p>
<p><b>c.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>		<p><b>UNIT 1:</b> 33LL, 65LL, 77PP, 107LL, 145LL <b>UNIT 2:</b> 195LL, 231LL, 243PP, 281LL, 311LL <b>UNIT 3:</b> 349LL, 383LL, 395PP, 431LL, 457LL <b>UNIT 4:</b> 41LL, 77LL, 89PP, 119LL, 161LL <b>UNIT 5:</b> 205LL, 239LL, 251PP, 285LL, 317LL <b>UNIT 6:</b> 361LL, 393LL, 405PP, 437LL, 461LL</p>
<p><b>2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>LS1.3 Paraphrase information that has been shared orally by others.</p>	<p><b>UNIT 1:</b> 33J, 61D, 61R, 65J, 73D, 73T, 77N, 103D, 103R, 107J, 139D, 139R 145J <b>UNIT 2:</b> 189D, 189R, 195J, 227D, 227R, 231J, 239D, 239T, 243N, 275D, 275R, 281J, 307D, 307R, 311J <b>UNIT 3:</b> 345D, 345R, 349J, 377D, 377R, 383J, 385A, 391D, 391T, 395N, 425D, 425R, 431J, 453D, 453R, 457J, 463K <b>UNIT 4:</b> 37D, 37R, 41J, 71D, 71R, 77J, 85D, 85T, 89N, 115D, 115R, 119J, 155D, 155R, 161J <b>UNIT 5:</b> 201D, 201R, 205J, 233D, 233R, 239J, 247D, 247T, 251N, 279D, 279R, 285J, 311D, 311R, 317J <b>UNIT 6:</b> 355D, 355R, 361J, 389D, 389R, 393J, 401D, 401T, 405N, 433D, 433R, 437J, 457D, 457R 461J, 467K</p>
<p><b>a. Give and follow three- and four-step oral directions.</b></p>		<p><b>UNIT 1:</b> 77QQ <b>UNIT 2:</b> 231J, 243QQ <b>UNIT 3:</b> 395QQ <b>UNIT 4:</b> 89QQ, 119J, 161HH <b>UNIT 5:</b> 205J, 261QQ <b>UNIT 6:</b> 405QQ</p>
<p><b>3.</b> 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>LS1.2 Ask for clarification and explanation of stories and ideas.</p>	<p><b>UNIT 1:</b> 33J, 65J, 77N, 107J, 145J, 151K <b>UNIT 2:</b> 195J, 231J, 243N, 281J, 311J, 317E, 317K <b>UNIT 3:</b> 349J, 383J, 395N, 431J, 457J, 463E <b>UNIT 4:</b> 41J,</p>

		77J, 89N, 119J, 161J, 167K UNIT 5: 205J, 239J, 251N, 285J, 317J UNIT 6: 361J, 393J, 405N, 437J, 461J
<b>Presentation of Knowledge and Ideas</b>		
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	LS2.1 Recount experiences or present stories:  a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).	UNIT 1: 33J, 65J, 107J, 145J, 151K UNIT 2: 281J UNIT 3: 383J UNIT 4: 41J UNIT 5: 239J, 285J UNIT 6: 461J
<b>a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</b>		UNIT 1: 33J, 65J, 107J, 145J, 151E UNIT 2: 195J, 281J UNIT 3: 383J, 431J, 457J UNIT 4: 41J, 119J UNIT 5: 239J, 285J UNIT 6: 361J, 461J
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.	Not in CA ELA Standards (but is in CA Treasures =>).	UNIT 1: 65J, 145J, 151K UNIT 2: 231J, 317K UNIT 3: 463K UNIT 4: 167K UNIT 5: 205J, 323K UNIT 6: 467E, 467K
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	WC1.1 Distinguish between complete and incomplete sentences. LS1.2 Ask for clarification and explanation of stories and ideas.	UNIT 1: 33J, 6L, 33II, 33KK, 34L, 65II, 65KK, 66L, 77MM, 77OO, 78L, 107II, 107KK, 108L, 145II, 145KK UNIT 2: 156L, 195II, 195KK, 196L, 231II, 231KK, 232L, 243MM, 243OO, 244L, 281II, 281KK, 282L, 311II, 311KK UNIT 3: 322L, 349II, 349KK, 350L, 383II, 383KK, 384L, 395MM, 395OO, 396L, 431II, 431KK, 432L, 457II, 457KK UNIT 4: 6L, 41J, 41II, 41KK, 42L, 77II, 77KK, 78L, 89MM, 89OO, 90L, 119II, 119KK, 120L UNIT 5: 172L, 205II, 205KK, 206L, 239II, 239KK, 240L, 251MM, 251OO, 252L, 285II, 285KK, 286L, 317II, 317KK UNIT 6: 328L, 361II, 361KK, 362L, 393II, 393KK, 394L, 405MM, 405OO, 406L, 437II, 437KK, 438L, 461II, 461KK

