

SIDE-BY-SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS

RL = Reading and Literature
 W = Writing
 OLLS = Oral Language, Listening, and Speaking
 V = Visual Literacy

RF = Foundational Skills RI = Informational Reading
 RL = Literature SL = Speaking and Listening
 W = Writing L = Language Standards

SECOND GRADE

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
RL	Main Strand	Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.			
R	1	Standard 1: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate words, syllables, onsets, rimes, and individual sounds (phonemes) in spoken words.			
R	1.1.a	Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words, rhyming words, and clearly pronouncing blends and vowel sounds: Segment and blend the phonemes of one- and two-syllable words.			
R	1.1.b	Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words, rhyming words, and clearly pronouncing blends and vowel sounds: Substitute a phoneme change to a word.			
RL	2	Standard 2: Phonics/Decoding - The student will apply sound-symbol relationships to decode unknown words.	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
RL	2	Standard 2: Phonics/Decoding - The student will apply sound-symbol relationships to decode unknown words.	RF	3.e	Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences.
RL	2.1.a	Phonetic Analysis: Use consonant sounds in beginning, medial, and final positions.	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
RL	2.1.a	Phonetic Analysis: Use consonant sounds in beginning, medial, and final positions.	RF	3.c	Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.
RL	2.1.b	Phonetic Analysis: Use short, long, and r-controlled vowel sounds.	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
RL	2.1.b	Phonetic Analysis: Use short, long, and r-controlled vowel sounds.	RF	3.a	Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.

