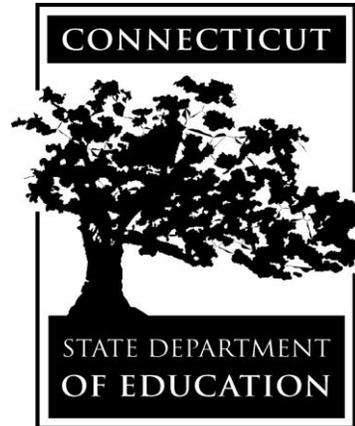


English Language Arts Crosswalk Common Core State Standards to Connecticut State Standards to District Curriculum



Grade 2

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
READING STRAND: READING FOR LITERATURE STANDARDS		
Key Ideas and Details		
<p>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.</p>	<p>CT.2.R.30 Reading Comprehension: During Reading: Identify the speaker in a poem and the narrator in a story.</p> <p>CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.</p> <p>CT.2.R.37 Reading Comprehension: After Reading: General Understanding: Identify rhythm, rhyme, alliteration and assonance in poetry.</p> <p>CT.2.R.42 Reading Comprehension: After Reading: Developing an Interpretation: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.</p> <p>CT.2.R.43 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-text and text-to-world connections.</p>	<p>2:2-2.A.n (PreK-2) Answer literal and inferential questions about grade-appropriate texts.</p> <p>1:1-1.A.b (PreK-2) Ask and answer “yes/no” and “either/or” questions.</p> <p>1:1-1A.e (PreK-2) Ask and answer who, what, when, where and how questions.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.</p>	
<p>CC.2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>CT.2.R.22 Reading Comprehension: Before Reading: Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables.</p> <p>CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text.</p> <p>CT.2.R.27 Reading Comprehension: During Reading: 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.</p> <p>CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.</p>	<p>2:2-2.A.i (PreK-2) Retell, explain and expand the text to check comprehension.</p> <p>2:2-2.A.j (PreK-2) Identify main idea.</p> <p>2:2-3.A.b (PreK-2) Rehearse and visualize information.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.39 Reading Comprehension: After Reading: Developing an Interpretation: Compare similarities and differences of characters in a story.</p> <p>CT.2.R.42 Reading Comprehension: After Reading: Developing an Interpretation: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.</p> <p>CT.2.R.43 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-text and text-to-world connections.</p> <p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.</p> <p>CT.2.R.46 Reading Comprehension: After Reading: Content and Structure: Identify what is important to an author based on the content of text.</p>	

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning, e.g., ask an author questions or points to include in a speech.</p> <p>CT.2.R.48 Reading Behaviors: Select "just right" books of different genres for independent reading and explain why the book choice was appropriate.</p>	
<p>CC.2.R.L.3 Describe how characters in a story respond to major events and challenges.</p>	<p>CT.2.R.27 Reading Comprehension: During Reading: 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.</p> <p>CT.2.R.30 Reading Comprehension: During Reading: Identify the speaker in a poem and the narrator in a story.</p> <p>CT.2.R.32 Reading Comprehension: During Reading: Identify elements of author's craft, e.g., similes.</p> <p>CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.</p>	<p>2:2-2.A.m (PreK-2) Respond to a story orally.</p> <p>2:2-2.A.n (PreK-2) Answer literal and inferential questions about grade-appropriate texts.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.39 Reading Comprehension: After Reading: Developing an Interpretation: Compare similarities and differences of characters in a story.</p> <p>CT.2.R.43 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-text and text-to-world connections.</p> <p>CT.2.R.45 Reading Comprehension: After Reading: Content and Structure: Identify the author's use of literary devices, e.g., interesting word choice.</p>	
Craft and Structure		
<p>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.</p>	<p>CT.2.R.1 Phonemic Awareness: Understand that sounds of language contribute to fluency of texts, e.g., rhyme and rhythm of poetry, books by Dr. Seuss.</p> <p>CT.2.R.2 Phonemic Awareness: Add, delete and change targeted sounds to modify or change words, e.g., cat to cot.</p> <p>CT.2.R.6 Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text.</p>	<p>2:2-2A.g (PreK-2) Develop fluency.</p> <p>2:2-2.A.h (Pre-K) Explore a variety of genre.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text.</p> <p>CT.2.R.27 Reading Comprehension: During Reading: 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.</p> <p>CT.2.R.30 Reading Comprehension: During Reading: Identify the speaker in a poem and the narrator in a story.</p> <p>CT.2.R.32 Reading Comprehension: During Reading: Identify elements of author's craft, e.g., similes.</p> <p>CT.2.R.37 Reading Comprehension: After Reading: General Understanding: Identify rhythm, rhyme, alliteration and assonance in poetry.</p> <p>CT.2.R.45 Reading Comprehension: After Reading: Content and Structure: Identify the author's use of literary devices, e.g., interesting word choice.</p>	

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.46 Reading Comprehension: After Reading: Content and Structure: Identify what is important to an author based on the content of text.</p>	
<p>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.</p>	<p>CT.2.R.22 Reading Comprehension: Before Reading: Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables.</p> <p>CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text.</p> <p>CT.2.R.27 Reading Comprehension: During Reading: 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.</p> <p>CT.2.R.32 Reading Comprehension: During Reading: Identify elements of author's craft, e.g., similes.</p> <p>CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.</p>	<p>2:2-2.A.k (PreK-2) Read a story and represent the sequence of events through pictures, words, music or drama.</p>

