

GR2 CCSS ELA BY Q

Common Core Standards	Converted/Unpacked Standards				
Reading Literature					
CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	I can identify, answer and show the key ideas in fiction and non-fiction texts according to who, what, where, when, why, and how. [RL.2.1].	Q1			Q1, Q2, Q3, Q4)
CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.	I can describe how characters react to events and challenges from a variety of genres. [RL.2.3]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	I can find and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm. [RL.2.4]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	I can recognize that a story has a beginning, middle and end and describe how the characters, setting, and action are introduced in a story. [RL.2.5] I can describe how the events at the end of a story let me know what happened to the characters. [RL.2.5]	Q1			Q1, Q2, Q3, Q4) (Not addressed in basal)
CC.2.R.L.6 Craft and Structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	I can recognize that different characters have different points of view and different voices. [RL.2.6] I can show different points of view by changing my voice when I read dialogue for each character aloud. [RL.2.6]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	I can identify illustrations that support a story and use them to explain how they add meaning to the words. [RL.2.7] I can use illustrations and words in a story to help describe the characters, setting, or plot. [RL.2.7]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.L.10 Range of Reading and Level of Text Complexity: 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.	I can choose "just right" books for myself. [RL.2.10] I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts. [RL.2.10]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	I can identify, answer and show the key ideas in fiction and non-fiction texts according to who, what, where, when, why, and how. [RL.2.1].		Q2		Q1, Q2, Q3, Q4)
CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.	I can describe how characters react to events and challenges from a variety of genres. [RL.2.3]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	I can find and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm. [RL.2.4]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	I can recognize that a story has a beginning, middle and end and describe how the characters, setting, and action are introduced in a story. [RL.2.5] I can describe how the events at the end of a story let me know what happened to the characters. [RL.2.5]		Q2		Q1, Q2, Q3, Q4) (Not addressed in basal)
CC.2.R.L.6 Craft and Structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	I can recognize that different characters have different points of view and different voices. [RL.2.6] I can show different points of view by changing my voice when I read dialogue for each character aloud. [RL.2.6]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	I can identify illustrations that support a story and use them to explain how they add meaning to the words. [RL.2.7] I can use illustrations and words in a story to help describe the characters, setting, or plot. [RL.2.7]		Q2		Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
CC.2.R.L.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	I can compare and contrast two or more versions of the same story by different authors and cultures. [RL.2.9]		Q2			Q2, Q3, Q4)
CC.2.R.L.10 Range of Reading and Level of Text Complexity: 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.	I can choose "just right" books for myself. [RL.2.10] I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts. [RL.2.10]		Q2			Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards				
CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	I can identify, answer and show the key ideas in fiction and non-fiction texts according to who, what, where, when, why, and how. [RL.2.1].			Q3	Q1, Q2, Q3, Q4)
CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	I can retell stories to that I have read from other cultures including fables and folktales. [RL.2.2]. I understand the lesson, or moral of a story, fable, or folktale. [RL.2.2]			Q3	Q3,
CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.	I can describe how characters react to events and challenges from a variety of genres. [RL.2.3]			Q3	Q1, Q2, Q3, Q4)
CC.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	I can find and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm. [RL.2.4]			Q3	Q1, Q2, Q3, Q4)
CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	I can recognize that a story has a beginning, middle and end and describe how the characters, setting, and action are introduced in a story. [RL.2.5] I can describe how the events at the end of a story let me know what happened to the characters. [RL.2.5]			Q3	Q1, Q2, Q3, Q4) (Not addressed in basal)
CC.2.R.L.6 Craft and Structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	I can recognize that different characters have different points of view and different voices. [RL.2.6] I can show different points of view by changing my voice when I read dialogue for each character aloud. [RL.2.6]			Q3	Q1, Q2, Q3, Q4)
CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	I can identify illustrations that support a story and use them to explain how they add meaning to the words. [RL.2.7] I can use illustrations and words in a story to help describe the characters, setting, or plot. [RL.2.7]			Q3	Q1, Q2, Q3, Q4)
CC.2.R.L.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	I can compare and contrast two or more versions of the same story by different authors and cultures. [RL.2.9]			Q3	Q2, Q3, Q4)
CC.2.R.L.10 Range of Reading and Level of Text Complexity: 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.	I can choose "just right" books for myself. [RL.2.10] I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts. [RL.2.10]			Q3	Q1, Q2, Q3, Q4)
CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	I can identify, answer and show the key ideas in fiction and non-fiction texts according to who, what, where, when, why, and how. [RL.2.1].			Q4	Q1, Q2, Q3, Q4)
CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.	I can describe how characters react to events and challenges from a variety of genres. [RL.2.3]			Q4	Q1, Q2, Q3, Q4)
CC.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	I can find and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm. [RL.2.4]			Q4	Q1, Q2, Q3, Q4)
CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	I can recognize that a story has a beginning, middle and end and describe how the characters, setting, and action are introduced in a story. [RL.2.5] I can describe how the events at the end of a story let me know what happened to the characters. [RL.2.5]			Q4	Q1, Q2, Q3, Q4) (Not addressed in basal)
CC.2.R.L.6 Craft and Structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	I can recognize that different characters have different points of view and different voices. [RL.2.6] I can show different points of view by changing my voice when I read dialogue for each character aloud. [RL.2.6]			Q4	Q1, Q2, Q3, Q4)

