

## CORRELATION TO THE COMMON CORE STATE STANDARDS

### READING: Informational Text

STANDARD	CORRELATION
<b>Key Ideas and Details</b>	
<b>Anchor Standard 1:</b> 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 drawn from the text.	
<b>RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<b>Student Edition:</b> 6-13, 20-27, 34-41 <b>Teacher Edition:</b> T6-T13, T20-T27, T34-T41
<b>Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
<b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>Student Edition:</b> 6, 11, 12, 21, 25, 26, 34 <b>Teacher Edition:</b> T6, T11, T12, T21, T25, T26, T34
<b>Anchor Standard 3:</b> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>Student Edition:</b> 11, 16, 17, 21, 35 <b>Teacher Edition:</b> T11, T16, T17, T21, T35
<b>Craft and Structure</b>	
<b>Anchor Standard 4:</b> 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.	
<b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<b>Student Edition:</b> 7, 11, 21, 25, 35, 39 <b>Teacher Edition:</b> T7, T11, T21, T25, T35, T39
<b>Anchor Standard 5:</b> 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.	
<b>RI.2.5</b> 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.	<b>Student Edition:</b> 7, 39 <b>Teacher Edition:</b> T7, T39
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.	
<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>Student Edition:</b> 8, 25 <b>Teacher Edition:</b> T8, T25
<b>Integration of Knowledge and Ideas</b>	
<b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
<b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>Student Edition:</b> 9, 13, 21, 27, 35 <b>Teacher Edition:</b> T9, T13, T21, T27, T35
<b>Anchor Standard 8:</b> 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.	
<b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.	<b>Student Edition:</b> 8, 11, 12, 13 <b>Teacher Edition:</b> T8, T11, T12, T13
<b>Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.	<b>Student Edition:</b> 30 <b>Teacher Edition:</b> T30
<b>Range of Reading and Level of Text Complexity</b>	
<b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.	
<b>RI.2.10</b> 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>Student Edition:</b> 6-7, 10-11, 20-21, 24-25, 34-35, 38-39 <b>Teacher Edition:</b> T6-T7, T10-T11, T20-T21, T24-T25, T34-T35, T38-T39

# WRITING

STANDARD	CORRELATION
<b>Text Types and Purposes</b>	
<b>Anchor Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	
<b>W.2.1</b> 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>Student Edition:</b> 14, 17, 28, 31, 42, 45 <b>Teacher Edition:</b> T14, T17, T28, T31, T42, T45
<b>Anchor Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
<b>W.2.2</b> 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>Student Edition:</b> 14, 16, 28, 30, 42, 44 <b>Teacher Edition:</b> T14, T16, T28, T30, T42, T44
<b>Anchor Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<b>W.2.3</b> 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>Student Edition:</b> 14, 15, 28, 29, 42, 43 <b>Teacher Edition:</b> T14, T15, T28, T29, T42, T43
<b>Production and Distribution of Writing</b>	
<b>Anchor Standard 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
(begins in grade 3)	
<b>Anchor Standard 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
<b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>Student Edition:</b> 14-17, 28-31, 42-45 <b>Teacher Edition:</b> T14-T17, T28-T31, T42-T45
<b>Anchor Standard 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
<b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>Student Edition:</b> 14-17, 28-31, 42-45 <b>Teacher Edition:</b> T14-T17, T28-T31, T42-T45
<b>Research to Build and Present Knowledge</b>	
<b>Anchor Standard 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
<b>W.2.7</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).	<b>Student Edition:</b> 6-17, 20-31, 34-45 <b>Teacher Edition:</b> T6-T17, T20-T31, T34-T45
<b>Anchor Standard 8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	<b>Student Edition:</b> 6-7, 9-11, 13, 15-17, 20-21, 23-25, 27, 29-31, 34-35, 37-39, 41, 43-45 <b>Teacher Edition:</b> T6-T7, T9-T11, T13, T15-T17, T20-T21, T23-T25, T27, T29-T31, T34-T35, T37-T39, T41, T43-T45
<b>Anchor Standard 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	
(begins in grade 4)	
<b>Range of Writing</b>	
<b>Anchor Standard 10:</b> 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.	
(begins in grade 3)	