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<p>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.</p>	<p>CT.2.R.12 Fluency: Read aloud informational/expository text and literary/narrative text, attending to intonation.</p> <p>CT.2.R.30 Reading Comprehension: During Reading: Identify the speaker in a poem and the narrator in a story.</p> <p>CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.</p> <p>CT.2.R.39 Reading Comprehension: After Reading: Developing an Interpretation: Compare similarities and differences of characters in a story.</p> <p>CT.2.R.45 Reading Comprehension: After Reading: Content and Structure: Identify the author's use of literary devices, e.g., interesting word choice.</p>	

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
Integration of Knowledge and Ideas		
<p>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.</p>	<p>CT.2.R.16 Vocabulary: Explain multiple meanings of common words, e.g., fly, duck.</p> <p>CT.2.R.19 Vocabulary: Reread and read on to determine meaning of unknown words.</p> <p>CT.2.R.25 Reading Comprehension: Before Reading: Identify chapter headings, pictures, illustrations and charts in the text.</p> <p>CT.2.R.26 Reading Comprehension: Before Reading: Identify print and nonprint resource materials matched to a specific purpose (such as informational text and/or illustrations and graphics on a nonfiction topic).</p> <p>CT.2.R.28 Reading Comprehension: During Reading: Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts.</p> <p>CT.2.R.32 Reading Comprehension: During Reading: Identify elements of author's craft, e.g., similes.</p>	<p>2:2-2.A.f (PreK-2) Demonstrate comprehension of text through gestures and simple responses.</p> <p>2:2-3.B.a (PreK-2) Preview illustrations and text.</p> <p>2:2-3.B.c.(PreK-2) Make inferences from visuals.</p>

GRADE 2		
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	<p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.</p> <p>CT.2.R.45 Reading Comprehension: After Reading: Content and Structure: Identify the author's use of literary devices, e.g., interesting word choice.</p> <p>CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning , e.g., ask an author questions or points to include in a speech.</p>	
<p>CC.2.R.L.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>CT.2.R.39 Reading Comprehension: After Reading: Developing an Interpretation: Compare similarities and differences of characters in a story.</p> <p>CT.2.R.42 Reading Comprehension: After Reading: Developing an Interpretation: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.</p>	<p>2:2-3.B.i (PreK-2) Make text-to-self, text-to-text and text-to-world connections.</p> <p>2:2-3.B.h(PreK-2) Use graphic organizers to enhance comprehension.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.</p> <p>CT.2.R.43 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-text and text-to-world connections.</p>	
Range of Reading and Level of Text Complexity		
<p>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.</p>	<p>CT.2.R.48 Reading Behaviors: Select "just right" books of different genres for independent reading and explain why the book choice was appropriate.</p> <p>CT.2.R.49 Reading Behaviors: Independently read for a variety of purposes, including literacy experience, to gain information, to perform a task, for enjoyment and to build fluency.</p> <p>CT.2.R.50 Reading Behaviors: Explain what good readers do and identify own good reader behaviors.</p> <p>CT.2.R.30 Reading Comprehension: During Reading: Identify the speaker in a poem and the narrator in a story.</p>	<p>2:2-2.A.f (PreK-2) Demonstrate comprehension of text through gestures and simple responses.</p> <p>2:2-2.A.h (PreK-2) Explore a variety of genre.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
READING STRAND: READING FOR INFORMATION STANDARDS		
Key Ideas and Details		
<p>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.</p>	<p>CT.2.R.23 Reading Comprehension: Before Reading: Preview parts of books, e.g., table of contents and glossary, to gain understanding.</p> <p>CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text.</p> <p>CT.2.R.25 Reading Comprehension: Before Reading: Identify chapter headings, pictures, illustrations and charts in the text.</p> <p>CT.2.R.33 Reading Comprehension: During Reading: Read nonfiction materials for answers to specific questions or for specific purposes.</p> <p>CT.2.R.36 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about the facts in nonfiction text.</p> <p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.</p>	<p>1:1-1.A.b (PreK-2) Ask and answer “yes/no” and “either/or” questions.</p> <p>1:1-1.A.e (PreK-2) Ask and answer who, what, when, where and how questions.</p> <p>2:2-2.A.l (PreK-2) Retell, explain and expand the text to check comprehension.</p> <p>2:2-2.A.n (PreK-2) Answer literal and inferential questions about grade-appropriate texts.</p>

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	<p>CT.2.R.46 Reading Comprehension: After Reading: Content and Structure: Identify what is important to an author based on the content of text.</p> <p>CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning, e.g., ask an author questions or points to include in a speech.</p>	
<p>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.</p>	<p>CT.2.R.27 Reading Comprehension: During Reading: 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.</p> <p>CT.2.R.28 Reading Comprehension: During Reading: Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts.</p> <p>CT.2.R.36 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about the facts in nonfiction text.</p>	<p>2:2-3.B.m (PreK-2) Identify main idea.</p>