<b>College and Career Readiness Anchor Standards for Language</b>	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>Knowledge of Language</b>	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.	
<b>Vocabulary Acquisition and Use</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	

## Language Standards

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
<b>Grade 2 students:</b>		
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	WC1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	<b>UNIT 1:</b> 111C, 139B, 143B, 145H <b>UNIT 2:</b> 227B, 229B, 231H <b>UNIT 3:</b> 425B, 435C, 453B, 455B, 457H <b>UNIT 4:</b> 37B, 81C, 85B, 89A–89B, 89L, 89MM, 93C, 115B, 117B–117C, 119H, 119II <b>UNIT 5:</b> 201B, 203B, 233B, 237B, 239H, 239II, 311G, 323D <b>UNIT 6:</b> 331C, 355B, 359B, 359D, 360/361, 361H, 389B, 409C, 433B, 433P, 433Q, 435B, 436/437, 437H, 441C, 457B, 459B, 461H, 467E

<p><b>a.</b> <sup>T</sup> Create readable documents with legible print.</p>		<p><b>UNIT 1:</b> S7, S33, 7D, 33I, 35D, 65I, 67D, 77M, 79D, 107I, 109D, 145I, 151E <b>UNIT 2:</b> 157D, 195I, 197D, 231I, 233D, 243M, 245D, 281I, 283D, 311I, 317E <b>UNIT 3:</b> 323D, 349I, 351D, 383I, 385D, 395M, 397D, 431I, 433D, 457I, 463E <b>UNIT 4:</b> 7D, 41I, 43D, 77I, 79D, 89M, 119I, 121D, 161I, 167E <b>UNIT 5:</b> 173D, 205I, 207D, 239I, 241D, 251M, 253D, 285I, 287D, 317I, 323E <b>UNIT 6:</b> 329D, 361I, 363D, 393I, 395D, 405M, 407D, 437I, 439D, 461I, 467E</p>
<p><b>b.</b> (a.) Use collective nouns (e.g., <i>group</i>).</p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 5:</b> 201B, 203B, 233B, 237B, 239H, 239II</p>
<p><b>c.</b> (b.) Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 2:</b> 227B, 229B, 231H <b>UNIT 5:</b> 311G</p>
<p><b>d.</b> (c.) Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p>Lessons to address this standard are being developed and will be available online.</p>
<p><b>e.</b> (d.) Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>WC1.3 (irregular verbs not in CA ELA Standards (but is in CA Treasures =&gt;))</p>	<p><b>UNIT 3:</b> 425B <b>UNIT 4:</b> 37B, 81C, 85B, 89A–89B, 89L, 89MM, 93C, 115B, 117B–117C, 119H, 119II</p>
<p><b>f.</b> (e.) Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 6:</b> 331C, 355B, 359B, 359D, 360/361, 361H, 389B, 409C, 433B, 435B, 436/437, 437H, 441C, 457B, 459B, 461H, 467E</p>
<p><b>g.</b> (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>).</p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 1:</b> 111C, 139B, 143B, 145H <b>UNIT 3:</b> 435C, 453B, 455B, 457H <b>UNIT 5:</b> 323D <b>UNIT 6:</b> 433P, 433Q</p>
<p><sup>T</sup> Due to additional CA augmentation items, letters in parentheses refer to CCSS original document items.</p>		
<p><b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>WC1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. WC1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. WC1.8 Spell basic short-vowel, long-vowel, r-</p>	<p><b>UNIT 1:</b> 7E, 27H, 35E, 65E, 67E, 73P, 73X, 77I, 77L, 79E, 107E, 109C, 139H, 145E, 151C, 151E <b>UNIT 2:</b> 159I, 157E, 195E, 197E, 229B, 231E, 233E, 235C, 235I, 239B, 239X, 243A, 243L, 243I, 245E, 247C, 275B, 275O, 279B, 279C, 281H, 283E, 307B, 307H, 307O, 309B, 309C, 311H</p>

