

2nd Grade

English/Language Arts Alignment—Common Core State Standards and CT Frameworks

NOTE: Standards shown in blue are bridging standards between CT Frameworks and CCSS.

CCSS Standards	CT Framework Grade Level Expectations
Reading Strands: Reading for Literature	
CC.2.R.L.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	CT.2.R.30: Identify the speaker in a poem and the narrator in a story.
	CT.2.R.35: Respond to oral and written questions about story elements (e.g., characters, setting, plot, theme, conflict and point of view).
	CT.2.R.43: Make text-to-text and text-to-world connections.
CC.2.R.L.2: Recount stories including fables and folktales from diverse cultures and determine their central message, lesson or moral.	CT.2.R.22: Identify the elements of genre to aid in comprehension (e.g., biography, personal narrative, expository, folktales, fables).
	CT.2.R.24: Activate prior knowledge about an author or genre in order to make connections to text.
	CT.2.R.27: Apply comprehension strategies such as connecting, predicting, questioning, inferring and visualizing to above-grade level stories read aloud by the teacher and to own reading at independent level.
	CT.2.R.39: Compare similarities and differences of characters in a story.
	CT.2.R.42: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.
	CT.2.R.43: Make text-to-text and text-to-world connections.
	CT.2.R.44: Make connections to text representing different perspectives on family, friendship, culture and tradition, generating personal and text-based responses.
	CT.2.R.46: Identify what is important to an author based on the content of text (e.g., central message, lesson, moral).
	CT.2.R.47: Synthesize information from a text to extend meaning.
CC.2.R.L.3: Describe how characters in a story respond to major events and challenges.	CT.2.R.27: Apply comprehension strategies such as connecting, predicting, questioning, inferring and visualizing to above-grade level stories read aloud by the teacher and to own reading at independent level.

	CT.2.R.35: Respond to oral and written questions about story elements (e.g., characters, setting, plot, theme, conflict and point of view).
	--Describe characters' responses and motivations based on evidence from the text.
	CT.2.R.39: Compare similarities and differences of characters in a story.
	CT.2.R.43: Make text-to-text and text-to-world connections.
CC.2.R.L.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.	CT.2.R.1: Understand that sounds of language contribute to fluency of texts (e.g., rhyme and rhythm of poetry, books by Dr. Seuss).
	CT.2.R.2: Add, delete and change targeted sounds to modify or change words.
	CT.2.R.6: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text.
	CT.2.R.32: Identify elements of author's craft.
	CT.2.R.37: Identify rhythm, rhyme, alliteration and assonance in poetry.
	CT.2.R.45: Identify the author's use of literary devices.
	CT.2.R.46: Identify what is important to an author based on the content of text.
CC.2.R.L.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	CT.2.R.24: Activate prior knowledge about an author or genre in order to make connections to text.
	CT.2.R.27: Apply comprehension strategies such as connecting, predicting, questioning, inferring and visualizing to above-grade level stories read aloud by the teacher and to own reading at independent level.
	CT.2.R.32: Identify elements of author's craft (e.g., construction of beginning, sequence of events, conclusion).
	CT.2.R.35: Respond to oral and written questions about story elements (e.g., characters, setting, plot, theme, conflict and point of view).
CC.2.R.L.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	CT.2.R.12: Read aloud informational/expository text and literary/narrative text, attending to intonation.
	CT.2.R.30: Identify the speaker in a poem and the narrator in a story.