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<p>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.</p>	<p>CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text.</p> <p>CT.2.R.27 Reading Comprehension: During Reading: 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.</p> <p>CT.2.R.29 Reading Comprehension: During Reading: Identify and use important words in a text to perform a task, e.g., math problem solving, follow multistep directions.</p> <p>CT.2.R.38 Reading Comprehension: After Reading: General Understanding: Follow two-step or more written directions.</p> <p>CT.2.R.40 Reading Comprehension: After Reading: Developing an Interpretation: Compare information across nonfiction selections, e.g., seagulls vs. hawks.</p> <p>CT.2.R.43 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-text and text-to-world.</p>	<p>2:2-3.B.i (PreK-2) Make text-to-self, text-to-text and text-to-world connections.</p> <p>2:2-2.C.e (PreK-2) Observe and record information.</p> <p>2:2-3.C.a (PreK-2) Construct a chart or other graphic.</p> <p>2.2-3.C.d (PreK-2) Make lists.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.</p>	
Craft and Structure		
<p>CC.2.R.I.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.</p>	<p>CT.2.R.15 Vocabulary: Explain common antonyms, e.g., big, little; day, night, and synonyms, e.g., little, small.</p> <p>CT.2.R.16 Vocabulary: Explain multiple meanings of common words, e.g., fly, duck.</p> <p>CT.2.R.17 Vocabulary: Use glossaries and dictionaries to identify word meanings.</p> <p>CT.2.R.18 Vocabulary: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.</p> <p>CT.2.R.19 Vocabulary: Reread and read on to determine meaning of unknown words.</p> <p>CT.2.R.21 Vocabulary: Identify unfamiliar words.</p>	<p>2:2-2.A.c (PreK-2) Develop vocabulary.</p> <p>2:2-2.A.i(PreK-2) Expand academic vocabulary.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
<p>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.</p>	<p>CT.2.R.23 Reading Comprehension: Before Reading: Preview parts of books, e.g., table of contents and glossary, to gain understanding.</p> <p>CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text.</p> <p>CT.2.R.25 Reading Comprehension: Before Reading: Identify chapter headings, pictures, illustrations and charts in the text.</p> <p>CT.2.R.28 Reading Comprehension: During Reading: Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts.</p> <p>CT.2.R.34 Reading Comprehension: During Reading: Interpret information from simple graphs and charts.</p>	<p>2:2-3.B.a (PreK-2) Preview illustrations and text.</p> <p>2:2-3.B.f (PreK-2) Use context to construct meaning.</p>
<p>CC.2.R.I.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>CT.2.R.24 Reading Comprehension: Before Reading: Activate prior knowledge about an author or genre in order to make connections to text.</p> <p>CT.2.R.22 Reading Comprehension: Before Reading: Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables.</p>	<p>2:2-2.A.j (PreK-2) Identify main idea.</p> <p>2:2-2.A.o (PreK-2) Develop a critical stance.</p> <p>2:2-3.B.k (PreK-2) Make inferences from explicit information.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.27 Reading Comprehension: During Reading: 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.</p> <p>CT.2.R.36 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about the facts in nonfiction text.</p> <p>CT.2.R.42 Reading Comprehension: After Reading: Developing an Interpretation: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.</p> <p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.</p> <p>CT.2.R.46 Reading Comprehension: After Reading: Content and Structure: Identify what is important to an author based on the content of text.</p>	<p>2:2-3.B.m (PreK-2) Identify main idea.</p> <p>2:2-2.B.o (PreK-2) Make inferences from implicit information.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning, e.g., ask an author questions or points to include in a speech.</p>	
Integration of Knowledge and Ideas		
<p>CC.2.R.I.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>CT.2.R.22 Reading Comprehension: Before Reading: Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables.</p> <p>CT.2.R.23 Reading Comprehension: Before Reading: Preview parts of books, e.g., table of contents and glossary, to gain understanding.</p> <p>CT.2.R.25 Reading Comprehension: Before Reading: Identify chapter headings, pictures, illustrations and charts in the text.</p> <p>CT.2.R.26 Reading Comprehension: Before Reading: Identify print and nonprint resource materials matched to a specific purpose (such as informational text and/or illustrations and graphics on a nonfiction topic).</p>	<p>2:2-3.B.a (Prek-2) Preview illustrations and text.</p> <p>2:2-3.B.c (Prek-2) Make inferences from visuals.</p> <p>2:2-3.B.k (Prek-2) Make inferences from explicit information.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.28 Reading Comprehension: During Reading: Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts.</p> <p>CT.2.R.34 Reading Comprehension: During Reading: Interpret information from simple graphs and charts.</p>	
<p>CC.2.R.I.8 Describe how reasons support specific points the author makes in a text.</p>	<p>CT.2.R.33 Reading Comprehension: During Reading: Read nonfiction materials for answers to specific questions or for specific purposes.</p> <p>CT.2.R.36 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about the facts in nonfiction text.</p> <p>CT.2.R.41 Reading Comprehension: After Reading: Developing an Interpretation: State fact versus opinion, e.g., I am a boy; Everyone loves ice cream.</p> <p>CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning, e.g., ask an author questions or points to include in a speech.</p>	<p>2:2-2.A.1 (PreK-2) Retell, explain and expand the text to check comprehension.</p> <p>2:2-2.A.n(PreK-2) Answer literal and inferential questions about grade-appropriate texts.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.2.R.I.