

Grade 2
Common Core State Standards for English Language Arts
Correlation to Delta Science Readers

Grade 2 Standard	Page References for Delta Science Readers
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	All DSR titles TG: Discussion questions throughout Guide the Reading (see page numbers below) call for students to ask and answer questions to demonstrate understanding of a text. Butterflies and Moths TG 121–127 Classroom Plants TG 124–130 Force and Motion TG 130–133 Plant and Animal Populations TG 130–133; SKB 1 Sink or Float? TG 116–120; SKB 1 Soil Science TG 125–130; SKB 3 States of Matter TG 113–119 Using Your Senses TG 115–119 Weather Watching TG 130–134
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Classroom Plants TG 125–126, 128; SKB 1 Force and Motion TG 130–131 Plant and Animal Populations TG 132 Sink or Float? TG 118 Soil Science TG 126 Using Your Senses SKB 1 Weather Watching SKB 1
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Butterflies and Moths TG 122, 124, 126–127; SKB 1 Classroom Plants TG 125–127, 130 Force and Motion TG 130–134 Plant and Animal Populations TG 132–134 Sink or Float? TG 119–120 Soil Science TG 126–128, 130 States of Matter TG 114, 116–118 Using Your Senses TG 117–118 Weather Watching TG 130–134

Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
<i>Craft and Structure</i>	
<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>All DSR titles SE: Vocabulary development is supported in all DSR SEs through boldface words defined in text at point of use and in the glossary.</p> <p>TG: Vocabulary development resources are included in a Preview the Vocabulary feature (see page numbers below) as well as embedded in the page-by-page teacher support.</p> <p>Butterflies and Moths TG 120–121 Classroom Plants TG 123 Force and Motion TG 129 Plant and Animal Populations TG 129 Sink or Float? TG 115 Soil Science TG 125 States of Matter TG 113 Using Your Senses TG 115 Weather Watching TG 129</p> <p>SKB: All DSR SKBs have one vocabulary page (4) dedicated to general academic and domain-specific vocabulary building.</p>
<p>RI.2.5 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>All DSR titles TG: Preview the Book feature in Before Reading Section</p> <p>Butterflies and Moths TG 120–121 Classroom Plants TG 122–123 Force and Motion TG 129–130 Plant and Animal Populations TG 128–129 Sink or Float? TG 114–115 Soil Science TG 124–125 States of Matter TG 112–113 Using Your Senses TG 114–115 Weather Watching TG 128–129</p>
<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>All DSR titles TG: The After Reading section includes a feature that asks students to summarize the text.</p> <p>Butterflies and Moths TG 127 Classroom Plants TG 130; SKB 1 Force and Motion TG 134 Plant and Animal Populations TG 133–134 Sink or Float? TG 120 Soil Science TG 130 States of Matter TG 119 Using Your Senses TG 119; SKB 1 Weather Watching TG 134; SKB 1</p>

Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
<i>Integration of Knowledge and Ideas</i>	
<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Butterflies and Moths TG 121–127 Classroom Plants TG 124–129 Force and Motion TG 130–133 Plant and Animal Populations TG 130–133 Sink or Float? TG 116–119 Soil Science TG 126–129 States of Matter TG 113–116, 119– 120 Using Your Senses TG 116–119; SKB 1 Weather Watching TG 130–133</p>
<i>Range of Reading and Level of Text Complexity</i>	
<p>RI.2.10 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.</p>	<p>All DSR titles TG always lists Reading in the Content Area Skills covered. Focus of SKB 1 is always reading comprehension skill development.</p>

Reading Standards: Foundational Skills

Phonics and Word Recognition

<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Butterflies and Moths TG 122, 124–127 Classroom Plants TG 124, 126–127, 129–130; SKB 4 Force and Motion TG 132 Plant and Animal Populations TG 130–133 Soil Science TG 126–127 States of Matter TG 115–118 Using Your Senses TG 116–119 Weather Watching TG 130–133</p>
<p>RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.</p>	<p>Classroom Plants SKB 4 (opportunity)</p>
<p>RF.2.3.d Decode words with common prefixes and suffixes.</p>	<p>Plant and Animal Populations SKB 4 Soil Science TG 126 (opportunity)</p>

Fluency

<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>ALL DSR titles TG: The Guide the Reading section includes suggested reading strategies and a Tips for Reading feature to help students read the SE with sufficient accuracy and fluency to support comprehension.</p>
--	---

Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
<p>RF.2.4.a Read on-level text with purpose and understanding.</p>	<p>ALL DSR titles TG: The Before Reading section includes support for making a KWL chart as well as a Set a Purpose feature (see page numbers below). All TG discussion questions allow teacher and/or student to monitor understanding. Butterflies and Moths TG 120–121 Classroom Plants TG 122–123 Force and Motion TG 128–129 Plant and Animal Populations TG 128–129 Sink or Float? TG 114–115 Soil Science TG 124–125 States of Matter TG 112–113 Using Your Senses TG 114–115 Weather Watching TG 128–129</p>
<p>RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>All DSR titles TG: The Preview the Vocabulary and Tips for Reading features include context clue guidelines.</p> <p>In addition, see the following: Butterflies and Moths TG 127 Classroom Plants TG 127 Plant and Animal Populations TG 130 Soil Science TG 128 States of Matter TG 117</p>