	CT.2.R.35: Respond to oral and written questions about story elements (e.g., characters, setting, plot, theme, conflict and point of view).
	CT.2.R.39: Compare similarities and differences of characters in a story (e.g., points of view).
CC 2.R.L.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	CT.2.R.25: Identify chapter headings, pictures, illustrations and charts in the text.
	CT.2.R.28: Use text features such as titles, table of contents, chapter headings and illustrations to locate information in stories .
	-- Use illustrations and text evidence to evidence understanding of characters, setting and/or plot .
	CT.2.R.45: Identify author’s use of literary devices and relate to characters, setting and/or plot .
	CT.2.R.47: Synthesize information from a text to extend meaning.
CC.2.R.L.9: Compare and contrast two or more versions of the same story by different authors or from different cultures.	CT.2.R.39: Compare similarities and differences of characters in a story.
	CT.2.R.42: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.
	CT.2.R.44: Make connections to text representing different perspectives on family, friendship, culture and tradition, generating personal and text-based responses .
	CT.2.R.43: Make text-to-text and text-to-world connections.
CC.2.R.L.10: By the end of the year, read and comprehend literature including prose and poetry in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	-- By the end of the 2nd grade, read and comprehend narrative texts in the 2-3 grade band (F & P Level M; DRA Level 28; Lexile Level 450 to 790), with scaffolding as needed at the high end of the range..
	CT.2.R.48: Select “just right” books of different enres for independent reading and explain why the book choice was appropriate.
	CT.2.R.49: Independently read for a variety of purposes, including literacy experience, to gain information, to perform a task, for enjoyment and to build fluency.
	CT.2.R.50: Identify what good readers do and identify own good reader behaviors.

Reading Strands: Reading for Information	
CC.2.R.I.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	CT.2.R.24: Activate prior knowledge about an author or genre in order to make connections to text.
	CT.2.R.33: Read nonfiction materials for answers to specific questions or for specific purposes.
	CT.2.R.36: Respond to oral and written questions about the facts in nonfiction text.
	CT.2.R.46: Identify what is important to an author based on the content of text.
CC.2.R.I.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	--Identify topic of a nonfiction text and identify related details.
	CT.2.R.27: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.
	CT.2.R.28: Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts.
	CT.2.R.36: Respond to oral and written questions about the facts in nonfiction text.
CC.2.R.I.3: Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.	CT.2.R.24: Activate prior knowledge about an author or genre in order to make connections to text.
	CT.2.R.27: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.
	CT.2.R.29: Identify and use important words in a text to perform a task (e.g., math problem-solving, follow multi-step directions) and identify relationships between ideas/concepts (e.g., scientific ideas, historical events).
	CT.2.R.43: Make text-to-text and text-to-world connections.
CC.2.R.I.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	CT.2.R.15: Explain common antonyms and synonyms.
	CT.2.R.16: Explain multiple meanings of common words.
	CT.2.R.17: Use glossaries and dictionaries to identify word meanings.
	CT.2.R.18: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.

	CT.2.R.19: Reread and read on to determine meaning of unknown words.
	CT.2.R.21: Identify unfamiliar words.
CC.2.R.I.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	CT.2.R.23: Preview parts of books to gain understanding.
	CT.2.R.24: Activate prior knowledge about an author or genre in order to make connections to text.
	CT.2.R.25: Identify chapter headings, pictures, illustrations and charts in the text.
	CT.2.R.28: Use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate information in nonfiction texts.
	CT.2.R.34: Interpret information from simple graphs and charts.
CC.2.R.I.6: Identify the main purpose of a text, including what the author wants to answer, explain or describe.	CT.2.R.24: Activate prior knowledge about an author or genre in order to make connections to text.
	CT.2.R.22: Identify the elements of genre to aid in comprehension.
	CT.2.R.27: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.
	CT.2.R.36: Respond to oral and written questions about the facts in nonfiction text.
	CT.2.R.42: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.
	CT.2.R.44: Make connections to text representing different perspectives on family, friendship, culture and tradition, generating person and text-based responses.
	CT.2.R.46: Identify what is important to an author based on the content of text.
	CT.2.R.47: Synthesize information from a text to extend meaning.
CC.2.R.I.7: Explain how specific images contribute to and clarify a text.	CT.2.R.22: Identify the elements of genre to aid in comprehension.
	CT.2.R.23: Preview parts of text to gain understanding.
	CT.2.R.25: Identify chapter headings, pictures, illustrations and charts in the text.
	CT.2.R.26: Identify print and non-print resource materials matched to a specific purpose.
	CT.2.R.28: Use text features (e.g., images, illustrations, pictures,