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CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	I can identify illustrations that support a story and use them to explain how they add meaning to the words. [RL.2.7] I can use illustrations and words in a story to help describe the characters, setting, or plot. [RL.2.7]				Q4	Q1, Q2, Q3, Q4)
CC.2.R.L.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	I can compare and contrast two or more versions of the same story by different authors and cultures. [RL.2.9]				Q4	Q2, Q3, Q4)
CC.2.R.L.10 Range of Reading and Level of Text Complexity: 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.	I can choose "just right" books for myself. [RL.2.10] I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts. [RL.2.10]				Q4	Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards				
Reading Informational Text					
CC.2.R.1.2 Key Ideas and Details: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	I can read stories with more than one paragraph and explain the topic or main idea of each paragraph. [RI.2.2]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.1.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	I can talk about the cause and effect between events, steps or ideas in a social studies or science text. [RI.2.3]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.1.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	I can determine the meanings of words and phrases as they are used in a text. [RI.2.4]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.1.5 Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts. [RI.2.5]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.1.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	CC.2.R.1.6 I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Q1			Q1, Q2, Q3, Q4)
CC.2.R.1.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	I can study and explain how the pictures in a text are helpful in learning more about a topic. [RI.2.7]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.1.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.	I can identify the most important details in a text that support the main idea. [RI.2.9] I can learn information from two texts about the same topic and compare and contrast the most important points. [RI.2.9]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.1.10 Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can use reading strategies like asking questions, making questions, visualizing, rereading, or graphic organizers to help me understand difficult texts. [RI.2.10]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.1.2 Key Ideas and Details: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	I can read stories with more than one paragraph and explain the topic or main idea of each paragraph. [RI.2.2]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.1.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	I can talk about the cause and effect between events, steps or ideas in a social studies or science text. [RI.2.3]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.1.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	I can determine the meanings of words and phrases as they are used in a text. [RI.2.4]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.1.5 Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts. [RI.2.5]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.1.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	CC.2.R.1.6 I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.		Q2		Q1, Q2, Q3, Q4)
CC.2.R.1.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	I can study and explain how the pictures in a text are helpful in learning more about a topic. [RI.2.7]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.1.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.	I can identify the most important details in a text that support the main idea. [RI.2.9] I can learn information from two texts about the same topic and compare and contrast the most important points. [RI.2.9]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.1.10 Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can use reading strategies like asking questions, making questions, visualizing, rereading, or graphic organizers to help me understand difficult texts. [RI.2.10]		Q2		Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
CC.2.R.1.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	I can ask and answer who, what, where, when, why, and how questions about texts in a variety of genres before, during and after I read it. [RI.2.1]			Q3		Q3
CC.2.R.1.2 Key Ideas and Details: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	I can read stories with more than one paragraph and explain the topic or main idea of each paragraph. [RI.2.2]			Q3		Q1, Q2, Q3, Q4)
CC.2.R.1.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	I can talk about the cause and effect between events, steps or ideas in a social studies or science text. [RI.2.3]			Q3		Q1, Q2, Q3, Q4)
CC.2.R.1.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	I can determine the meanings of words and phrases as they are used in a text. [RI.2.4]			Q3		Q1, Q2, Q3, Q4)
CC.2.R.1.5 Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts. [RI.2.5]			Q3		Q1, Q2, Q3, Q4)
CC.2.R.1.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	CC.2.R.1.6 I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.			Q3		Q1, Q2, Q3, Q4)
CC.2.R.1.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	I can study and explain how the pictures in a text are helpful in learning more about a topic. [RI.2.7]			Q3		Q1, Q2, Q3, Q4)
CC.2.R.1.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.	I can read a text and describe the points the author makes and describe the reasons why his or her ideas make sense. [RI.2.8]			Q3		Q3, Q4)
CC.2.R.1.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.	I can identify the most important details in a text that support the main idea. [RI.2.9] I can learn information from two texts about the same topic and compare and contrast the most important points. [RI.2.9]			Q3		Q1, Q2, Q3, Q4)
CC.2.R.1.10 Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can use reading strategies like asking questions, making questions, visualizing, rereading, or graphic organizers to help me understand difficult texts. [RI.2.10]			Q3		Q1, Q2, Q3, Q4)
CC.2.R.1.2 Key Ideas and Details: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	I can read stories with more than one paragraph and explain the topic or main idea of each paragraph. [RI.2.2]				Q4	Q1, Q2, Q3, Q4)
CC.2.R.1.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	I can talk about the cause and effect between events, steps or ideas in a social studies or science text. [RI.2.3]				Q4	Q1, Q2, Q3, Q4)
CC.2.R.1.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	I can determine the meanings of words and phrases as they are used in a text. [RI.2.4]				Q4	Q1, Q2, Q3, Q4)
CC.2.R.1.5 Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts. [RI.2.5]				Q4	Q1, Q2, Q3, Q4)
CC.2.R.1.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	CC.2.R.1.6 I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.				Q4	Q1, Q2, Q3, Q4)
CC.2.R.1.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	I can study and explain how the pictures in a text are helpful in learning more about a topic. [RI.2.7]				Q4	Q1, Q2, Q3, Q4)
CC.2.R.1.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.	I can read a text and describe the points the author makes and describe the reasons why his or her ideas make sense. [RI.2.8]				Q4	Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
CC.2.R.1.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.	I can identify the most important details in a text that support the main idea. [RI.2.9] I can learn information from two texts about the same topic and compare and contrast the most important points. [RI.2.9]				Q4	Q1, Q2, Q3, Q4)
CC.2.R.1.10 Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can use reading strategies like asking questions, making questions, visualizing, rereading, or graphic organizers to help me understand difficult texts. [RI.2.10]				Q4	Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards				
Reading Fundamentals					
CC.2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	I can use multiple skills to decode words.	Q1			Q1, Q2, Q3, Q4)
CC.2.R.F.3.a Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.	I can identify the most common short (CVC) and long vowel (CVCE and VCE) patterns. [RF.2.3]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.F.3.b Phonics and Word Recognition: Know spelling- sound correspondences for additional common vowel teams.	I can correctly pronounce common vowel teams (ea, oi, oo). [RF.2.3]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.F.3.c Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.	I can identify and read two-syllable words with long vowels. [RF.2.3]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.F.3.e Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences.	I identify words with similar patterns that create different sounds (bead/head, doll/roll, hint/pint). [RF.2.3]	Q1			Q1, Q2, Q3, Q4) Develop a list of words
CC.2.R.F.3.f Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	I can read some irregularly spelled words (rule breakers). [RF.2.3]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	I can read accurately and fluently (easy, smooth and automatic) and show comprehension. [RF.2.4] I can self-correct misunderstood words. [RF.2.4]	Q1			Q1, Q2, Q3, Q4)
CC.2.R.F.4.a Read on-level text with purpose and understanding.		Q1			???
CC.2.R.F.4.b Read on-level text orally with accuracy, appropriate rate, and expression.		Q1			????
CC.2.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Q1			????
CC.2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	I can use multiple skills to decode words.		Q2		Q1, Q2, Q3, Q4)
CC.2.R.F.3.a Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.	I can identify the most common short (CVC) and long vowel (CVCE and VCE) patterns. [RF.2.3]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.F.3.b Phonics and Word Recognition: Know spelling- sound correspondences for additional common vowel teams.	I can correctly pronounce common vowel teams (ea, oi, oo). [RF.2.3]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.F.3.c Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.	I can identify and read two-syllable words with long vowels. [RF.2.3]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.F.3.d Phonics and Word Recognition: Decode words with common prefixes and suffixes.	I can identify and read words with common prefixes and suffixes. [RF.2.3]		Q2		Q2, Q3, Q4) Does G1 teach?
CC.2.R.F.3.e Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences.	I identify words with similar patterns that create different sounds (bead/head, doll/roll, hint/pint). [RF.2.3]		Q2		Q1, Q2, Q3, Q4) Develop a list of words
CC.2.R.F.3.f Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	I can read some irregularly spelled words (rule breakers). [RF.2.3]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	I can read accurately and fluently (easy, smooth and automatic) and show comprehension. [RF.2.4] I can self-correct misunderstood words. [RF.2.4]		Q2		Q1, Q2, Q3, Q4)
CC.2.R.F.4.a Read on-level text with purpose and understanding.			Q2		???
CC.2.R.F.4.b Read on-level text orally with accuracy, appropriate rate, and expression.			Q2		????
CC.2.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			Q2		????