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RL	2.1.b	Phonetic Analysis: Use short, long, and r-controlled vowel sounds.	RF	3.b	Phonics and Word Recognition: Know spelling-sound correspondences for additional common vowel teams.
RL	2.1.b	Phonetic Analysis: Use short, long, and r-controlled vowel sounds.	RF	3.c	Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.
RL	2.1.c	Phonetic Analysis: Use blends, digraphs, and diphthongs.	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
RL	2.2.a	Structural Analysis: Build and understand compound words, contractions, and base words using prefixes and suffixes.	L	4.c	Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
RL	2.2.a	Structural Analysis: Build and understand compound words, contractions, and base words using prefixes and suffixes.	L	4.d	Vocabulary Acquisition and Use: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
RL	2.2.a	Structural Analysis: Build and understand compound words, contractions, and base words using prefixes and suffixes.	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
RL	2.2.a	Structural Analysis: Build and understand compound words, contractions, and base words using prefixes and suffixes.	RF	3.d	Phonics and Word Recognition: Decode words with common prefixes and suffixes.
RL	2.2.b	Structural Analysis: Apply knowledge of basic syllabication rules to decode w	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
RL	3	Standard 3: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.	L	4	Vocabulary Acquisition and Use: 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.
RL	3	Standard 3: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.	L	5.a	Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
RL	3.1	Words in Context - Expand vocabulary in language and writing by reading and listening to a variety of text and literature.	L	4	Vocabulary Acquisition and Use: 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.
RL	3.1	Words in Context - Expand vocabulary in language and writing by reading and listening to a variety of text and literature.	L	4.a	Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.
RL	3.1	Words in Context - Expand vocabulary in language and writing by reading and listening to a variety of text and literature.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.
RL	3.1	Words in Context - Expand vocabulary in language and writing by reading and listening to a variety of text and literature.	L	6	Vocabulary Acquisition and Use: 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).
RL	3.1	Words in Context - Expand vocabulary in language and writing by reading an	RI	4	Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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RL	3.2	Synonyms, Antonyms, and Homonyms/Homophones - Understand and explain common antonyms (words with opposite meanings), synonyms (words with the same meanings), and homonyms/homophones (words which sound the same but have different spellings and meanings, e.g., bear and bare).	L	4	Vocabulary Acquisition and Use: 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.
RL	3.3	Affixes - Know the meaning of simple prefixes and suffixes.	L	4	Vocabulary Acquisition and Use: 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.
RL	3.3	Affixes - Know the meaning of simple prefixes and suffixes.	L	4.b	Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
RL	4	Standard 4: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.	RF	4	Read with sufficient accuracy and fluency to support comprehension.
RL	4.1	Read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader) effortlessly and with expression.	RF	4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.
RL	4.1	Read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader) effortlessly and with expression.	RF	4.a	Read grade-level text with purpose and understanding.
RL	4.2	Read regularly in instructional-level text that is challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).	RI	10	Range of Reading and Level of Text Complexity: 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.
RL	4.2	Read regularly in instructional-level text that is challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).	RF	4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.
RL	4.3	Engage in repeated readings of same text to increase fluency.	RF	4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL	4.4	Accurately and fluently read 200-300 high frequency and/or irregularly spelled words in meaningful text.	RF	3.f	Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.
RL	5	Standard 5: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	RI	2	Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RL	5	Standard 5: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.	RI	6	Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RL	5.1.a	Literal Understanding: Read and comprehend both fiction and nonfiction that is appropriately designed for second grade.	RI	3	Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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RL	5.1.a	Literal Understanding: Read and comprehend both fiction and nonfiction that is appropriately designed for second grade.	RI	2	Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RL	5.1.a	Literal Understanding: Read and comprehend both fiction and nonfiction that is appropriately designed for second grade.	RI	6	Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RL	5.3.b	Summary and Generalization: Produce oral or written summaries of text selections by discussing who, what, when, where, why, and how to identify the main idea and significant supporting details of a text.	RL	1	Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL	5.3.b	Summary and Generalization: Produce oral or written summaries of text selections by discussing who, what, when, where, why, and how to identify the main idea and significant supporting details of a text.	RI	1	Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL	6	Standard 6: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.			
RL	6.1	Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.	RL	2	Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL	6.2.c	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Infer the lesson or moral in a variety of texts (e.g., multicultural tales, fables, legends, and myths).	RL	2	Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL	6.3	Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.	RL	4	Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL	7	Standard 7: Research and Information - The student will conduct research and organize information.	W	7	Research to Build and Present Knowledge: 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).
RL	7.1.a	Accessing Information - Select the best source for a given purpose: Identify the purposes of various reference materials such as a dictionary, a thesaurus, and an atlas.	L	2.e	Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
RL	7.1.c	Accessing Information - Select the best source for a given purpose: Use guide words to locate words in dictionaries and topics in encyclopedias.	L	4.e	Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RL	7.1.d	Accessing Information - Select the best source for a given purpose: Use title page, table of contents, glossary, and index to locate information.	L	4.e	Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RL	7.1.d	Accessing Information - Select the best source for a given purpose: Use title page, table of contents, glossary, and index to locate information.	RI	5	Craft and Structure: 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.