	controlled, and consonant-blend patterns correctly. W1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	<b>UNIT 3:</b> 323E, 325H, 349E, 351E, 385E, 391P, 391Q, 391X, 395L, 397E, 431E, 433E, 435I, 457E <b>UNIT 4:</b> 37O, 41H, 79E, 91E, 115O, 119H, 120J, 123C, 155B, 155O, 159B, 159C, 161H, T7 <b>UNIT 5:</b> 173E, 205E, 207E, 241E, 247H, 247P, 251I, 251L, 255C, 279B, 279H, 279O, 283B, 283C, 285H, 287E, 311H, 317E, 323E <b>UNIT 6:</b> 355H, 389H, 401H, 433H, 433O, 437H, 439E, 457H, 459B, 461E
<b>a.</b> Capitalize holidays, product names, and geographic names.	WC1.6 (only titles, proper nouns, beginnings of sentences, months, days included)	<b>UNIT 2:</b> 235C, 239B, 243A, 243L <b>UNIT 4:</b> 37O, 41H <b>UNIT 5:</b> 247P, 251L
<b>b.</b> Use commas in greetings and closings of letters.	WC1.4	<b>UNIT 1:</b> 73P, 77L <b>UNIT 2:</b> 229B <b>UNIT 3:</b> 391P, 391Q, 395L <b>UNIT 4:</b> 115O, 119H
<b>c.</b> Use an apostrophe to form contractions and frequently occurring possessives.	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 2:</b> 247C, 275B, 275O, 279B, 279C, 281H, 307B, 307O, 309B, 309C, 311H <b>UNIT 4:</b> 123C, 155B, 155O, 159B, 159C, 161H, T7 <b>UNIT 5:</b> 255C, 279B, 279O, 283B, 283C, 285H, 323E <b>UNIT 6:</b> 433O, 437H
<b>d.</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	WC1.8	<b>UNIT 1:</b> 7E, 27H, 35E, 65E, 67E, 73X, 77I, 79E, 107E, 109C, 139H, 145E <b>UNIT 2:</b> 159I, 157E, 195E, 197E, 231E, 233E, 235I, 239X, 243I, 245E, 283E, 307H <b>UNIT 3:</b> 323E, 349E, 351E, 385E, 391X, 397E, 431E, 433E, 435I, 457E <b>UNIT 4:</b> 79E, 91E <b>UNIT 5:</b> 173E, 205E, 207E, 241E, 251I, 287E, 317E <b>UNIT 6:</b> 439E, 461E
<b>e.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	W1.3	<b>UNIT 1:</b> 151C, 151E <b>UNIT 3:</b> 325H <b>UNIT 4:</b> 120J <b>UNIT 5:</b> 247H, 279H, 311H <b>UNIT 6:</b> 355H, 389H, 401H, 433H, 457H, 459B
<b>3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.		<b>UNIT 1:</b> S27, 31C, 31D, 33J, 63C, 63D, 77B, 77D, 105C, 105D, 143C, 143D, 151E <b>UNIT 2:</b> 157G, 189J, 93C, 193D, 227J, 229C, 229D, 243B, 243D, 279C, 279D, 309C, 309D, 317E <b>UNIT 3:</b> 347C, 347D, 381C, 381D, 395B, 395D, 429C, 429D, 455C, 455D, 463E <b>UNIT 4:</b> 39C, 39D, 41J, 75C,

		75D, 89B, 89D, 117C, 159C, 159D, 167E UNIT 5: 203C, 203D, 237C, 237D, 251B, 251D, 283C, 283D, 315C, 315D, 323E UNIT 6: 359C, 359D, 391C, 391D, 405B, 405D, 435C, 435D, 459C, 459D, 467E
a. Compare formal and informal uses of English.		UNIT 1: 107MM UNIT 2: 281MM UNIT 3: 431MM UNIT 4: 119MM, 167D UNIT5: 255E, 285MM UNIT 6: 437MM
<b>Vocabulary Acquisition and Use</b>		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	R1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i> ). R1.8 Use knowledge of individual words in unknown compound words to predict their meaning. W1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	UNIT 1: 7G, 8/9, 18/19, 27J, 67G, 73J, 78J, 79G, 80/81, 86/87, 103J, 107F, 107CC, 109G, 114/115, 139J UNIT 2: 157G, 158/159, 168/169, 189J, 196J, 227G, 227J, 232J, 239G, 262/263, 302/303 UNIT 3: 385G, 391J, 397G, 425J, 433G, 448/449, 453G, 453J UNIT 4: 6J, 7G, 8/9, 24/25, 71G, 79G, 85J, 121G, 130/131, 155J UNIT 5: 173G, 174/175, 182/183, 207G, 208/209, 241G, 247J, 240J, 242/243, 279G, 283A, 287G, 311J UNIT 6: 329G, 330/331, 355J, 358/359, 363G, 389J, 395G, 396/197, 401J, 406J, 407G, 408/409, 426/427, 433J, 439G, 446/447, 457J
a. Use sentence-level context as a clue to the meaning of a word or phrase.		UNIT 2: 157G, 158/159, 168/169, 189J, 196J, 227J UNIT 3: 385G, 391J UNIT 4: 6J, 7G, 8/9, 24/25 UNIT 5: 173G, 174/175, 182/183, 207G, 208/209 UNIT 6: 329G, 330/331, 355J, 358/359
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> ).	R1.9	UNIT 1: 67G, 73J UNIT 2: 227G UNIT 3: 453G UNIT 4: 71G UNIT 5: 241G, 247J, 240J, 242/243
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).	Not in CA ELA Standards (but is in CA Treasures =>).	UNIT 1: 109G, 114/115, 139J UNIT 2: 262/263, 302/303 UNIT 3: 453J UNIT 4: 121G, 130/131, 155J UNIT 5: 287G, 311J UNIT 6: 363G, 389J, 439G, 457J
d. Use knowledge of the meaning of	R1.8	UNIT 1: 107CC UNIT 2: 232J, 239G UNIT 5:

<p>individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>		<p>279G <b>UNIT 6:</b> 406J, 407G, 408/409, 426/427, 433J, 446/447</p>
<p><b>e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases <b>in all content areas.</b></p>	<p>W1.3 (dictionary use)</p>	<p><b>UNIT 1:</b>7G, 8/9, 18/19, 27J, 78J, 79G, 80/81, 86/87, 103J, 107F <b>UNIT 2:</b> 168/169 <b>UNIT 3:</b> 397G, 425J, 433G, 448/449 <b>UNIT 4:</b>7G, 79G, 85J <b>UNIT 5:</b> 283A <b>UNIT 6:</b> 395G, 396/197, 401J</p>
<p><b>5.</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>r1.7 Understand and explain common antonyms and synonyms.</p>	<p><b>UNIT 1:</b> 35G, 67A, 67G, 79A, 79G, 109A, 109G <b>UNIT 2:</b> 157A, 157G, 197A, 197G, 233A, 233G, 239T, 245A, 245G, 283A, 283G, 307R <b>UNIT 3:</b> 323A, 323G, 351A, 351G, 385A, 385G, 397A, 397G, 433A, 433G <b>UNIT 4:</b> 7A, 7G, 43A, 43G, 79A, 79G, 91A, 91G, 121A, 121G <b>UNIT 5:</b> 173A, 173G, 207A, 207G, 241A, 241G, 251Y, 253A, 253G, 287A, 287G <b>UNIT 6:</b>329A, 329G, 363A, 363G, 395A, 395G, 407A, 407G, 439A, 439G</p>
<p><b>a.</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 1:</b> 35G, 67A, 67G, 79A, 79G, 109A, 109G <b>UNIT 2:</b> 157A, 157G, 197A, 197G, 233A, 233G, 239T, 245A, 245G, 283A, 283G, 307R <b>UNIT 3:</b> 323A, 323G, 351A, 351G, 385A, 385G, 397A, 397G, 433A, 433G <b>UNIT 4:</b> 7A, 7G, 43A, 43G, 79A, 79G, 91A, 91G, 121A, 121G <b>UNIT 5:</b> 173A, 173G, 207A, 207G, 241A, 241G, 251Y, 253A, 253G, 287A, 287G <b>UNIT 6:</b>329A, 329G, 363A, 363G, 395A, 395G, 407A, 407G, 439A, 439G</p>
<p><b>b.</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p>R1.7 (synonyms)</p>	<p>Lessons to address this standard are being developed and will be available online.</p>
<p><b>6.</b> 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>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;), but implied.</p>	<p><b>UNIT 1:</b> 8/9, 35G, 36/37, 67A, 67G, 68/69, 79A, 79G, 80/81, 109A, 109G, 142 / 143 <b>UNIT 2:</b> 157A, 157G, 192/193, 197A, 197G, 228/229, 233A, 233G, 239T, 245A, 245G, 278/279, 283A, 283G, 307R, 308/309 <b>UNIT 3:</b> 323A, 323G, 324 / 325, 351A,</p>

		351G, 352/353, 385A, 385G, 386/387, 397A, 397G, 398/399, 433A, 433G, 434/435 <b>UNIT 4:</b> 7A, 7G, 43A, 43G, 44/45, 74/75, 79A, 79G, 80/81, 91A, 91G, 92/93, 121A, 121G, 158/159 <b>UNIT 5:</b> 173A, 173G, 174/175, 207A, 207G, 208/209, 241A, 241G, 242/243, 251Y, 253A, 253G, 254/255, 287A, 287G, 288 / 289 <b>UNIT 6:</b> 329A, 329G, 330/331, 331C, 355B, 359B, 359D, 360/361, 361H, 363A, 363G, 364/365, 395A, 395G, 396/397, 389B, 407A, 407G, 408/409, 409C, 433B, 435B, 436/437, 437H, 439A, 439G, 440/441, 441C, 457B, 459B, 461H, 467E
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