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Common Core Standards	Converted/Unpacked Standards					
CC.2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	I can use multiple skills to decode words.			Q3		Q1, Q2, Q3, Q4)
CC.2.R.F.3.a Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.	I can identify the most common short (CVC) and long vowel (CVCE and VCE) patterns. [RF.2.3]			Q3		Q1, Q2, Q3, Q4)
CC.2.R.F.3.b Phonics and Word Recognition: Know spelling- sound correspondences for additional common vowel teams.	I can correctly pronounce common vowel teams (ea, oi, oo). [RF.2.3]			Q3		Q1, Q2, Q3, Q4)
CC.2.R.F.3.c Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.	I can identify and read two-syllable words with long vowels. [RF.2.3]			Q3		Q1, Q2, Q3, Q4)
CC.2.R.F.3.d Phonics and Word Recognition: Decode words with common prefixes and suffixes.	I can identify and read words with common prefixes and suffixes. [RF.2.3]			Q3		Q2, Q3, Q4) Does G1 teach?
CC.2.R.F.3.e Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences.	I identify words with similar patterns that create different sounds (bead/head, doll/roll, hint/pint). [RF.2.3]			Q3		Q1, Q2, Q3, Q4) Develop a list of words
CC.2.R.F.3.f Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	I can read some irregularly spelled words (rule breakers). [RF.2.3]			Q3		Q1, Q2, Q3, Q4)
CC.2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	I can read accurately and fluently (easy, smooth and automatic) and show comprehension. [RF.2.4] I can self-correct misunderstood words. [RF.2.4]			Q3		Q1, Q2, Q3, Q4)
CC.2.R.F.4.a Read on-level text with purpose and understanding.				Q3		???
CC.2.R.F.4.b Read on-level text orally with accuracy, appropriate rate, and expression.				Q3		????
CC.2.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				Q3		????
CC.2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	I can use multiple skills to decode words.				Q4	Q1, Q2, Q3, Q4)
CC.2.R.F.3.a Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.	I can identify the most common short (CVC) and long vowel (CVCE and VCE) patterns. [RF.2.3]				Q4	Q1, Q2, Q3, Q4)
CC.2.R.F.3.b Phonics and Word Recognition: Know spelling- sound correspondences for additional common vowel teams.	I can correctly pronounce common vowel teams (ea, oi, oo). [RF.2.3]				Q4	Q1, Q2, Q3, Q4)
CC.2.R.F.3.c Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.	I can identify and read two-syllable words with long vowels. [RF.2.3]				Q4	Q1, Q2, Q3, Q4)
CC.2.R.F.3.d Phonics and Word Recognition: Decode words with common prefixes and suffixes.	I can identify and read words with common prefixes and suffixes. [RF.2.3]				Q4	Q2, Q3, Q4) Does G1 teach?
CC.2.R.F.3.e Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences.	I identify words with similar patterns that create different sounds (bead/head, doll/roll, hint/pint). [RF.2.3]				Q4	Q1, Q2, Q3, Q4) Develop a list of words
CC.2.R.F.3.f Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	I can read some irregularly spelled words (rule breakers). [RF.2.3]				Q4	Q1, Q2, Q3, Q4)
CC.2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	I can read accurately and fluently (easy, smooth and automatic) and show comprehension. [RF.2.4] I can self-correct misunderstood words. [RF.2.4]				Q4	Q1, Q2, Q3, Q4)
CC.2.R.F.4.a Read on-level text with purpose and understanding.	????????????????				Q4	???
CC.2.R.F.4.b Read on-level text orally with accuracy, appropriate rate, and expression.	????????????????				Q4	????
CC.2.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	????????????????				Q4	????