	graphs, charts) to locate information, and identify how these features enhance text and contribute to better understanding.
	CT.2.R.34: Interpret information from simple graphs and charts.
CC.2.R.I.8: Describe how reasons support specific points the author makes in text.	CT.2.R.33: Read nonfiction materials for answers to specific questions or for specific purposes.
	CT.2.R.36: -Respond to oral and written questions about the facts in nonfiction text.
	CT.2.R.41: State fact vs. opinion.
	CT.2.R.47: Synthesize information from a text to extend meaning.
CC.2.R.I.9: Compare and contrast the most important points presented by two texts on the same topic.	CT.2.R.26: Identify print and non-print resource materials matched to a specific purpose.
	CT.2.R.33: Read nonfiction materials for answers to specific questions or for specific purposes.
	CT.2.R.40: Compare information across nonfiction selections on the same topic.
	CT.2.R.41: State fact vs. opinion.
	CT.2.R.42: Read several texts within a genre, about a single topic or by a single author and compare similarities and differences.
	CT.2.R.43: Make text-to-text and text-to-world connections.
	CT.2.R.44: Make connections to text representing different perspectives on family, friendship, culture and tradition, generating person and text-based responses.
	CT.2.R.47: Synthesize information from a text to extend meaning.
CC.2.R.I.10: By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	-- By the end of the 2nd grade, read and comprehend informational texts in the 2-3 grade band (F & P Level M; DRA Level 28; Lexile Level 450 to 790), with scaffolding as needed at the high end of the range..
	CT.2.R.48: Select “just right” books of different genres for independent reading and explain why the book choice was appropriate.
	CT.2.R.49: Independently read for a variety of purposes, including literacy experience to gain information, to perform a task, for enjoyment and to build fluency.
	CT.2.R.50: Explain what good readers do and identify own good reader behaviors.

Foundational Skills:	
CC.2.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.	CT.2.R.7: Decode orthographically regular multisyllable words by using knowledge of sound-symbol relationships, syllable division and the alphabetic principle.
CC.2.R.F.3.a: Distinguish long and short vowels when reading regularly spelled one-syllable words.	CR.2.R.3: -Identify sounds automatically for all long and short vowels.
CC.2.R.F.3.b: Know spelling-sound correspondences for additional common vowel teams.	--Know sounds for common vowel teams (e.g., -ea, -ee, -ai, -ay, -igh, etc.).
	CT.2.R.4: Identify sounds for common vowel-r patterns and for letter patterns found in multisyllabic words, such as very common prefixes and suffixes that recur in second grade text.
	CT.2.R.10: Read unfamiliar words containing complex letter patterns/word families (e.g., -ought, -aught) in isolation and context.
	CT.2.R.6: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade-level text.
CC.2.R.F.3.c: Decode regularly spelled two-syllable words with long vowels.	CT.2.R.5: Apply knowledge of basic syllabifications rules when reading (e.g., V/C, VC/CV).
	CT.2.R.7: Decode multisyllabic words using strategies.
CC.2.R.F.3.d: Decode words with common prefixes and suffixes.	--Decode words with common prefixes and suffixes.
CC.2.R.F.3.e: Identify words with inconsistent but common spelling-sound correspondences.	CT.2.R.9: Read irregularly spelled words.
	CT.2.R.10: Read unfamiliar words containing complex letter patterns/word families (e.g., -ought, -aught) in isolation and context.
CC.2.R.F.3.f: Recognize and read grade-appropriate irregularly spelled words.	CT.2.R.9: Read irregularly spelled words.
	CT.2.R.10: Read unfamiliar words containing complex letter patterns/word families (e.g., -ought, -aught) in isolation and context.
CC.2.R.F.4: Read with sufficient accuracy and fluency to support comprehension.	CT.2.R.11: Read at least 300 high-frequency words (2 nd Grade Word List).
CC.2.R.F.4.a: Read grade-level text with purpose and understanding.	CT.2.R.12: Read aloud informational/expository text and literary/narrative text, attending to intonation.
	CT.2.R.13: Read aloud while comprehending unpracticed text with fluency of 75-105 WPM and accuracy of 95%-98% (DRA Level 28).