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>CT.2.R.26 Reading Comprehension: Before Reading: Identify print and nonprint resource materials matched to a specific purpose (such as informational text and/or illustrations and graphics on a nonfiction topic).</p> <p>CT.2.R.33 Reading Comprehension: During Reading: Read nonfiction materials for answers to specific questions or for specific purposes.</p> <p>CT.2.R.40 Reading Comprehension: After Reading: Developing an Interpretation: Compare information across nonfiction selections, e.g., seagulls vs. hawks.</p> <p>CT.2.R.41 Reading Comprehension: After Reading: Developing an Interpretation: State fact versus opinion, e.g., I am a boy; Everyone loves ice cream.</p> <p>CT.2.R.42 Reading Comprehension: After Reading: Developing an Interpretation: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.</p>	<p>2:2-3.B.h (PreK-2) Use graphic organizers to enhance comprehension.</p> <p>2:2-3.B.i (PreK-2) Make text-to-self, text-to-text and text-to-world connections.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.43 Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-text and text-to-world connections.</p> <p>CT.2.R.44 Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.</p> <p>CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning, e.g., ask an author questions or points to include in a speech.</p>	
Range of Reading and Level of Text Complexity		
<p>CC.2.R.I.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>CT.2.R.48 Reading Behaviors: Select "just right" books of different genres for independent reading and explain why the book choice was appropriate.</p> <p>CT.2.R.49 Reading Behaviors: Independently read for a variety of purposes, including literacy experience, to gain information, to perform a task, for enjoyment and to build fluency.</p> <p>CT.2.R.50 Reading Behaviors: Explain what good readers do and identify own good reader behaviors.</p>	<p>2:2-2.A.d (PreK-2) Expand knowledge of content.</p> <p>2:2-2.A.f (PreK-2) Demonstrate knowledge of text through gestures and simple responses.</p> <p>2:2-2.A.i (PreK-2) Expand academic vocabulary.</p> <p>2.2-2.A.n (PreK-2) Answer literal and inferential questions about grade-appropriate texts.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
READING STRAND: FOUNDATIONAL SKILLS STANDARDS		
Phonics and Word Recognition		
<p>CC.2.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>CT.2.R.3 Phonics/Word Study: Identify sounds automatically for all long and short vowels.</p> <p>CT.2.R.4 Phonics/Word Study: Identify sounds for common vowel-r patterns, e.g., ar, er, ir, or, ur, and for letter patterns found in multisyllabic words, such as very common prefixes and suffixes that recur in second grade text, e.g., -ful, -ness, and dis-, in.</p> <p>CT.2.R.5 Phonics/Word Study: apply knowledge of basic syllabication rules when reading, e.g., V/C =su/per, VC/CV=sup/per.</p> <p>CT.2.R.6 Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text.</p> <p>CT.2.R.7 Phonics/Word Study: decode multisyllabic words, using strategies, i.e., dividing compound words or syllables and separating suffixes and prefixes.</p>	<p>2:2-2.A.b (PreK-2) Develop phonological and phonemic awareness in English.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.8 Phonics/Word Study: Decode orthographically regular multisyllable words, e.g., butterfly, happiness, by using knowledge of sound-symbol relationships, syllable division and the alphabetic principle.</p> <p>CT.2.R.9 Phonics/Word Study: Read irregularly spelled words, e.g., ocean, angel.</p> <p>CT.2.R.10 High-Frequency Words: Read unfamiliar words, containing complex letter patterns/word families, e.g., -ought, -aught, in isolation and in context.</p>	
<p>CC.2.R.F.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>CT.2.R.3 Phonics/Word Study: Identify sounds automatically for all long and short vowels.</p> <p>CT.2.R.5 Phonics/Word Study: apply knowledge of basic syllabication rules when reading, e.g., V/C =su/per, VC/CV=sup/per.</p>	<p>2:2-2.A.b (PreK-2) Develop phonological and phonemic awareness in English.</p>
<p>CC.2.R.F.3.b Know spelling-sound correspondences for additional common vowel teams.</p>	<p>CT.2.R.4 Phonics/Word Study: Identify sounds for common vowel-r patterns, e.g., ar, er, ir, or, ur, and for letter patterns found in multisyllabic words, such as very common prefixes and suffixes that recur in second grade text, e.g., -ful, -ness, and dis-, in-.</p>	<p>2:2-2.A.b (PreK-2) Develop phonological and phonemic awareness in English.</p> <p>2:2-2.B.j (PreK-2) Attend to writing mechanics (punctuation and spelling).</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.R.10 High-Frequency Words: Read unfamiliar words, containing complex letter patterns/word families, e.g., -ought, -aught, in isolation and in context.</p> <p>CT.2.R.3 Phonics/Word Study: Identify sounds automatically for all long and short vowels.</p> <p>CT.2.R.6 Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text.</p>	
<p>CC.2.R.F.3.c Decode regularly spelled two-syllable words with long vowels.</p>	<p>CT.2.R.5 Phonics/Word Study: apply knowledge of basic syllabication rules when reading, e.g., V/C =su/per, VC/CV=sup/per.</p> <p>CT.2.R.7 Phonics/Word Study: decode multisyllabic words, using strategies, i.e., dividing compound words or syllables and separating suffixes and prefixes.</p> <p>CT.2.R.10 High-Frequency Words: Read unfamiliar words, containing complex letter patterns/word families, e.g., -ought, -aught, in isolation and in context.</p>	<p>2:2-2.A.b (PreK-2) Develop phonological and phonemic awareness in English.</p>