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Common Core Standards	Converted/Unpacked Standards				
Writing					
CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	I can write stories in sequence using words like before, during and after and create an ending for my story. [W.2.3] I can describe actions thoughts, and feelings in my story. [W.2.3]	Q1			Q1, Q2, Q3, Q4)
CC.2.W.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	I can write more than one draft with the help of my teachers and classmates by editing and revising. [W.2.5]	Q1			Q1, Q2, Q3, Q4)
CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can use a computer and the internet on my own and with others to produce and publish writing with my teacher's help. [W.2.6]	Q1			Q1, Q2, Q3, Q4)
CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	I can work with my classmates to research a topic and write about it. [W.2.7]	Q1			Q2, Q3, Q4)
CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.	I can answer questions using information recalled or gathered. [W.2.8]	Q1			Q1, Q2, Q3, Q4)
CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	I can write stories in sequence using words like before, during and after and create an ending for my story. [W.2.3] I can describe actions thoughts, and feelings in my story. [W.2.3]		Q2		Q1, Q2, Q3, Q4)
CC.2.W.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	I can write more than one draft with the help of my teachers and classmates by editing and revising. [W.2.5]		Q2		Q1, Q2, Q3, Q4)
CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can use a computer and the internet on my own and with others to produce and publish writing with my teacher's help. [W.2.6]		Q2		Q1, Q2, Q3, Q4)
CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	I can work with my classmates to research a topic and write about it. [W.2.7]		Q2		Q2, Q3, Q4)
CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.	I can answer questions using information recalled or gathered. [W.2.8]		Q2		Q1, Q2, Q3, Q4)
CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	I can select a topic and identify facts and definitions to write about the topic. [W.2.2] I can use a concluding statement. [W.2.2]			Q3	Q3
CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	I can write stories in sequence using words like before, during and after and create an ending for my story. [W.2.3] I can describe actions thoughts, and feelings in my story. [W.2.3]			Q3	Q1, Q2, Q3, Q4)
CC.2.W.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	I can write more than one draft with the help of my teachers and classmates by editing and revising. [W.2.5]			Q3	Q1, Q2, Q3, Q4)
CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can use a computer and the internet on my own and with others to produce and publish writing with my teacher's help. [W.2.6]			Q3	Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	I can work with my classmates to research a topic and write about it. [W.2.7]				Q3	Q2, Q3, Q4)
CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.	I can answer questions using information recalled or gathered. [W.2.8]				Q3	Q1, Q2, Q3, Q4)
CC.2.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	I can write an opinion piece that has an introduction, supporting reasons, transition words, and a concluding statement. [W.2.1]				Q4	Q4)
CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	I can write stories in sequence using words like before, during and after and create an ending for my story. [W.2.3] I can describe actions thoughts, and feelings in my story. [W.2.3]				Q4	Q1, Q2, Q3, Q4)
CC.2.W.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	I can write more than one draft with the help of my teachers and classmates by editing and revising. [W.2.5]				Q4	Q1, Q2, Q3, Q4)
CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can use a computer and the internet on my own and with others to produce and publish writing with my teacher's help. [W.2.6]				Q4	Q1, Q2, Q3, Q4)
CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	I can work with my classmates to research a topic and write about it. [W.2.7]				Q4	Q2, Q3, Q4)
CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.	I can answer questions using information recalled or gathered. [W.2.8]				Q4	Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards				
Speaking and Listening					
CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	I can participate in conversations with many different people, including adults. [SL.2.1]	Q1			Q1, Q2, Q3, Q4)
CC.2.SL.1.a Comprehension and Collaboration: Follow agreed- upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	I can identify and follow agreed upon rules for discussion. [SL.2.1]	Q1			Q1, Q2, Q3, Q4)
CC.2.SL.1.b Comprehension and Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others.	I can comment on others' statements. [SL.2.1]	Q1			Q1, Q2, Q3, Q4)
CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.	I can ask questions when I do not understand [SL.2.1]	Q1			Q1, Q2, Q3, Q4)
CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I can identify and describe key ideas and details presented visually or orally. [SL.2.2]	Q1			Q1, Q2, Q3, Q4)
CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	I can ask and answer questions about a presentation. [SL.2.3]	Q1			Q1, Q2, Q3, Q4)
CC.2.SL.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I can tell a story using facts and details using complete sentences and speaking in a clear voice. [SL.2.4]	Q1			Q1, Q2, Q3, Q4)
CC.2.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.)	I can speak in complete sentences. [SL.2.6]	Q1			Q1, Q2, Q3, Q4)
CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	I can participate in conversations with many different people, including adults. [SL.2.1]		Q2		Q1, Q2, Q3, Q4)
CC.2.SL.1.a Comprehension and Collaboration: Follow agreed- upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	I can identify and follow agreed upon rules for discussion. [SL.2.1]		Q2		Q1, Q2, Q3, Q4)
CC.2.SL.1.b Comprehension and Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others.	I can comment on others' statements. [SL.2.1]		Q2		Q1, Q2, Q3, Q4)
CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.	I can ask questions when I do not understand [SL.2.1]		Q2		Q1, Q2, Q3, Q4)
CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I can identify and describe key ideas and details presented visually or orally. [SL.2.2]		Q2		Q1, Q2, Q3, Q4)
CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	I can ask and answer questions about a presentation. [SL.2.3]		Q2		Q1, Q2, Q3, Q4)
CC.2.SL.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I can tell a story using facts and details using complete sentences and speaking in a clear voice. [SL.2.4]		Q2		Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards				
CC.2.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.)	I can speak in complete sentences. [SL.2.6]		Q2		Q1, Q2, Q3, Q4)
CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	I can participate in conversations with many different people, including adults. [SL.2.1]		Q3		Q1, Q2, Q3, Q4)
CC.2.SL.1.a Comprehension and Collaboration: Follow agreed- upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	I can identify and follow agreed upon rules for discussion. [SL.2.1]		Q3		Q1, Q2, Q3, Q4)
CC.2.SL.1.b Comprehension and Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others.	I can comment on others' statements. [SL.2.1]		Q3		Q1, Q2, Q3, Q4)
CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.	I can ask questions when I do not understand [SL.2.1]		Q3		Q1, Q2, Q3, Q4)
CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I can identify and describe key ideas and details presented visually or orally. [SL.2.2]		Q3		Q1, Q2, Q3, Q4)
CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	I can ask and answer questions about a presentation. [SL.2.3]		Q3		Q1, Q2, Q3, Q4)
CC.2.SL.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I can tell a story using facts and details using complete sentences and speaking in a clear voice. [SL.2.4]		Q3		Q1, Q2, Q3, Q4)
CC.2.SL.5 Presentation of Knowledge and Ideas: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	I can create voice recordings of stories or poems and use related drawings or photographs. [SL.2.5]		Q3		Q3, Q4)
CC.2.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.)	I can speak in complete sentences. [SL.2.6]		Q3		Q1, Q2, Q3, Q4)
CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	I can participate in conversations with many different people, including adults. [SL.2.1]			Q4	Q1, Q2, Q3, Q4)
CC.2.SL.1.a Comprehension and Collaboration: Follow agreed- upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	I can identify and follow agreed upon rules for discussion. [SL.2.1]			Q4	Q1, Q2, Q3, Q4)
CC.2.SL.1.b Comprehension and Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others.	I can comment on others' statements. [SL.2.1]			Q4	Q1, Q2, Q3, Q4)
CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.	I can ask questions when I do not understand [SL.2.1]			Q4	Q1, Q2, Q3, Q4)
CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I can identify and describe key ideas and details presented visually or orally. [SL.2.2]			Q4	Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	I can ask and answer questions about a presentation. [SL.2.3]				Q4	Q1, Q2, Q3, Q4)
CC.2.SL.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I can tell a story using facts and details using complete sentences and speaking in a clear voice. [SL.2.4]				Q4	Q1, Q2, Q3, Q4)
CC.2.SL.5 Presentation of Knowledge and Ideas: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	I can create voice recordings of stories or poems and use related drawings or photographs. [SL.2.5]				Q4	Q3, Q4)
CC.2.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)	I can speak in complete sentences. [SL.2.6]				Q4	Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards				
Language					
CC.2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can use punctuation and correct grammar. [L.2.1]	Q1			Q1, Q2, Q3, Q4)
CC.2.L.1.a Conventions of Standard English: Use collective nouns (e.g., group).	I can define and correctly use collective nouns in my writing and speaking. [L.2.1] (e.g. flock, swarm, herd, crowd, team)	Q1			Q1, Q2, Q3, Q4)
CC.2.L.1.b Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	I can identify and correctly use irregular plural nouns. [L.2.1]	Q1			Q1, Q2, Q3, Q4)
CC.2.L.1.c Conventions of Standard English: Use reflexive pronouns (e.g., myself, ourselves).	I can use words such as myself, yourself, and ourselves correctly. [L.2.1]	Q1			Q1, Q2, Q3, Q4)
CC.2.L.1.f Conventions of Standard English: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	I can write, rearrange, and rewrite simple and compound sentences without changing the meaning. [L.2.1]	Q1			Q1, Q2, Q3, Q4)
CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can use correct capitalization, punctuation and spelling in my writing.	Q1			Q1, Q2, Q3, Q4)
CC.2.L.2.a Conventions of Standard English: Capitalize holidays, product names, and geographic names.	I can capitalize proper nouns. [L.2.2]	Q1			Q1, Q2, Q3, Q4)
CC.2.L.2.b Conventions of Standard English: Use commas in greetings and closings of letters.	I can correctly use commas in greetings and closings of letters. [L.2.2]	Q1			Q1, Q2, Q3, Q4)
CC.2.L.2.d Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	I can look for and understand patterns of letters and sounds when I spell words. [L.2.2]	Q1			Q1, Q2, Q3, Q4)
CC.2.L.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	I can look up how to correctly spell an unfamiliar word in a dictionary. [L.2.2]	Q1			Q1, Q2, Q3, Q4)
CC.2.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]	Q1			Q1, Q2, Q3, Q4)
CC.2.L.3.a Knowledge of Language: Compare formal and informal uses of English.	I can identify whether a writer or speaker is using formal or informal language. [L.2.3]	Q1			Q1, Q2, Q3, Q4)
CC.2.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.		Q1			???????
CC.2.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.	I can determine the meaning of a word or phrase by using context clues. [L.2.4]	Q1			Q1, Q2, Q3, Q4)
CC.2.L.4.d Vocabulary Acquisition and Use: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	I can predict the meaning of compound words by looking for words I know within them. [L.2.4]	Q1			Q1, Q2, Q3, Q4)
CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	I can use a dictionary or glossary to look up the meaning of a word. [L.2.4]	Q1			Q1, Q2, Q3, Q4)
CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.	???????	Q1			???????
CC.2.L.5.a Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	I can make real-life connections between words and their uses. [L.2.5]	Q1			Q1, Q2, Q3, Q4)