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RL	7.1.d	Accessing Information - Select the best source for a given purpose: Use title page, table of contents, glossary, and index to locate information.	W	8	Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.
RL	7.1.e	Accessing Information - Select the best source for a given purpose: Use and interpret charts, maps, graphs, schedules, and directions.	W	8	Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.
RL	7.1.e	Accessing Information - Select the best source for a given purpose: Use and interpret charts, maps, graphs, schedules, and directions.	RI	7	Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RL	7.2	Interpreting Information - Analyze and evaluate information from a variety of sources.	W	8	Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.
			RL	3	Key Ideas and Details: Describe how characters in a story respond to major events and challenges.
			RL	5	Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
			RL	6	Craft and Structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
			RI	3	Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
			RI	8	Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text..
			RI	9	Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.
W	Main Strand	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.			
W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	W	2	Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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W	1.1	Introduce a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	1.2	Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing or presenting the final product.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	1.2	Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing or presenting the final product.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	1.2	Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing or presenting the final product.	W	5	Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W	1.2	Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing or presenting the final product.	W	2	Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W	1.3	Begin writing an independent first draft with a clear beginning, middle, and ending.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	1.3	Begin writing an independent first draft with a clear beginning, middle, and ending.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	1.3	Begin writing an independent first draft with a clear beginning, middle, and ending.	W	3	Text Types and Purposes: 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.
W	1.4	Use the revision process and continue to use the standard editing marks and proofreading skills introduced in the first grade.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	1.4	Use the revision process and continue to use the standard editing marks and proofreading skills introduced in the first grade.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	1.5	Publish and present final writing products with various audiences such as peers or adults.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	1.5	Publish and present final writing products with various audiences such as peers or adults.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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W	2	Standard 2: Modes and forms of writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	2	Standard 2: Modes and forms of writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	2	Standard 2: Modes and forms of writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	2.1	Develop modes and forms of language such as informing, persuading, and entertaining.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	2.1	Develop modes and forms of language such as informing, persuading, and entertaining.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	2.1	Develop modes and forms of language such as informing, persuading, and entertaining.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	2.1	Develop modes and forms of language such as informing, persuading, and entertaining.	W	2	Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W	2.1	Develop modes and forms of language such as informing, persuading, and entertaining.	W	7	Research to Build and Present Knowledge: 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).
W	2.2.a	Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that: Present a logical sequence of events.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	2.2.a	Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that: Present a logical sequence of events.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	2.2.a	Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that: Present a logical sequence of events.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	2.2.a	Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that: Present a logical sequence of events.	W	3	Text Types and Purposes: 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.

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W	2.2.b	Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that: Develop a main idea.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	2.2.b	Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that: Develop a main idea.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	2.2.b	Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that: Develop a main idea.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	2.2.b	Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that: Develop a main idea.	W	3	Text Types and Purposes: 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.
W	2.2.c	Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that: Use details to support the main idea.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	2.2.c	Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that: Use details to support the main idea.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	2.2.c	Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that: Use details to support the main idea.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	2.2.c	Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that: Use details to support the main idea.	W	3	Text Types and Purposes: 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.
W	2.3	Write "thank you" notes, friendly letters (identifying the five parts), and invitations.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	2.3	Write "thank you" notes, friendly letters (identifying the five parts), and invitations.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	2.3	Write "thank you" notes, friendly letters (identifying the five parts), and invitations.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	2.4	Make journal entries.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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W	2.5	Create different modes of simple rhymes and poems.	SL	6	Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.)
W	2.5	Create different modes of simple rhymes and poems.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	2.5	Create different modes of simple rhymes and poems.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3	Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	SL	6	Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.)
W	3	Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3	Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3	Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	L	5.b	Vocabulary Acquisition and Use: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
W	3.1.a	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Subject (naming part) and predicate (action part).	SL	6	Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.)
W	3.1.a	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Subject (naming part) and predicate (action part).	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.a	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Subject (naming part) and predicate (action part).	L	1.a	Conventions of Standard English: Use collective nouns (e.g., group).