	CT.2.R.27: Apply comprehension strategies, such as connecting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.
CC.2.R.F.4.b: Read grade-level text orally with accuracy, appropriate rate and expression.	CT.2.R.13: Read aloud while comprehending unpracticed text with fluency of 75-105 WPM and accuracy of 95%-98% (DRA Level 28) .
	CT.2.R.27: Apply comprehension strategies, such as connecting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.
CC.2.R.F.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CT.2.R.6: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade-level text.
	CT.2.R.19: Reread and read on to determine meaning of unknown words.
	CT.2.R.31: Monitor comprehension while reading and self-correct using visual cues first, followed by meaning and auditory cues (decoding should be rapid enough to not impede comprehension).

Writing Standards:	
CC.2.W.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	CT.2.W.25: Write one or more detailed paragraphs, using topic sentences and supporting details.
	CT.2.W.28: Use transition words.
	CT.2.W.32: Write a paragraph about a topic of interest that includes an opinion statement, reasons that support the opinion and a concluding statement or section.
CC.2.W.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.	CT.2.W.25: Write one or more detailed paragraphs, using topic sentences and supporting details.
	-- Write a paragraph about a topic that includes supporting facts or definitions and a concluding statement or section.
	CT.2.W.29: Write personal correspondence.
	CT.2.W.30: Write to explain a process.
CC.2.W.3: Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.	CT.2.W.31: Write one or more paragraphs about data.
	CT.2.W.27: Write personal and fictional narratives that consist of one paragraph or more, including elaborative details or descriptions, sequenced events and provide a sense of closure.
CC.2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	CT.2.W.28: Use transition words and temporal words to indicate sequence or passage of time.
	CT.2.W.19: Develop ideas for a particular purposes or audience.
	CT.2.W.20: Complete a draft of at least one paragraph using ideas generated in the planning stage.
	CT.2.W.21: Revise a completed draft based on feedback from adults and peers by adding, deleting and/or rearranging words, phrases and sentences; use specific words to replace common nouns and overused verbs.
CC.2.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	CT.2.W.22: Edit drafts based on feedback from adults and peers for complete sentences.
	CT.2.W.23: Publish and present completed drafts individually and collaboratively using appropriate tools (e.g., Author's Chair, PowerPoint, Kid Pix, Kidspiration, etc.)
CC.2.W.7: Participate in shared research and writing projects.	CT.2.W.24: Explain why a representative piece of work is better than another (e.g., maintain a portfolio).
	-- Research a topic individually and collaboratively.
	CT.2.W.30: Write to explain a process individually and

	collaboratively.
	CT.2.W.31: Write one or more paragraphs about data individually and collaboratively .
	CT.2.W.32: Write a paragraph about a topic of interest individually and collaboratively that includes an opinion statement, reasons that support the opinion and a concluding statement or section.
	--Write a paragraph about a topic individually and collaboratively that includes supporting facts or definitions and a concluding statement or section.
CC.2.W.8: Recall information from experiences or gather information from provided sources to answer a question.	--Provide an answer to a question based on background knowledge or investigation of relevant sources.