GR2 CCSS ELA BY Q

Common Core Standards	Converted/Unpacked Standards					
CC.2.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	I can use words that I have learned from talking to others or from reading books. [L.2.6]	Q1				Q1, Q2, Q3, Q4)
CC.2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can use punctuation and correct grammar. [L2.1]		Q2			Q1, Q2, Q3, Q4)
CC.2.L.1.a Conventions of Standard English: Use collective nouns (e.g., group).	I can define and correctly use collective nouns in my writing and speaking. [L.2.1] (e.g. flock, swarm, herd, crowd, team)		Q2			Q1, Q2, Q3, Q4)
CC.2.L.1.b Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	I can identify and correctly use irregular plural nouns. [L.2.1]		Q2			Q1, Q2, Q3, Q4)
CC.2.L.1.c Conventions of Standard English: Use reflexive pronouns (e.g., myself, ourselves).	I can use words such as myself, yourself, and ourselves correctly. [L.2.1]		Q2			Q1, Q2, Q3, Q4)
CC.2.L.1.d Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	I can identify common irregular verbs and use them correctly in the past tense (like sat, hid, and told). [L.2.1]		Q2			Q2, Q3, Q4)
CC.2.L.1.f Conventions of Standard English: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	I can write, rearrange, and rewrite simple and compound sentences without changing the meaning. [L.2.1]		Q2			Q1, Q2, Q3, Q4)
CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can use correct capitalization, punctuation and spelling in my writing.		Q2			Q1, Q2, Q3, Q4)
CC.2.L.2.a Conventions of Standard English: Capitalize holidays, product names, and geographic names.	I can capitalize proper nouns. [L.2.2]		Q2			Q1, Q2, Q3, Q4)
CC.2.L.2.b Conventions of Standard English: Use commas in greetings and closings of letters.	I can correctly use commas in greetings and closings of letters. [L.2.2]		Q2			Q1, Q2, Q3, Q4)
CC.2.L.2.c Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.	I can correctly use apostrophes to form contractions and to show possession. [L.2.2]		Q2			Q2, Q3, Q4)
CC.2.L.2.d Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	I can look for and understand patterns of letters and sounds when I spell words. [L.2.2]		Q2			Q1, Q2, Q3, Q4)
CC.2.L.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	I can look up how to correctly spell an unfamiliar word in a dictionary. [L.2.2]		Q2			Q1, Q2, Q3, Q4)
CC.2.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]		Q2			Q1, Q2, Q3, Q4)
CC.2.L.3.a Knowledge of Language: Compare formal and informal uses of English.	I can identify whether a writer or speaker is using formal or informal language. [L.2.3]		Q2			Q1, Q2, Q3, Q4)
CC.2.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.			Q2			???????
CC.2.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.	I can determine the meaning of a word or phrase by using context clues. [L.2.4]		Q2			Q1, Q2, Q3, Q4)
CC.2.L.4.b Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	I can determine how the meaning of a word changes when a prefix is added, such as happy/unhappy. [L.2.4]		Q2			Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards				
CC.2.L.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	I can use my knowledge of a root word or base word to see how the meanings of similar words are related (for example, addition and additional). [L.2.4]		Q2		Q2, Q3, Q4)
CC.2.L.4.d Vocabulary Acquisition and Use: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	I can predict the meaning of compound words by looking for words I know within them. [L.2.4]		Q2		Q1, Q2, Q3, Q4)
CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	I can use a dictionary or glossary to look up the meaning of a word. [L.2.4]		Q2		Q1, Q2, Q3, Q4)
CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.	???????		Q2		???????
CC.2.L.5.a Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	I can make real-life connections between words and their uses. [L.2.5]		Q2		Q1, Q2, Q3, Q4)
CC.2.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	I can use words that I have learned from talking to others or from reading books. [L.2.6]		Q2		Q1, Q2, Q3, Q4)
CC.2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can use punctuation and correct grammar. [L2.1]			Q3	Q1, Q2, Q3, Q4)
CC.2.L.1.a Conventions of Standard English: Use collective nouns (e.g., group).	I can define and correctly use collective nouns in my writing and speaking. [L.2.1] (e.g. flock, swarm, herd, crowd, team)			Q3	Q1, Q2, Q3, Q4)
CC.2.L.1.b Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	I can identify and correctly use irregular plural nouns. [L.2.1]			Q3	Q1, Q2, Q3, Q4)
CC.2.L.1.c Conventions of Standard English: Use reflexive pronouns (e.g., myself, ourselves).	I can use words such as myself, yourself, and ourselves correctly. [L.2.1]			Q3	Q1, Q2, Q3, Q4)
CC.2.L.1.d Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	I can identify common irregular verbs and use them correctly in the past tense (like sat, hid, and told). [L.2.1]			Q3	Q2, Q3, Q4)
CC.2.L.1.e Conventions of Standard English: Use adjectives and adverbs, and choose between them depending on what is to be modified.	I can use adjectives and adverbs correctly. [L.2.1]			Q3	Q3, Q4)
CC.2.L.1.f Conventions of Standard English: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	I can write, rearrange, and rewrite simple and compound sentences without changing the meaning. [L.2.1]			Q3	Q1, Q2, Q3, Q4)
CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can use correct capitalization, punctuation and spelling in my writing.			Q3	Q1, Q2, Q3, Q4)
CC.2.L.2.a Conventions of Standard English: Capitalize holidays, product names, and geographic names.	I can capitalize proper nouns. [L.2.2]			Q3	Q1, Q2, Q3, Q4)
CC.2.L.2.b Conventions of Standard English: Use commas in greetings and closings of letters.	I can correctly use commas in greetings and closings of letters. [L.2.2]			Q3	Q1, Q2, Q3, Q4)
CC.2.L.2.c Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.	I can correctly use apostrophes to form contractions and to show possession. [L.2.2]			Q3	Q2, Q3, Q4)
CC.2.L.2.d Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	I can look for and understand patterns of letters and sounds when I spell words. [L.2.2]			Q3	Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
CC.2.L.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	I can look up how to correctly spell an unfamiliar word in a dictionary. [L.2.2]			Q3		Q1, Q2, Q3, Q4)
CC.2.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]			Q3		Q1, Q2, Q3, Q4)
CC.2.L.3.a Knowledge of Language: Compare formal and informal uses of English.	I can identify whether a writer or speaker is using formal or informal language. [L.2.3]			Q3		Q1, Q2, Q3, Q4)
CC.2.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.				Q3		??????
CC.2.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.	I can determine the meaning of a word or phrase by using context clues. [L.2.4]			Q3		Q1, Q2, Q3, Q4)
CC.2.L.4.b Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	I can determine how the meaning of a word changes when a prefix is added, such as happy/unhappy. [L.2.4]			Q3		Q2, Q3, Q4)
CC.2.L.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	I can use my knowledge of a root word or base word to see how the meanings of similar words are related (for example, addition and additional). [L.2.4]			Q3		Q2, Q3, Q4)
CC.2.L.4.d Vocabulary Acquisition and Use: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	I can predict the meaning of compound words by looking for words I know within them. [L.2.4]			Q3		Q1, Q2, Q3, Q4)
CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	I can use a dictionary or glossary to look up the meaning of a word. [L.2.4]			Q3		Q1, Q2, Q3, Q4)
CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.	??????			Q3		??????
CC.2.L.5.a Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	I can make real-life connections between words and their uses. [L.2.5]			Q3		Q1, Q2, Q3, Q4)
CC.2.L.5.b Vocabulary Acquisition and Use: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	I can choose the best verbs or adjectives that have slightly different meanings. [L.2.5]			Q3		Q3, Q4)
CC.2.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	I can use words that I have learned from talking to others or from reading books. [L.2.6]			Q3		Q1, Q2, Q3, Q4)
CC.2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can use punctuation and correct grammar. [L2.1]				Q4	Q1, Q2, Q3, Q4)
CC.2.L.1.a Conventions of Standard English: Use collective nouns (e.g., group).	I can define and correctly use collective nouns in my writing and speaking. [L.2.1] (e.g. flock, swarm, herd, crowd, team)				Q4	Q1, Q2, Q3, Q4)
CC.2.L.1.b Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	I can identify and correctly use irregular plural nouns. [L.2.1]				Q4	Q1, Q2, Q3, Q4)
CC.2.L.1.c Conventions of Standard English: Use reflexive pronouns (e.g., myself, ourselves).	I can use words such as myself, yourself, and ourselves correctly. [L.2.1]				Q4	Q1, Q2, Q3, Q4)
CC.2.L.1.d Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	I can identify common irregular verbs and use them correctly in the past tense (like sat, hid, and told). [L.2.1]				Q4	Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
CC.2.L.1.e Conventions of Standard English: Use adjectives and adverbs, and choose between them depending on what is to be modified.	I can use adjectives and adverbs correctly. [L.2.1]				Q4	Q3, Q4)
CC.2.L.1.f Conventions of Standard English: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	I can write, rearrange, and rewrite simple and compound sentences without changing the meaning. [L.2.1]				Q4	Q1, Q2, Q3, Q4)
CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can use correct capitalization, punctuation and spelling in my writing.				Q4	Q1, Q2, Q3, Q4)
CC.2.L.2.a Conventions of Standard English: Capitalize holidays, product names, and geographic names.	I can capitalize proper nouns. [L.2.2]				Q4	Q1, Q2, Q3, Q4)
CC.2.L.2.b Conventions of Standard English: Use commas in greetings and closings of letters.	I can correctly use commas in greetings and closings of letters. [L.2.2]				Q4	Q1, Q2, Q3, Q4)
CC.2.L.2.c Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.	I can correctly use apostrophes to form contractions and to show possession. [L.2.2]				Q4	Q2, Q3, Q4)
CC.2.L.2.d Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	I can look for and understand patterns of letters and sounds when I spell words. [L.2.2]				Q4	Q1, Q2, Q3, Q4)
CC.2.L.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	I can look up how to correctly spell an unfamiliar word in a dictionary. [L.2.2]				Q4	Q1, Q2, Q3, Q4)
CC.2.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]				Q4	Q1, Q2, Q3, Q4)
CC.2.L.3.a Knowledge of Language: Compare formal and informal uses of English.	I can identify whether a writer or speaker is using formal or informal language. [L.2.3]				Q4	Q1, Q2, Q3, Q4)
CC.2.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.					Q4	???????
CC.2.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.	I can determine the meaning of a word or phrase by using context clues. [L.2.4]				Q4	Q1, Q2, Q3, Q4)
CC.2.L.4.b Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	I can determine how the meaning of a word changes when a prefix is added, such as happy/unhappy. [L.2.4]				Q4	Q2, Q3, Q4)
CC.2.L.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	I can use my knowledge of a root word or base word to see how the meanings of similar words are related (for example, addition and additional). [L.2.4]				Q4	Q2, Q3, Q4)
CC.2.L.4.d Vocabulary Acquisition and Use: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	I can predict the meaning of compound words by looking for words I know within them. [L.2.4]				Q4	Q1, Q2, Q3, Q4)
CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	I can use a dictionary or glossary to look up the meaning of a word. [L.2.4]				Q4	Q1, Q2, Q3, Q4)
CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.	???????				Q4	???????
CC.2.L.5.a Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	I can make real-life connections between words and their uses. [L.2.5]				Q4	Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
CC.2.L.5.b Vocabulary Acquisition and Use: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	I can choose the best verbs or adjectives that have slightly different meanings. [L.2.5]				Q4	Q3, Q4)
CC.2.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	I can use words that I have learned from talking to others or from reading books. [L.2.6]				Q4	Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
Standards Code: OA=Operations and Algebraic Thinking, NBT=Number and Operations in Base 10, MD=Measurements and Data, G=Geometry, NF=Number and Operations-Fractions, RP=Ratios and Proportional Relationships, NS=Number System, EE=Expressions and Equations, SP=Statistics and Probability, A=Algebra.						
CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	I can decide if a group of objects is even or odd. (CCSS 2.OA 3) I can write an equation to show that doubles have an even sum (e.g. $5+5=10$, $6+6=12$). (CCSS 2.OA 3)	Q1				Q1, Q2, Q3, Q4)
CC.2.MD.6 Relate addition and subtraction to length. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... , and represent whole-number sums and differences within 100 on a number line diagram.	I can show whole numbers on a number line and can find sums and differences using a number line. (CCSS: 2.MD.6)	Q1				Q1, Q2, Q3, Q4)
CC.2.NBT.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	I can explain how my math strategies help me to add or subtract. (CC.2.NBT.9)	Q1				Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
<p>CC.2.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>I can solve one- and two-step word problems using addition and subtraction. 2.OA.2</p>	Q1				Q1, Q2, Q3, Q4
<p>CC.2.OA.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>I can fluently add and subtract within 20 using mental strategies. (CCSS 2.OA 2)</p>	Q1				Q1, Q2, Q3, Q4