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W	3.1.a	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Subject (naming part) and predicate (action part).	L	1.b	Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
W	3.1.a	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Subject (naming part) and predicate (action part).	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.b	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Singular and plural nouns	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.1.b	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Singular and plural nouns	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.b	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Singular and plural nouns	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.c	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Common and proper nouns	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.1.c	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Common and proper nouns	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.c	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Common and proper nouns	L	1.c	Conventions of Standard English: Use reflexive pronouns (e.g., myself, ourselves).
W	3.1.c	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Common and proper nouns	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.d	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Singular, plural, and personal pronouns	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.1.d	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Singular, plural, and personal pronouns	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.1.e	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Nominative and possessive pronouns	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.1.e	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Nominative and possessive pronouns	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.e	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Nominative and possessive pronouns	L	1.d	Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
W	3.1.e	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Nominative and possessive pronouns	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.f	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Present and past tense verbs	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.1.f	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Present and past tense verbs	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.g	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Helping verbs	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.1.g	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Helping verbs	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.g	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Helping verbs	L	1.e	Conventions of Standard English: Use adjectives and adverbs, and choose between them depending on what is to be modified.
W	3.1.g	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Helping verbs	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.1.h	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Adjectives	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.1.h	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Adjectives	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.h	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Adjectives	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.i	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Contractions (e.g., I'm, You're).	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.1.i	Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing: Contractions (e.g., I'm, You're).	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.2.a	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize correctly the first word in a sentence and the pronoun "I."	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.2.a	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize correctly the first word in a sentence and the pronoun "I."	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.2.a	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize correctly the first word in a sentence and the pronoun "I."	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.a	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize correctly the first word in a sentence and the pronoun "I."	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize all proper nouns (names of specific people or things, such as Mike, Indian, Jeep).	L	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize all proper nouns (names of specific people or things, such as Mike, Indian, Jeep).	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize all proper nouns (names of specific people or things, such as Mike, Indian, Jeep).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize all proper nouns (names of specific people or things, such as Mike, Indian, Jeep).	L	2.a	Conventions of Standard English: Capitalize holidays, product names, and geographic names.
W	3.2.c	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize greetings (Dear Sir).	L	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.2.c	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize greetings (Dear Sir).	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.2.c	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize greetings (Dear Sir).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.c	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize greetings (Dear Sir).	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.2.d	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize the months and days of the week (January, Monday)	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.2.d	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize the months and days of the week (January, Monday)	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.2.d	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize the months and days of the week (January, Monday)	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.d	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize the months and days of the week (January, Monday)	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.2.e	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize titles (Dr., Mr., and Mrs.).	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.2.e	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize titles (Dr., Mr., and Mrs.).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.2.f	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize initials of people (A.J. Smith).	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.2.f	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize initials of people (A.J. Smith).	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.2.f	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize initials of people (A.J. Smith).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.a	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Correctly use terminal (end) punctuation.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.3.a	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Correctly use terminal (end) punctuation.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.3.a	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Correctly use terminal (end) punctuation.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.b	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use commas correctly in dates.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.3.b	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use commas correctly in dates.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.3.b	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use commas correctly in dates.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.b	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use commas correctly in dates.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.3.b	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use commas correctly in dates.	L	2.b	Conventions of Standard English: Use commas in greetings and closings of letters.
W	3.3.c	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use apostrophes correctly in contractions.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.3.c	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use apostrophes correctly in contractions.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.3.c	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use apostrophes correctly in contractions.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.c	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use apostrophes correctly in contractions.	L	2.c	Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.
W	3.3.c	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use apostrophes correctly in contractions.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.3.d	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use quotation marks to show that someone is speaking.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.3.d	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use quotation marks to show that someone is speaking.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.3.d	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use quotation marks to show that someone is speaking.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.d	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use quotation marks to show that someone is speaking.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.3.e	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use period in common abbreviations.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.3.e	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use period in common abbreviations.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.e	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Use period in common abbreviations.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.4.a	Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, interrogative, and exclamatory sentences for different modes of writing: Write in complete sentences.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.4.a	Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, interrogative, and exclamatory sentences for different modes of writing: Write in complete sentences.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.4.a	Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, interrogative, and exclamatory sentences for different modes of writing: Write in complete sentences.	L	1.f	Conventions of Standard English: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
W	3.4.a	Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, interrogative, and exclamatory sentences for different modes of writing: Write in complete sentences.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.4.b	Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, interrogative, and exclamatory sentences for different modes of writing: Write sentences using a noun, verb, and details.	SL		Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.4.b	Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, interrogative, and exclamatory sentences for different modes of writing: Write sentences using a noun, verb, and details.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.4.b	Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, interrogative, and exclamatory sentences for different modes of writing: Write sentences using a noun, verb, and details.	L	1.f	Conventions of Standard English: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
W	3.5.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell correctly words with short and long vowel sounds, r-controlled vowels, and consonant vowel patterns.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.5.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell correctly words with short and long vowel sounds, r-controlled vowels, and consonant vowel patterns.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.5.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell correctly words with short and long vowel sounds, r-controlled vowels, and consonant vowel patterns.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.5.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell correctly words with short and long vowel sounds, r-controlled vowels, and consonant vowel patterns.	L	2.d	Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
W	3.5.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell frequently used words with irregular spelling patterns.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.5.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell frequently used words with irregular spelling patterns.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.5.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell frequently used words with irregular spelling patterns.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.5.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell frequently used words with irregular spelling patterns.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.5.c	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell prefixes and suffixes correctly.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.5.c	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell prefixes and suffixes correctly.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.5.d	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Recognize the use of homophones/homonyms in spelling.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.5.d	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Recognize the use of homophones/homonyms in spelling.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.5.d	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Recognize the use of homophones/homonyms in spelling.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.6.a	Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process: Print legibly and space letters, words and sentences appropriately.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.6.b	Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process: Print legibly and space letters, words and sentences appropriately.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
W	3.6.b	Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process: Print legibly and space letters, words and sentences appropriately.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			W	1	Text Types and Purposes: 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.
			W	6	Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
OLLS	Main Strand	Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.			
OLLS	1	Standard 1: Listening - The student will listen for information and for pleasure.			
OLLS	1.1	Listen attentively and ask questions for clarification and understanding.	SL	3	Comprehension and Collaboration: 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.
OLLS	1.1	Listen attentively and ask questions for clarification and understanding.	SL	1.c	Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.
OLLS	1.2	Give, restate, and follow simple two- and three-step directions.			
OLLS	2	Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.			
OLLS	2.1	Speak articulately and audibly using appropriate language, correct usage, enunciation and volume.	SL	6	Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)
OLLS	2.1	Speak articulately and audibly using appropriate language, correct usage, enunciation and volume.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OLLS	2.1	Speak articulately and audibly using appropriate language, correct usage, enunciation and volume.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OLLS	2.2	Provide descriptions using correct sequence of events and details.	SL	4	Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
OLLS	2.3	Use verbal and nonverbal communication in effective ways, such as making announcements, giving directions, or making instructions.			

