

Common Core State Standards Correlations

English Language Arts: Grade 2

LANGUAGE STANDARDS

Common Core Standard	Voyages in English Page Numbers
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: 5–6, 10–14, 16, 19, 20–26, 28, 30–31, 37, 45, 54, 64–86, 90–101, 103–106, 109, 110, 112, 116–118, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181, 212–214, 224–225, 236–237, 248–249, 260–261, 274–275 TE: OV-18–OV-21, 5–6, 10–14, 16, 19, 20–26, 28, 30–31, 37, 45, 54, 64–86, 90–101, 103–106, 109–110, 112, 116–118, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181, 212–214, 224–225, 236–237, 248–249, 260–261, 274–275
L.2.1a Use collective nouns (e.g., <i>group</i>).	SE: 48–49 TE: 48–49
L.2.1b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	SE: 46–47, 62 TE: 46–47, 62
L.2.1c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	SE: 77–79, 206–215 TE: OV-18, 77–79, 206–215
L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	SE: 77–79 TE: 77–79
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	SE: 89, 102, 111–113, 119–127 TE: 89, 102, 111–113, 119–127
L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	SE: 4, 7, 9, 12, 16, 27, 31, 37, 45, 54, 65, 69, 73, 76, 81, 89, 95, 99–100, 112, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181, 212–214, 224–225, 236–237, 248–249, 260–261, 274–275 TE: OV-18–OV-21, 4, 7, 9, 12, 16, 27, 31, 37, 45, 54, 65, 69, 73, 76, 81, 89, 95, 99–100, 112, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181, 212–214, 224–225, 236–237, 248–249, 260–261, 274–275
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 2–4, 7–9, 12, 15–18, 26–27, 31–33, 35–45, 50, 54, 60–61, 65, 69, 73, 76, 81, 89, 95, 99–100, 112, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181, 212–214, 224–225, 236–237, 248–249, 260–261, 274–275 TE: 2–4, 7–9, 12, 15–18, 26–27, 31–33, 35–45, 50, 54, 60–61, 65, 69, 73, 76, 81, 89, 95, 99–100, 112, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181, 212–214, 224–225, 236–237, 248–249, 260–261, 274–275
L.2.2a Capitalize holidays, product names, and geographic names.	SE: 32–34, 60 TE: 32–34, 60
L.2.2b Use commas in greetings and closings of letters.	SE: 218–227 TE: 218–227
L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	SE: 52–55, 62, 131–152 TE: 52–55, 62, 131–152
L.2.2d Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	TE: 212, 224, 236, 248, 260, 274

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L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TE: 46, 59, 119, 169, 198, 214, 226, 238, 250, 262, 271
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE: 5–7, 9–11, 13–14, 16, 19, 20–28, 30–31, 37, 45, 54, 64–86, 90–101, 103–106, 109–110, 112, 116–118, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181, 212–214, 224–225, 236–237, 248–249, 260–261, 274–275 TE: OV-20, 5–6, 8, 10–11, 13–14, 16, 19, 20–26, 28, 30–31, 55, 64–86, 90–101, 103–106, 109–110, 112, 115–118, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181, 209, 212–214, 219, 224–225, 227, 230, 233–234, 236–237, 239, 245, 248–249, 251, 260–261, 273–275, 277
L.2.3a Compare formal and informal uses of English	TE: 131a, 132
L.2.4 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.	SE: 56–59, 116–117, 119, 154–165, 169, 173–177, 184–186 TE: 56–59, 116–117, 154–165, 173–177, 184–186, 190–194, 198, 214, 226, 238, 250, 262, 271
L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	SE: 168–169 TE: 168–169
L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	SE: 170–172 TE: 170–172
L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	SE: 116–117, 176–177 TE: 116–117, 176–177
L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	SE: 56–59 TE: 56–59
L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	SE: 190–194, 198 TE: 46, 59, 119, 169, 190–194, 198, 214, 226, 238, 250, 262, 271
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	SE: 87–88, 121–122, 125–126, 154–159, 166–167, 178–183 TE: 87–88, 121–122, 125–126, 154–159, 166–167, 178–183
L.2.5a Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	SE: 114–115 TE: 114–115
L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	SE: 87–88, 121–122, 125–126 TE: 87–88, 121–122, 125–126
L.2.6 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., <i>When other kids are happy that makes me happy</i>).	SE: 111, 113, 126 TE: OV-19, 111, 113, 126

WRITING STANDARDS

Common Core Standard	Voyages in English Page Numbers
W.2.1 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	SE: 252–263 TE: 117, 252–263
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	SE: 216–217, 264–277 TE: OV-19–OV-21, 216–217, 264–277
W.2.3 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.	SE: 204–215, 229–237, TE: OV-18, OV-19, 204–215, 228–237, 244, 263
W.2.4 (<i>W.2.4 begins in grade 3</i>)	
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	SE: 213, 225, 237, 249, 261, 275 TE: 210, 213, 215, 222, 225, 234, 237–238, 241, 249, 246–251, 258, 261, 263, 267, 275, 277
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TE: 215, 227, 239, 245, 251, 263, 273, 277
W.2.7 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).	TE: OV-19, OV-21, 273
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	SE: 204–227, 240–251, 264–277 TE: OV-19–OV-20, 204–227, 211–213, 215, 240–251, 264–277
W.2.9 (<i>W.2.9 begins in grade 4</i>)	
W.2.10 (<i>W.2.10 begins in grade 3</i>)	

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SPEAKING AND LISTENING STANDARDS

Common Core Standard	<i>Voyages in English</i> Page Numbers
SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	TE: 209, 213, 225, 227, 237, 239, 249, 251, 251, 261, 263, 261, 275, 277
SL.2.1a 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).	TE: 213, 215, 225, 227, 237, 239, 249, 251, 251, 261, 263, 275, 277
SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	TE: 34, 88, 121, 136, 188, 197, 204b, 228b, 230, 234, 252b
SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	SE: 219 TE: OV-21, 8, 115, 219, 227, 230, 233, 234, 245, 247
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SE: 234, 254, 256 TE: 234
SL.2.3 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.	TE: OV-21, 55, 82, 209, 239, 251, 273, 277
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SE: 204–215 TE: OV-19–OV-20, 204–215
SL.2.5 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.	SE: 233 TE: OV-18, OV-21, 36, 227, 233, 236, 242, 243, 244, 251, 276, 277,
SL.2.6 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 here for specific expectations.)	SE: 219 TE: OV-18, OV-21, 8, 115, 219, 227, 230, 233, 234, 245