<p>CC.2.R.F.3.d Decode words with common prefixes and suffixes.</p>	<p>CC.2.R.F.3.d Phonics and Word Recognition: Decode words with common prefixes and suffixes.</p>	<p>2:2-2.A.b (PreK-2) Develop phonological and phonemic awareness in English.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.2.R.F.3.e Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>CT.2.R.4 Phonics/Word Study: Identify sounds for common vowel-r patterns, e.g., ar, er, ir, or, ur, and for letter patterns found in multisyllabic words, such as very common prefixes and suffixes that recur in second grade text, e.g., -ful, -ness, and dis-, in-.</p> <p>CT.2.R.9 Phonics/Word Study: Read irregularly spelled words, e.g., ocean, angel.</p> <p>CT.2.R.10 High-Frequency Words: Read unfamiliar words, containing complex letter patterns/word families, e.g., -ought, -aught, in isolation and in context.</p>	<p>2:2-2.A.b (PreK-2) Develop phonological and phonemic awareness in English.</p> <p>2:2-2.B.j (PreK-2) Attend to writing mechanics (punctuation and spelling).</p>
<p>CC.2.R.F.3.f Recognize and read grade-appropriate irregularly spelled words.</p>	<p>CT.2.R.9 Phonics/Word Study: Read irregularly spelled words, e.g., ocean, angel.</p> <p>CT.2.R.10 High-Frequency Words: Read unfamiliar words, containing complex letter patterns/word families, e.g., -ought, -aught, in isolation and in context.</p>	<p>2:2-2.A.b (PreK-2) Develop phonological and phonemic awareness in English.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
Fluency		
<p>CC.2.R.F.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>CT.2.R.11 High-Frequency Words: Read at least 300 high-frequency words, e.g., Dolch or Fry.</p> <p>CT.2.R.12 Fluency: Read aloud informational/expository text and literary/narrative text, attending to intonation.</p> <p>CT.2.R.13 Fluency: Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute.</p>	<p>2:2-2.A.g (PreK-2) Develop fluency.</p>
<p>CC.2.R.F.4.a Read grade-level text with purpose and understanding.</p>	<p>CT.2.R.12 Fluency: Read aloud informational/expository text and literary/narrative text, attending to intonation.</p> <p>CT.2.R.13 Fluency: Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute.</p> <p>CT.2.R.27 Reading Comprehension: During Reading: 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.</p>	<p>2:2-3.B.e (PreK-2) Set a purpose for reading.</p> <p>2:2-3.B.g(PreK-2) Reread.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.2.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.</p>	<p>CT.2.R.12 Fluency: Read aloud informational/expository text and literary/narrative text, attending to intonation.</p> <p>CT.2.R.13 Fluency: Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute.</p>	<p>2:2-1.C.i (PreK-2) Adjust language, as appropriate, to audience, purpose and task.</p> <p>2:2-2.A.g (PreK-2) Develop fluency.</p>
<p>CC.2.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>CT.2.R.19 Vocabulary: Reread and read on to determine meaning of unknown words.</p> <p>CT.2.R.31 Reading Comprehension: During Reading: Monitor comprehension while reading and self-correct using visual cues first, followed by meaning and auditory cues (decoding should be rapid enough not to impede comprehension).</p>	<p>2:2-3.A.e (PreK-2) Use self-monitoring and self-correcting strategies.</p> <p>2:2-3.B.f (PreK-2) Use context to construct meaning.</p> <p>2:2-3.B.g (PreK-2) Reread.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
WRITING STRAND: WRITING STANDARDS		
Text Types and Purposes		
<p>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.</p>	<p>CT.2.W.25 Writing Genres, Traits and Crafts: Descriptive: Write one or more detailed paragraphs, using topic sentences and supporting details.</p> <p>CT.2.W.28 Writing Genres, Traits and Crafts: Narrative: Use transition words, e.g., first, then, next, last.</p> <p>CT.2.W.32 Writing Genres, Traits and Crafts: Persuasive: Write a paragraph about a topic of interest, e.g., why there should be school uniforms, why there should be ice cream in the cafeteria.</p>	<p>2:2-1.B.h (PreK-2) Express and defend opinions.</p> <p>2:2-1.B.j (PreK-2) Contribute relevant ideas to a discussion.</p> <p>2:2-3.C.e (PreK-2) Use a topic sentence as a means of writing on the topic.</p>
<p>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.</p>	<p>CT.2.W.25 Writing Genres, Traits and Crafts: Descriptive: Write one or more detailed paragraphs, using topic sentences and supporting details.</p> <p>CT.2.W.29 Writing Genres, Traits and Crafts: Expository: Write personal correspondence, e.g., invitation, thank you note, letter to the principal.</p> <p>CT.2.W.30 Writing Genres, Traits and Crafts: Expository: Write to explain a process, e.g., how to solve a math problem, how to report scientific observations.</p>	<p>2:2-3.C.e (PreK-2) Use a topic sentence as a means of writing on the topic.</p> <p>2:2-3.C.j (PreK-2) Use graphic organizers to plan writing.</p> <p>2:2-3.C.n (PreK-2) Use elaboration and specific details.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.W.31 Writing Genres, Traits and Crafts: Expository: Write one or more paragraphs about data, e.g., how many students like recess, observations of nature.</p>	
<p>CC.2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>CT.2.W.27 Writing Genres, Traits and Crafts: Narrative: Write personal and fictional narratives that consist of one paragraph or more, including a beginning, middle and end.</p> <p>CT.2.W.28 Writing Genres, Traits and Crafts: Narrative: Use transition words, e.g., first, then, next, last.</p>	<p>2:2-3.C.n (PreK-2) Use elaboration and specific details.</p> <p>2:2-3.C.o (PreK-2) Use sequencing.</p> <p>2:2-2.B.k (PreK-2) Use linguistic transitional elements (first, next, then).</p>
Production and Distribution of Writing		