GR2 CCSS MATH BY Q

Common Core Standards	Converted/Unpacked Standards					
<p>CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>	<p>I can decide if a group of objects is even or odd. (CCSS 2.OA 3) I can write an equation to show that doubles have an even sum (e.g. $5+5=10$, $6+6=12$). (CCSS 2.OA 3)</p>		Q2			Q1, Q2, Q3, Q4)
<p>CC.2.MD.6 Relate addition and subtraction to length. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... , and represent whole-number sums and differences within 100 on a number line diagram.</p>	<p>I can show whole numbers on a number line and can find sums and differences using a number line. (CCSS: 2.MD.6)</p>		Q2			Q1, Q2, Q3, Q4)
<p>CC.2.MD.8 Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>	<p>I can identify and give the value of dollar bills, half dollars, quarters, dimes, nickels, and pennies. (CCSS: 2.MD.8) I can use \$ (dollar) ¢ (cents) symbols appropriately. (CCSS: 2.MD.8) I can solve a word problem with dollar bills, quarters, dimes, nickels, and pennies. (CCSS: 2.MD.8)</p>		Q2			Q2
<p>CC.2.NBT.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>I can use strategies to fluently add and subtract within 100. (CCSS: 2.NBT.5)</p>		Q2			Q2, Q3, Q4
<p>CC.2.NBT.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>I can use strategies to add up to four two-digit numbers. (CCSS: 2.NBT.6)</p>		Q2			Q2, Q3, Q4