Speaking & Listening Standards:	
CC.2.SL.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
CC.2.SL.1.a: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	CT.2.OL.1: Listen attentively to the opinions of others (e.g., does not interrupt, faces speaker, asks questions).
	CT.2.OL.2: Listen to obtain information and solve problems.
	CT.2.OL.3: Ask for clarification and explanation of stories and ideas.
CC.2.SL.1.b: Build in others' talk in conversations by linking comments to the remarks of others.	CT.2.OL.1: Listen attentively to the opinions of others (e.g., does not interrupt, faces speaker, asks questions).
	CT.2.OL.3: Ask for clarification and explanation of stories and ideas.
	--Engage in reciprocal conversation (e.g., link comments to the remarks of others).
CC.2.SL.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion.	CT.2.OL.3: Ask for clarification and explanation of stories and ideas.
CC.2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	--Recount or describe key ideas from information presented orally or through media (e.g., videos, websites, auditory presentations).
	CT.2.R.47: Synthesize information from a text to extend meaning.
CC.2.SL.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.	CT.2.OL.1: Listen attentively to the opinions of others (e.g., does not interrupt, faces speaker, asks questions).
	CT.2.OL.3: Ask for clarification and explanation of stories and ideas.
CC.2.SL.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	CT.2.OL.4: Listen to and tell stories from a variety of cultures; discuss similarities and differences in the way language is used.
	CT.2.OL.5: Stay on topic and supply relevant facts and supporting details.
	CT.2.OL.9: Use appropriate tone, volume and syntax for regular and irregular plurals and past tenses.
CC.2.SL.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	CT.2.W.23: Publish and present completed drafts individually and collaboratively using appropriate tools (e.g., Author's Chair, PowerPoint, Kid Pix, Kidspiration, etc.)
CC.2.SL.6: Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification.	CT.2.OL.9: Use appropriate tone, volume and syntax for regular and irregular plurals and past tenses.

	CT.2.OL.10: Use oral language conventions, such as structures of standard English.
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Language Standards:	
CC.2.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CT.2.OL.9: Use appropriate syntax for regular and irregular plurals and past tenses.
	CR.2.OL.10: Use oral language conventions, such as structures of standard English.
	CT.2.W.22: Edit drafts for complete sentences.
CC.2.L.1.a: Use collective nouns (e.g., group).	CR.2.W.12: Use nouns in sentences (e.g., singular, plural, common, proper, possessive).
	CT.2.OL.10: Use oral language conventions, such as structures of standard English.
CC.2.L.1.b: Form and use frequently occurring irregular plural nouns.	CT.2.W.12: Use nouns in sentences (e.g., singular, plural, common, proper, possessive).
	CT.2.OL.10: Use oral language conventions, such as structures of standard English.
CC.2.L.1.c: Use reflexive pronouns (e.g., myself, ourselves).	--Use pronouns orally and in writing, specifically demonstrative (e.g., this, that, these, those), indefinite (e.g., all, some, both, few, etc.), possessive (e.g., my, your, his, hers, etc.) and reflexive (e.g., myself, yourself, etc.) pronouns.
CC.2.L.1.d: Form and use the past tense of frequently occurring irregular verbs.	CT.2.W.13: Use verbs in sentences, e.g., past and present tense, agreement, linking verbs, common irregular verbs.
CC.2.L.1.e: Use adjectives and adverbs, and choose between them depending on what is to be modified.	CT.2.W.14: Use adjectives in sentences (e.g., descriptive, comparative, superlative).
	--Use adverbs in sentences (e.g., adverbs of manner, place, frequency and time).
CC.2.L.1.f: Produce, expand and rearrange complete simple and compound sentences.	CT.2.W.17: Combine simple sentences into compound sentences by using and/or/but.
	CT.2.W.24: Revise a completed draft by adding, deleting and/or rearranging words, phrases or sentences; use specific words to replace common nouns and overused verbs.
CC.2.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CT.2.W.1: Spell high-frequency words correctly, including two-syllable words.
	CT.2.W.2: Spell basic short vowel, long vowel and consonant blend and digraph patterns.
	CT.2.W.3: Spell regular and common irregular plurals correctly, e.g., boy/boys, child/children.

