

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Student Edition pages:

68, 69

Teacher Edition pages:

7, 9, 25, 31, 69, 93

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Student Edition pages:

68, 69

Teacher Edition pages:

7, 31, 69, 93

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Teacher Edition pages:

7, 9, 25, 31

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Student Edition pages:

6, 24, 30, 92, 116

Teacher Edition pages:

7, 25, 31, 93, 116

Range of Reading and Level of Text Complexity

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.

Student Edition pages:

6, 8, 9, 24, 30, 68, 90, 91, 92

Teacher Edition pages:

6, 7, 8, 9, 24, 25, 30, 31, 69, 90, 91, 92, 93

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Student Edition pages:

53

Teacher Edition pages:

53

2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Student Edition pages:

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Teacher Edition pages:

53

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3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Student Edition pages:

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Teacher Edition pages:

53

Craft and Structure

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Student Edition pages:

104, 106, 108, 110, 112

Teacher Edition pages:

104, 106, 108, 110, 112, 118

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Student Edition pages:

53

Teacher Edition pages:

53

8. Describe how reasons support specific points the clarify a text.

Student Edition pages:

53

Teacher Edition pages:

53

Range of Reading and Level of Text Complexity

10. 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

Student Edition pages:

6, 8, 9, 20, 21, 22, 24, 30, 35, 39, 42, 43, 47, 51, 53, 54, 55, 63, 67, 70, 71, 75, 81, 82, 83, 86, 87, 90, 91, 92, 94, 95, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114

Teacher Edition pages:

7, 8, 9, 30, 31, 42, 43, 51, 53, 55, 61, 75, 81, 86, 87, 91, 92, 93, 94, 95, 96, 98, 99, 100, 102, 104, 106, 108, 110, 112, 114

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

e. Identify words with inconsistent but common spelling-sound correspondences.

Student Edition pages:

49

Teacher Edition pages:

49

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

Student Edition pages:

6, 8, 9, 20, 21, 22, 24, 30, 35, 39, 42, 43, 47, 51, 53, 54, 55, 63, 67, 70, 71, 75, 81, 82, 83, 86, 87, 90, 91, 92, 94, 95, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114

Teacher Edition pages:

7, 8, 9, 30, 31, 42, 43, 51, 53, 55, 61, 75, 81, 86, 87, 91, 92, 93, 94, 95, 96, 98, 99, 100, 102, 104, 106, 108, 110, 112, 114

- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Teacher Edition pages:

33, 35, 49, 91

Writing

Text Types and Purposes

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

Teacher Edition pages:

7

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.

Student Edition pages:

17, 19, 21, 23, 28, 29, 33, 35, 37, 39, 41, 45, 47, 49, 51, 53, 57, 59, 61, 63, 65, 67, 69, 73, 75, 77, 79, 81, 87, 89, 95, 97, 105, 107, 109, 111, 113

Teacher Edition pages:

28, 41, 45, 47, 51, 53, 57, 59, 61, 65, 68, 69, 75, 81, 87, 97, 105, 107, 109, 111, 113, 117

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.

Student Edition pages:

96, 101, 103, 116, 117

Teacher Edition pages:

25, 93, 96, 101, 103, 116, 117

Production and Distribution of Writing

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Student Edition pages:

69, 97, 107, 113, 111, 118

Teacher Edition pages:

69, 97, 107, 111, 113, 118

Research to Build and Present Knowledge

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).

Student Edition pages:

53

Teacher Edition pages:

53, 69, 81, 105, 111

8. Recall information from experiences or gather information from provided sources to answer a question.

Student Edition pages:

17, 19, 23, 33, 35, 37, 39, 45, 47, 51, 53, 59, 65, 67, 69, 73, 75, 77, 79, 95, 103, 107, 109, 111, 113

Teacher Edition pages:

51, 53, 75, 95

Speaking and Listening

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - 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).

Teacher Edition pages:

7, 8, 12, 13, 14, 15, 16, 17, 18, 19, 22, 26, 28, 29, 32, 33, 34, 35,
36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53,
56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75,
76, 77, 78, 80, 81, 82, 83, 84, 85, 86, 88, 94, 96, 97, 98, 99, 100,
101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113

- b. Build on others' talk in conversations by linking their comments to the remarks of others.

Teacher Edition pages:

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36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53,
56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75,
76, 77, 78, 80, 81, 82, 83, 84, 85, 86, 88, 94, 96, 97, 98, 99, 100,
101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113

- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Teacher Edition pages:

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36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53,
56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75,
76, 77, 78, 80, 81, 82, 83, 84, 85, 86, 88, 94, 96, 97, 98, 99, 100,
101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Teacher Edition pages:

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36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53,
56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75,
76, 77, 78, 80, 81, 82, 83, 84, 85, 86, 88, 94, 96, 97, 98, 99, 100,
101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113

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.

Teacher Edition pages:

7, 8, 12, 13, 14, 15, 16, 17, 18, 19, 22, 26, 28, 29, 32, 33, 34, 35,
36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53,
56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75,
76, 77, 78, 80, 81, 82, 83, 84, 85, 86, 88, 94, 96, 97, 98, 99, 100,
101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Edition pages: _____

37, 41, 43, 81, 97, 99, 101, 103, 105, 107, 109, 111

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Teacher Edition pages: _____

45, 47, 51, 53, , 59, 61, 65

Language

Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.

Student Edition pages: _____

20, 21, 40, 41, 52, 80, 81

Teacher Edition pages: _____

81

- b. Use commas in greetings and closings of letters.

Student Edition pages: _____

70, 71, 105

Teacher Edition pages: _____

105

- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Teacher Edition pages: _____

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Vocabulary Acquisition and Use

4. 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.

- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

Student Edition pages: _____

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- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Teacher Edition pages: _____

81, 117

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5. Demonstrate understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Student Edition pages:

17, 19, 23, 33, 35, 37, 39, 45, 47, 51, 53, 59, 65, 67, 69, 73, 75, 77, 79, 95, 103, 107, 109, 111, 113

Teacher Edition pages:

51, 53, 75, 95

b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Teacher Edition pages:

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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).

Student Edition pages:

17, 19, 21, 23, 28, 29, 33, 35, 37, 39, 41, 45, 47, 49, 51, 53, 57, 59, 61, 63, 65, 67, 69, 73, 75, 77, 79, 81, 87, 89, 95, 96, 97, 101, 103, 105, 107, 109, 111, 113, 116, 117

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