GR2 CCSS MATH BY Q

Common Core Standards	Converted/Unpacked Standards					
<p>CC.2.NBT.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p>	<p>I can explain how my math strategies help me to add or subtract. (CC.2.NBT.9)</p>		Q2			Q1, Q2, Q3, Q4)
<p>CC.2.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>I can solve one- and two-step word problems using addition and subtraction. 2.OA.2</p>		Q2			
<p>CC.2.OA.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>I can fluently add and subtract within 20 using mental strategies. (CCSS 2.OA 2)</p>		Q2			

GR2 CCSS MATH BY Q

Common Core Standards	Converted/Unpacked Standards					
CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	I can decide if a group of objects is even or odd. (CCSS 2.OA 3) I can write an equation to show that doubles have an even sum (e.g. $5+5=10$, $6+6=12$). (CCSS 2.OA 3)			Q3		Q1, Q2, Q3, Q4)
CC.2.G.1 Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)	I can use attributes of shapes to identify and draw them. (CCSS: 2.G.1) I can draw a shape when told its attributes. (CCSS: 2.G.1)			Q3		Q3
CC.2.G.2 Reason with shapes and their attributes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	I can draw rows and columns of equal size in a rectangle. I can count the equal size squares in a rectangle. (CCSS: 2.G.2)			Q3		Q3, Q4)
CC.2.G.3 Reason with shapes and their attributes. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	I can divide circles and rectangles into two, three, or four equal parts and I can use words to describe them (CCSS: 2.G.3) I can explain an give examples to show that halves, thirds, and fourths of an identical whole do not need to be the same shape (CCSS: 2.G.3)			Q3		Q3
CC.2.MD.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using tapes. appropriate tools such as rulers, yardsticks, meter sticks, and measuring	I can select the right tool to measure the length of an object. (CCSS: 2.MD.1)			Q3		Q3

GR2 CCSS MATH BY Q

Common Core Standards	Converted/Unpacked Standards					
CC.2.MD.2 Measure and estimate lengths in standard units. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	I can measure the length of an object using two different units and compare the two different measurements. (CCSS: 2.MD.2)			Q3		Q3
CC.2.MD.3 Measure and estimate lengths in standard units. Estimate lengths using units of inches, feet, centimeters, and meters.	I can estimate lengths using units of inches, feet, centimeters, and meters. (CCSS: 2.MD.3)			Q3		Q3
CC.2.MD.4 Measure and estimate lengths in standard units. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	I can measure to determine how much longer one object is than another. (CCSS: 2.MD.4)			Q3		Q3
CC.2.MD.5 Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	I can use addition and subtraction to help solve word problems about length. (CCSS: 2.MD.5)			Q3		Q3
CC.2.MD.6 Relate addition and subtraction to length. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... , and represent whole-number sums and differences within 100 on a number line diagram.	I can show whole numbers on a number line and can find sums and differences using a number line. (CCSS: 2.MD.6)			Q3		Q1, Q2, Q3, Q4)
CC.2.MD.7 Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	I can tell and write time from analog and digital clocks to the nearest five minutes. (CCSS: 2.MD.7) I can understand the difference between a.m. and p.m. (CCSS: 2.MD.7)			Q3		Q3

GR2 CCSS MATH BY Q

Common Core Standards	Converted/Unpacked Standards					
<p>CC.2.MD.9 Represent and interpret data. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>	<p>I can measure and record the lengths of several objects to the nearest whole number. (CCSS: 2.MD.9) I can show data collected by recording measurements on a line plot. (CCSS: 2.MD.9)</p>			Q3		Q3
<p>CC.2.NBT.1 Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: -- a. 100 can be thought of as a bundle of ten tens — called a “hundred.” -- b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>	<p>I can determine place values of a three-digit number. (CCSS: 2.NBT.1)</p>			Q3		Q3, Q4
<p>CC.2.NBT.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>I can use strategies to fluently add and subtract within 100. (CCSS: 2.NBT.5)</p>			Q3		Q2, Q3, Q5
<p>CC.2.NBT.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>I can use strategies to add up to four two-digit numbers. (CCSS: 2.NBT.6)</p>			Q3		Q2, Q3, Q4
<p>CC.2.NBT.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p>	<p>I can explain how my math strategies help me to add or subtract. (CC.2.NBT.9)</p>			Q3		Q1, Q2, Q3, Q4)

GR2 CCSS MATH BY Q

Common Core Standards	Converted/Unpacked Standards					
<p>CC.2.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>I can solve one- and two-step word problems using addition and subtraction. 2.OA.2</p>			Q3		
<p>CC.2.OA.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>I can fluently add and subtract within 20 using mental strategies. (CCSS 2.OA 2)</p>			Q3		

GR2 CCSS MATH BY Q

Common Core Standards	Converted/Unpacked Standards					
<p>CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>	<p>I can decide if a group of objects is even or odd. (CCSS 2.OA 3) I can write an equation to show that doubles have an even sum (e.g. $5+5=10$, $6+6=12$). (CCSS 2.OA 3)</p>				Q4	Q1, Q2, Q3, Q4)
<p>CC.2.G.2 Reason with shapes and their attributes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>I can draw rows and columns of equal size in a rectangle. I can count the equal size squares in a rectangle. (CCSS: 2.G.2)</p>				Q4	Q3, Q4)
<p>CC.2.MD.10 Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	<p>I can draw a pictograph and a bar graph to show my data and use the graphs to solve problems (CCSS: 2.MD.10)</p>				Q4	Q4
<p>CC.2.MD.6 Relate addition and subtraction to length. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... , and represent whole-number sums and differences within 100 on a number line diagram.</p>	<p>I can show whole numbers on a number line and can find sums and differences using a number line. (CCSS: 2.MD.6)</p>				Q4	Q1, Q2, Q3, Q4)
<p>CC.2.NBT.1 Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: -- a. 100 can be thought of as a bundle of ten tens — called a “hundred.” -- b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>	<p>I can determine place values of a three-digit number. (CCSS: 2.NBT.1)</p>				Q4	Q3, Q4