	CT.2.W.4: Spell common irregular words, of, come, were.
	CT.2.W.5: Spell common letter patterns, e.g., ee, ai, ar, oo.
	CT.2.W.6: Use phonetic approximation for challenging words.
	CT.2.W.7: Recognize when words may be misspelled.
	CT.2.W.9: Use quotation marks in dialogue.
CC.2.L.2.a: Capitalize holidays, product names and geographic names.	CT.2.W.10: Capitalize names, pronoun “I”, proper nouns, days, months, holidays and salutation and closing of a letter.
CC.2.L.2.b: Use commas in greetings and closings of letters.	CT.2.W.8: Use commas in a series, e.g., after greeting and closing in a letter, in a date, between city and state.
CC.2.L.2.c: Use an apostrophe to form contractions and frequently occurring possessives.	CT.2.W.11: Form contractions; use apostrophes. --Use apostrophes to form possessives.
CC.2.L.2.d: Generalize learned spelling patterns when writing words.	CT.3.W.7: Spell words involving previously studied generalizations and word patterns, and words taught as part of the second-grade spelling curriculum (e.g., vowel patterns, affixes, plurals, double consonant rules, common homophones).
CC.2.L.2.e:	CT.3.W.26: Use resources to find correct spelling for words identified as misspelled, e.g., word walls, student dictionaries.
CC.2.L.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.	CT.2.OL.10: Use oral language conventions, such as structures of standard English.
	CT.2.OL.6: Sequence ideas appropriately with use of transition words.
	CT.2.OL.7: Use varied language to describe events or ideas, including multiple meaning words and figurative language.
	CT.2.OL.8: Present ideas with style and creativity using diction, inflection, volume, pace, etc.
	CT.2.OL.9: Use appropriate tone, volume and syntax for regular and irregular plurals and past tenses.
	CT.2.W.12: Use nouns in sentences, e.g., singular, plural, common, proper, possessive. --Use pronouns orally and in writing, specifically demonstrative (e.g., this, that, these, those), indefinite (e.g., all, some, both, few, etc.), possessive (e.g., my, your, his, hers, etc.) and reflexive (e.g., myself, yourself, etc.) pronouns.
	CT.2.W.13: Use verbs in sentences, e.g., past and present tense, agreement, linking verbs, common irregular verbs.
	CT.2.W.14: Use adjectives in sentences, e.g., descriptive,

	comparative, superlative.
	--Use adverbs in sentences (e.g., adverbs of manner, place, frequency and time).
	CT.2.W.15: Use correct subject-verb agreement, correct pronoun choice and logical word order.
	CT.2.R.6: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade-level text.
CC.2.L.3.a: Compare formal and informal uses of English.	--Recognize formal vs. informal uses of English, e.g., written English vs. spoken English, presentation vs. conversation.
CC.2.L.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.	
CC.2.L.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.	CT.2.R.19: Reread and read on to determine meaning of unknown words.
	CT.2.R.21: Identify unfamiliar words.
CC.2.L.4.b: Determine the meaning of the new word formed when a known prefix is added to a known word.	CT.2.R.18: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.
CC.2.L.4.c: Use a known root word as a clue to the meaning of an unknown word with the same root.	CT.3.R.4: Infer word meanings from roots, prefixes and suffixes.
CC.2.L.4.e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	CT.2.R.17: Use glossaries and dictionaries to identify word meanings.
CC.2.L.5: Demonstrate understanding of word relationships and nuances in word meanings.	CT.2.R.16: Explain multiple meanings of common words.
CC.2.L.5.a: Identify real-life connections between words and their use.	CT.1.R.23: Classify categories of words.
CC.2.L.5.b: Distinguish shades of meanings among closely related verbs and closely related adjectives.	CT.2.R.15: Explain common antonyms and synonyms.
CC.2.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	CT.2.R.20: Use new vocabulary from discussions as well as narrative and expository texts in well-constructed sentences.