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OLLS	3	Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.			
OLLS	3.1	Show respect and consideration for others in verbal or physical communication.	SL	1.a	Comprehension and Collaboration: 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).
OLLS	3.2	Ask and answer questions related to the topic and make contributions in small or large group discussions.	SL	1	Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OLLS	3.2	Ask and answer questions related to the topic and make contributions in small or large group discussions.	SL	1.a	Comprehension and Collaboration: 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).
OLLS	3.2	Ask and answer questions related to the topic and make contributions in small or large group discussions.	SL	1.c	Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.
OLLS	3.2	Ask and answer questions related to the topic and make contributions in small or large group discussions.	SL	2	Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
			L	3.a	Knowledge of Language: Compare formal and informal uses of English.
V	Main Strand	Visual Literacy: The student will interpret, evaluate, and compose visual messages.			
VL	1	Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.	SL	5	Presentation of Knowledge and Ideas: 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.
VL	1.1	Distinguish between telling and selling messages in such things as commercials, advertisements, and safety and drug public service announcements.	SL	5	Presentation of Knowledge and Ideas: 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.
VL	1.2	Identify the differences in facts and opinions in print and nonprint media.	SL	5	Presentation of Knowledge and Ideas: 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.
VL	2	Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print media.	SL	5	Presentation of Knowledge and Ideas: 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.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
VL	2.1	Make connections between illustrations and print.	RL	7	Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
VL	2.1	Make connections between illustrations and print.	SL	5	Presentation of Knowledge and Ideas: 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.
VL	2.2	Identify differences in the presentation or depiction of characters and plot that tells of characters in American and other cultures through listening, viewing, or reading (e.g., read Cinderella and watch film). Compare and contrast the two.	RL	9	Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
VL	2.2	Identify differences in the presentation or depiction of characters and plot that tells of characters in American and other cultures through listening, viewing, or reading (e.g., read Cinderella and watch film). Compare and contrast the two.	SL	5	Presentation of Knowledge and Ideas: 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.