Writing Standards

Text Types and Purposes

<p>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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Force and Motion TG 134 Sink or Float? TG 121 States of Matter TG 120; SKB 3 Weather Watching SKB 3</p>
---	---

Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
<p>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.</p>	<p>Butterflies and Moths TG 128 Classroom Plants TG 130; SKB 3 Force and Motion SKB 3 Plant and Animal Populations TG 134; SKB 3 Sink or Float? TG 121 Soil Science TG 130, 131 States of Matter TG 120 Using Your Senses TG 120 Weather Watching TG 134</p>
<p>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.</p>	<p>Sink or Float? SKB 3 Using Your Senses SKB 3</p>
<p><i>Production and Distribution of Writing</i></p>	
<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>All DSR titles TG Writing Links/Critical Thinking; SKB 3 (with opportunities for revising and editing).</p>
<p><i>Research to Build and Present Knowledge</i></p>	
<p>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).</p>	<p>Force and Motion TG 134 Plant and Animal Populations TG 134 Sink or Float? TG 120 Soil Science TG 130; SKB 3 Weather Watching TG 134</p>
<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Force and Motion TG 134 Plant and Animal Populations TG 134 Sink or Float? TG 120 Soil Science TG 130; SKB 3 Weather Watching TG 134</p>

Language Standards

Conventions of Standard English

<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>All DSR titles SKB 2</p>
<p>L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	<p>Force and Motion SKB 2 Plant and Animal Populations SKB 2</p>

Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
L.2.1.c Use reflexive pronouns (e.g., myself, ourselves)	Classroom Plants SKB 2 (opportunity)
L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Sink or Float? SKB 2 (opportunity) Soil Science SKB 2
L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.	Using Your Senses SKB 2
L.2.1.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).	States of Matter SKB 2 (opportunity)
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>See below.</i>
L.2.2.a Capitalize holidays, product names, and geographic names.	Butterflies and Moths SKB 2
L.2.2.b Use commas in greetings and closings of letters.	Weather Watching SKB 3
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.	All DSR titles Focus of SKB 2 is always grammar. Focus of SKB 3 is always writing.
<i>Vocabulary Acquisition and Use</i>	
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.	Butterflies and Moths TG 124–125, 127; SKB 4 Classroom Plants TG 124, 126–127, 129 Force and Motion TG 130, 134 Plant and Animal Populations TG 130–133 Soil Science TG 126–127; SKB 4 States of Matter TG 117 Using Your Senses TG 116–118 Weather Watching TG 130–131; SKB 4
L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	All DSR titles TG: See the Preview the Vocabulary and Tips for Reading features in the Before Reading section. Butterflies and Moths TG 125, 127 Classroom Plants TG 127 Plant and Animal Populations TG 130, 132 Soil Science TG 128; SKB 4 States of Matter TG 117 Using Your Senses SKB 4

Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
<p>L.2.4.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).</p>	<p>Plant and Animal Populations SKB 4 Soil Science TG 126–127 Weather Watching TG 130 (opportunity)</p>
<p>L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)</p>	<p>Butterflies and Moths TG 124, 127 Classroom Plants TG 129 Plant and Animal Populations SKB 4 Plant and Animal Populations TG 131–133; SKB 4 Soil Science TG 126–127 States of Matter TG 117 Using Your Senses TG 118 (opportunity) Weather Watching TG 130 (opportunity)</p>
<p>L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p>Butterflies and Moths SKB 4</p>
<p>L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>All DSR titles SE 16 (glossary); TG: The Preview the Book feature in the Before Reading section introduces students to the glossary and how to use it.</p> <p>In addition, see the following: Butterflies and Moths TG 124–125, 127 Classroom Plants TG 124, 129–130 Force and Motion TG 133 Plant and Animal Populations TG 130 Sink or Float? TG 114, 118 States of Matter TG 114–115, 118 Using Your Senses TG 116</p>
<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Force and Motion SKB 4 (opportunity [antonyms]) Sink or Float? SKB 4 (opportunity [synonyms]) Using Your Senses TG 118; SKB 4 (opportunity [homonyms]) Weather Watching TG 130–131 (opportunity)</p>
<p>L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>States of Matter SKB 4</p>
<p>L.2.5.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>Sink or Float? SKB 4 (opportunity)</p>

Common Core State Standards for English Language Arts

Grade 2 Standard	Page References for Delta Science Readers
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., When other kids are happy that makes me happy).	All DSR titles TG always includes Content Vocabulary, Preview the Vocabulary, and embedded vocabulary development support; SKB 4 always focuses on vocabulary.