<p>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.</p>	<p>CT.PK.R.3 Concepts About Print: Recognize familiar printed words.</p> <p>CT.2.W.19 Writing Process: Plan: develop ideas for particular purpose or audience.</p> <p>CT.2.W.20 Writing Process: Draft: complete a draft of at least one paragraph, using ideas generated in the planning stage.</p>	<p>2:2-3.C.g (PreK-2) Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences).</p> <p>2:2-3.C.i (PreK-2) Engage in discussion with peers.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.W.21 Writing Process: Revise: revise a completed draft by adding, deleting and/or rearranging words, phrases or sentences; use specific words to replace common nouns and overused verbs, e.g., replace said with whispered; dog with German shepherd dog.</p> <p>CT.2.W.22 Writing Process: Edit: edit drafts for complete sentences.</p>	
<p>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.</p>	<p>CT.2.W.23 Writing Process: Publish/Present: publish and present completed drafts, e.g., Author's Chair, computerized books, present science project.</p> <p>CT.2.W.24 Writing Process: Reflect: explain why a representative piece of work is better than another, e.g., maintain an interactive portfolio.</p>	<p>2:2-3.C.g (PreK-2) Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences).</p> <p>2:2-3.C.k (PreK-2) Use technology to enhance writing.</p> <p>2:2-3.C.l (PreK-2) Publish and share final drafts.</p>
Research to Build and Present Knowledge		
<p>CC.2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>CT.2.W.30 Writing Genres, Traits and Crafts: Expository: Write to explain a process, e.g., how to solve a math problem, how to report scientific observations.</p> <p>CT.2.W.31 Writing Genres, Traits and Crafts: Expository: Write one or more paragraphs about data, e.g., how many students like recess, observations of nature.</p>	<p>2:2-2.C.e (PreK-2) Observe and record information.</p> <p>2:2-2.C.f (PreK-2) Present results of a research project.</p> <p>2:2-3.C.i (PreK-2) Engage in discussion with peers.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.W.32 Writing Genres, Traits and Crafts: Persuasive: Write a paragraph about a topic of interest, e.g., why there should be school uniforms, why there should be ice cream in the cafeteria.</p>	
<p>CC.2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>CT.2.W.30 Writing Genres, Traits and Crafts: Expository: Write to explain a process, e.g., how to solve a math problem, how to report scientific observations.</p> <p>CT.2.W.31 Writing Genres, Traits and Crafts: Expository: Write one or more paragraphs about data , e.g., how many students like recess, observations of nature.</p>	<p>2:2-3.C.h (PreK-2) Brainstorm ideas before writing.</p> <p>2:2-2.C.a (PreK-2) Generate questions for gathering data.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
<p>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.</p>	<p>CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.</p> <p>CT.2.R.36 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about the facts in nonfiction text.</p> <p>CT.2.OL.1 Listening: Listen attentively to the opinions of others about texts, e.g., does not interrupt, faces speaker and asks questions.</p> <p>CT.2.OL.2 Listening: Listen to obtain information and solve problems.</p> <p>CT.2.OL.3 Listening: Ask for clarification and explanation of stories and ideas.</p>	<p>1:1-1.A.c (PreK-2) Initiate communication.</p> <p>1:1-2.A.e (PreK-2) Plan and practice conversations.</p> <p>1:1-2.B.c (PreK-2) Work in cooperative groups.</p> <p>1:1-2.B.f (PreK-2) Confer with peers to solve problems and make decisions.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
<p>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).</p>	<p>CT.2.OL.1 Listening: Listen attentively to the opinions of others about texts, e.g., does not interrupt, faces speaker and asks questions.</p> <p>CT.2.OL.2 Listening: Listen to obtain information and solve problems.</p> <p>CT.2.OL.3 Listening: Ask for clarification and explanation of stories and ideas.</p>	<p>2:2-1.B.b (PreK-2) Take turns when speaking.</p> <p>2:2-1.B.c (PreK-2) Join in group response at appropriate times.</p> <p>2:2-1.B.e (PreK-2) Listen to and respect the opinions of others.</p> <p>2:2-1.B.f (PreK-2) Respond to basic feedback appropriately.</p> <p>2:2-1.B.j (PreK-2) Contribute relevant ideas to a discussion.</p>
<p>CC.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>CT.2.OL.1 Listening: Listen attentively to the opinions of others about texts, e.g., does not interrupt, faces speaker and asks questions.</p> <p>CT.2.OL.3 Listening: Ask for clarification and explanation of stories and ideas.</p>	<p>2:2-1.B.a (PreK-2) Participate in full-class, group and paired activities.</p> <p>2:2-1.B.j (PreK-2) Contribute relevant ideas to a discussion.</p> <p>2:2-1.B.l (PreK-2) Modify a statement made by a peer.</p>
<p>CC.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>CT.2.OL.3 Listening: Ask for clarification and explanation of stories and ideas.</p>	<p>1:1-2.A.d (PreK-2) Ask questions for clarification.</p> <p>1:1-2.B.d (PreK-2) Use primary language to clarify meaning and information.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>CT.2.R.47 Reading Comprehension: After Reading: Content and Structure: Synthesize information from a text to extend meaning, e.g., ask an author questions or points to include in a speech.</p>	<p>1:11.A.e (PreK-2) Ask and answer who, what, when, where and how questions.</p> <p>2:2-2.A.n (PreK-2) Answer literal and inferential questions about grade-appropriate texts.</p>
<p>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.</p>	<p>CT.2.OL.1 Listening: Listen attentively to the opinions of others about texts, e.g., does not interrupt, faces speaker and asks questions.</p> <p>CT.2.OL.3 Listening: Ask for clarification and explanation of stories and ideas.</p>	<p>1:1-1.A.b (PreK-2) Ask and answer “yes/no” and “either/or” questions.</p> <p>1:1-1.A.e (PreK-2) Ask and answer who, what, when, where and how questions.</p> <p>1:1-1.A.g (PreK-2) Ask simple questions for clarification.</p>
Presentation of Knowledge and Ideas		
<p>CC.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>CT.2.OL.4 Speaking: Listen to and tell stories from a variety of cultures; discuss similarities and differences in the way language is used.</p> <p>CT.2.OL.5 Speaking: Stay on topic and supply relevant supporting details.</p> <p>CT.2.OL.9 Speaking: Use appropriate syntax for regular and irregular plurals and past tenses.</p>	<p>2:2-3.C.c (PreK-2) Use observations and experiences (especially family and cultural).</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
<p>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.</p>	<p>CT.2.W.23 Writing Process: Publish/Present: publish and present completed drafts, e.g., Author's Chair, computerized books, present science project.</p>	<p>1:1-2.B.e (PreK-2) Use available technology as a resource.</p> <p>1:1-2.C.c (PreK-2) Use different media (written sources and technology) to increase understanding.</p> <p>2:2-1.C.c (PreK-2) Produce original sentences with increasing accuracy.</p> <p>2:2-1.C.h (PreK-2) Communicate clearly and precisely.</p>
<p>CC.2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>CT.2.OL.9 Speaking: Use appropriate syntax for regular and irregular plurals and past tenses.</p> <p>CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English.</p>	<p>1:1-1.A.f (PreK-2) Indicate preferences with complete or nearly complete sentences.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
LANGUAGE STRAND: LANGUAGE STANDARDS		
Conventions of Standard English		
<p>CC.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>CT.2.OL.9 Speaking: Use appropriate syntax for regular and irregular plurals and past tenses.</p> <p>CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English.</p> <p>CT.2.W.22 Writing Process: Edit: edit drafts for complete sentences.</p>	<p>2:2-2.B.g (PreK-2) Attend to writing mechanics (capital letters, periods and question marks).</p> <p>2:2-2.B.j (PreK-2) Attend to writing mechanics (punctuation and spelling).</p>
<p>CC.2.L.1.a Use collective nouns (e.g., group).</p>	<p>CT.2.W.12 Capitalization/Punctuation/Usage: Use nouns in sentences, e.g., singular, plural, common, proper, possessive.</p> <p>CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English.</p>	<p>2:2-1.C.g (PreK-2) Produce increasingly complex language.</p>
<p>CC.2.L.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	<p>CT.2.W.12 Capitalization/Punctuation/Usage: Use nouns in sentences, e.g., singular, plural, common, proper, possessive.</p> <p>CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English.</p>	<p>2:2-1.C.g (PreK-2) Produce increasingly complex language.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.2.L.1.c Use reflexive pronouns (e.g., myself, ourselves).</p>	<p>CT.2.W.12 Capitalization/Punctuation/Usage: Use nouns in sentences, e.g., singular, plural, common, proper, possessive.</p> <p>CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English.</p>	<p>2:2-1.C.g (PreK-2) Produce increasingly complex language.</p>
<p>CC.2.L.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	<p>CT.2.W.13 Capitalization/Punctuation/Usage: Use verbs in sentences, e.g., past and present tense, agreement, linking verbs, common irregular verbs.</p>	<p>2:2-1.C.g (PreK-2) Produce increasingly complex language.</p>
<p>CC.2.L.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>CT.2.W.14 Capitalization/Punctuation/Usage: Use adjectives in sentences, e.g., descriptive, comparative, superlative.</p>	<p>2:2-1.C.g (PreK-2) Produce increasingly complex language.</p>
<p>CC.2.L.1.f 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).</p>	<p>CT.2.W.17 Capitalization/Punctuation/Usage: Combine simple sentences into compound sentences by using and/or/but.</p> <p>CT.2.W.21 Writing Process: Revise: revise a completed draft by adding, deleting and/or rearranging words, phrases or sentences; use specific words to replace common nouns and overused verbs, e.g., replace said with whispered; dog with German shepherd dog.</p>	<p>2:2-1.C.c (PreK-2) Produce original sentences with increasing accuracy.</p> <p>2:2-1.C.f (PreK-2) Recognize and use complex syntax.</p> <p>2:2-1.C.g (PreK-2) Produce increasingly complex language.</p> <p>2:2-2.B.e (PreK-2) Produce original sentences.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>CT.2.W.1 Spelling: Spell high-frequency words correctly, including two-syllable words.</p> <p>CT.2.W.2 Spelling: Spell basic short vowel, long vowel and consonant blend and digraph patterns, e.g., th, sh, etc.</p> <p>CT.2.W.3 Spelling: Spell regular and common irregular plurals correctly, e.g., boy/boys; child/children.</p> <p>CT.2.W.4 Spelling: Spell common irregular words, e.g., of, come, were.</p> <p>CT.2.W.5 Spelling: Spell common letter patterns, e.g., ee, ai, ar, oo.</p> <p>CT.2.W.6 Spelling: Use phonetic approximation for challenging words.</p> <p>CT.2.W.7 Spelling: Recognize when words may be misspelled.</p> <p>CT.2.W.8 Capitalization/Punctuation/Usage: Use commas in a series, e.g., after greeting and closing of a letter, in a date, between city and state.</p>	<p>2:2-2.B.g (PreK-2) Attend to writing mechanics (capital letters, periods and question marks).</p> <p>2:2-2.B.j (PreK-2) Attend to writing mechanics (punctuation and spelling).</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.W.9 Capitalization/Punctuation/Usage: Use quotation marks in dialogue.</p> <p>CT.2.W.10 Capitalization/Punctuation/Usage: Capitalize names, pronoun "I," proper nouns, days, months, holidays, and salutation and closing of a letter.</p> <p>CT.2.W.11 Capitalization/Punctuation/Usage: Form contractions; use apostrophes.</p>	
<p>CC.2.L.2.a Capitalize holidays, product names, and geographic names.</p>	<p>CT.2.W.10 Capitalization/Punctuation/Usage: Capitalize names, pronoun "I," proper nouns, days, months, holidays, and salutation and closing of a letter.</p>	<p>2:2-2.B.g (PreK-2) Attend to writing mechanics (capital letters, periods and question marks).</p>
<p>CC.2.L.2.b Use commas in greetings and closings of letters.</p>	<p>CT.2.W.8 Capitalization/Punctuation/Usage: Use commas in a series, e.g., after greeting and closing of a letter, in a date, between city and state.</p>	<p>2:2-2.B.g (PreK-2) Attend to writing mechanics (capital letters, periods and question marks).</p>
<p>CC.2.L.2.c Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>CT.2.W.11 Capitalization/Punctuation/Usage: Form contractions; use apostrophes.</p>	<p>2:2-2.B.g (PreK-2) Attend to writing mechanics (capital letters, periods and question marks).</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.2.L.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<p>CT.3.W.7 Spelling: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third-grade spelling curriculum. Examples: - vowel patterns, e.g., aw, ou, oy - affixes, e.g., un-, pre-, -ed - plurals rules, e.g., cat to cats, glass to glasses, carry to carries - double consonant rules, e.g., bunny, hopping, hotter, hottest - common homophones, e.g., to, two, too; there, their, they're.</p>	<p>2:2-2.B.j (PreK-2) Attend to writing mechanics (punctuation and spelling).</p>
<p>CC.2.L.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>	<p>CT.3.W.26 Capitalization/Punctuation/Usage: Use resources to find correct spelling for words identified as misspelled, e.g., word walls, student dictionaries.</p>	<p>2:2-2.C.c (PreK-2) Consult print and non-print resources in the native language when needed.</p> <p>2:2-2.C.d (PreK-2) Use available technology to gather information.</p>
Knowledge of Language		
<p>CC.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>CT.2.OL.10 Speaking: Use oral language conventions, such as structures of standard English.</p> <p>CT.2.OL.6 Speaking: Sequence ideas appropriately with use of transition words.</p> <p>CT.2.OL.7 Speaking: Use varied language to describe events or ideas, including multiple meaning words and figurative language.</p>	<p>2:2-2.B.g (PreK-2) Attend to writing mechanics (capital letters, periods and question marks).</p> <p>2:2-2.B.j (PreK-2) Attend to writing mechanics (punctuation and spelling).</p> <p>3:3-1.B.e (PreK-2) Expand knowledge of idiomatic expressions.</p>

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
	<p>CT.2.OL.8 Speaking: Present ideas with style and creativity using diction, inflection, volume, pace, etc.</p> <p>CT.2.OL.9 Speaking: Use appropriate syntax for regular and irregular plurals and past tenses.</p> <p>CT.2.W.12 Capitalization/Punctuation/Usage: Use nouns in sentences, e.g., singular, plural, common, proper, possessive.</p> <p>CT.2.W.13 Capitalization/Punctuation/Usage: Use verbs in sentences, e.g., past and present tense, agreement, linking verbs, common irregular verbs.</p> <p>CT.2.W.14 Capitalization/Punctuation/Usage: Use adjectives in sentences, e.g., descriptive, comparative, superlative.</p> <p>CT.2.W.15 Capitalization/Punctuation/Usage: Use correct subject-verb agreement, correct pronoun choice, and logical word order.</p> <p>CT.2.R.6 Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text.</p>	

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
CC.2.L.3.a Compare formal and informal uses of English.	CT.3.OL.2 Listening: Listen to the opinions of others about written, oral and visual texts.	3:3-1.A.a (PreK-2) Begin to interact minimally with others in formal and informal settings.
Vocabulary Acquisition and Use		
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.	CT.2.R.16 Vocabulary: Explain multiple meanings of common words, e.g., fly, duck.	2:2-2.A.c (PreK-2) Develop vocabulary. 2:2-2.A.i (PreK-2) Expand academic vocabulary.
CC.2.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	CT.2.R.19 Vocabulary: Reread and read on to determine meaning of unknown words. CT.2.R.21 Vocabulary: Identify unfamiliar words.	2:2-3.B.f (PreK-2) Use context to construct meaning.
CC.2.L.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	CT.2.R.18 Vocabulary: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.	2:2-2.A.e (PreK-2) Connect prior knowledge to new information.
CC.2.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	CT.3.R.4 Phonics/Word Study: Infer word meanings from roots, prefixes, and suffixes.	2:2-2.A.e (PreK-2) Connect prior knowledge to new information.
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 Vocabulary: Use glossaries and dictionaries to identify word meanings.	2:2-2.C.c (PreK-2) Consult print and non-print resources in the native language when needed. 2:2-2.C.d (PreK-2) Use available technology to gather information.

GRADE 2		
CCSS	CT Standard Match	ELL Framework Link
<p>CC.2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>CT.2.R.15 Vocabulary: Explain common antonyms, e.g., big, little; day, night, and synonyms, e.g., little, small.</p> <p>CT.2.R.16 Vocabulary: Explain multiple meanings of common words, e.g., fly, duck.</p>	
<p>CC.2.L.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>CT.1.R.23 Vocabulary: Classify categories of words, e.g., can tell which of the following are fruits and which are vegetables: oranges, carrots, bananas, peas.</p>	<p>2:2-1.B.i (PreK-2) Use personal experiences to add to a discussion.</p> <p>2:2-3.B.b (PreK-2) Make connections to prior knowledge.</p>
<p>CC.2.L.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>CT.2.R.15 Vocabulary: Explain common antonyms, e.g., big, little; day, night, and synonyms, e.g., little, small.</p>	
<p>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 (e.g., When other kids are happy that makes me happy).</p>	<p>CT.2.R.20 Vocabulary: Use new vocabulary from narrative and expository text in well-constructed sentence.</p>	<p>1:1-2.A.b (PreK-2) Experiment with recently learned language.</p> <p>1:1-2.A.f (PreK-2) Reinforce recently learned language by teaching others.</p> <p>2:2-2.A.c (PreK-2) Develop vocabulary.</p>