GR2 CCSS MATH BY Q

Common Core Standards	Converted/Unpacked Standards					
CC.2.NBT.2 Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.	I can count within 1000. (CCSS: 2.NBT.2) I can skip-count by 5s, 10s, and 100s. (CCSS: 2.NBT.2)				Q4	Q4
CC.2.NBT.3 Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	I can read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (CCSS: 2.NBT.3)				Q4	Q4
CC.2.NBT.4 Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	I can compare two three-digit numbers using $>$, $=$, and $<$ symbols to record the results of comparisons. (CCSS: 2.NBT.4)				Q4	Q4
CC.2.NBT.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	I can use strategies to fluently add and subtract within 100. (CCSS: 2.NBT.5)				Q4	Q2, Q3, Q6
CC.2.NBT.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.	I can use strategies to add up to four two-digit numbers. (CCSS: 2.NBT.6)				Q4	Q2, Q3, Q4
CC.2.NBT.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	I can use strategies to add and subtract within 1000. (CC.2.NBT.7)				Q4	Q4

GR2 CCSS MATH BY Q

Common Core Standards	Converted/Unpacked Standards					
CC.2.NBT.8 Use place value understanding and properties of operations to add and subtract. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	I can mentally add or subtract 10 and 100 to or from other numbers (100-900). (CC.2.NBT.8)				Q4	Q4
CC.2.NBT.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	I can explain how my math strategies help me to add or subtract. (CC.2.NBT.9)				Q4	Q1, Q2, Q3, Q4)
CC.2.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	I can solve one- and two-step word problems using addition and subtraction. 2.OA.2				Q4	
CC.2.OA.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	I can fluently add and subtract within 20 using mental strategies. (CCSS 2.OA 2)				Q4	
CC.2.OA.4 Work with equal groups of objects to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	I can use addition and write an equation to find the sum of objects in an array $4+4+4$. (CCSS 2.OA 4)				Q4	Q4

GR2 CCSS MATH BY Q

Common Core Standards	Converted/Unpacked Standards					
Standards for Mathematical Practice	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 					

GR2 CCSS ELA BY STANDARD

Common Core Standards	Converted/Unpacked Standards					
Reading Literature						
CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	I can identify, answer and show the key ideas in fiction and non-fiction texts according to who, what, where, when, why, and how. [RL.2.1].	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	I can retell stories to that I have read from other cultures including fables and folktales. [RL.2.2]. I understand the lesson, or moral of a story, fable, or folktale. [RL.2.2]			Q3		Q3,
CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.	I can describe how characters react to events and challenges from a variety of genres. [RL.2.3]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	I can find and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm. [RL.2.4]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	I can recognize that a story has a beginning, middle and end and describe how the characters, setting, and action are introduced in a story. [RL.2.5] I can describe how the events at the end of a story let me know what happened to the characters. [RL.2.5]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4) (Not addressed in basal)
CC.2.R.L.6 Craft and Structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	I can recognize that different characters have different points of view and different voices. [RL.2.6] I can show different points of view by changing my voice when I read dialogue for each character aloud. [RL.2.6]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	I can identify illustrations that support a story and use them to explain how they add meaning to the words. [RL.2.7] I can use illustrations and words in a story to help describe the characters, setting, or plot. [RL.2.7]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.L.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	I can compare and contrast two or more versions of the same story by different authors and cultures. [RL.2.9]		Q2	Q3	Q4	Q2, Q3, Q4)
CC.2.R.L.10 Range of Reading and Level of Text Complexity: 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.	I can choose "just right" books for myself. [RL.2.10] I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts. [RL.2.10]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	I can ask and answer who, what, where, when, why, and how questions about texts in a variety of genres before, during and after I read it. [RI.2.1]			Q3		Q3
CC.2.R.I.2 Key Ideas and Details: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	I can read stories with more than one paragraph and explain the topic or main idea of each paragraph. [RI.2.2]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	I can talk about the cause and effect between events, steps or ideas in a social studies or science text. [RI.2.3]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.I.4 Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	I can determine the meanings of words and phrases as they are used in a text. [RI.2.4]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.I.5 Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts. [RI.2.5]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.I.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	CC.2.R.I.6 I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.I.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	I can study and explain how the pictures in a text are helpful in learning more about a topic. [RI.2.7]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.I.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.	I can read a text and describe the points the author makes and describe the reasons why his or her ideas make sense. [RI.2.8]			Q3	Q4	Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
CC.2.R.1.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.	I can identify the most important details in a text that support the main idea. [RI.2.9] I can learn information from two texts about the same topic and compare and contrast the most important points. [RI.2.9]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.1.10 Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can use reading strategies like asking questions, making questions, visualizing, rereading, or graphic organizers to help me understand difficult texts. [RI.2.10]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
Reading Fundamentals						
CC.2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	I can use multiple skills to decode words.	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.F.3.a Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.	I can identify the most common short (CVC) and long vowel (CVCE and VCE) patterns. [RF.2.3]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.F.3.b Phonics and Word Recognition: Know spelling- sound correspondences for additional common vowel teams.	I can correctly pronounce common vowel teams (ea, oi, oo). [RF.2.3]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.F.3.c Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.	I can identify and read two-syllable words with long vowels. [RF.2.3]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.F.3.d Phonics and Word Recognition: Decode words with common prefixes and suffixes.	I can identify and read words with common prefixes and suffixes. [RF.2.3]		Q2	Q3	Q4	Q2, Q3, Q4) Does G1 teach?
CC.2.R.F.3.e Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences.	I identify words with similar patterns that create different sounds (bead/head, doll/roll, hint/pint). [RF.2.3]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4) Develop a list of words
CC.2.R.F.3.f Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	I can read some irregularly spelled words (rule breakers). [RF.2.3]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	I can read accurately and fluently (easy, smooth and automatic) and show comprehension. [RF.2.4] I can self-correct misunderstood words. [RF.2.4]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.R.F.4.a Read on-level text with purpose and understanding.	?????????	Q1	Q2	Q3	Q4	?????????
CC.2.R.F.4.b Read on-level text orally with accuracy, appropriate rate, and expression.	?????????	Q1	Q2	Q3	Q4	?????????
CC.2.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	?????????	Q1	Q2	Q3	Q4	?????????
Writing						
CC.2.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	I can write an opinion piece that has an introduction, supporting reasons, transition words, and a concluding statement. [W.2.1]				Q4	Q4)
CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	I can select a topic and identify facts and definitions to write about the topic. [W.2.2] I can use a concluding statement. [W.2.2]			Q3		Q3
CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	I can write stories in sequence using words like before, during and after and create an ending for my story. [W.2.3] I can describe actions thoughts, and feelings in my story. [W.2.3]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.W.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	I can write more than one draft with the help of my teachers and classmates by editing and revising. [W.2.5]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can use a computer and the internet on my own and with others to produce and publish writing with my teacher's help. [W.2.6]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	I can work with my classmates to research a topic and write about it. [W.2.7]		Q2	Q3	Q4	Q2, Q3, Q4)
CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.	I can answer questions using information recalled or gathered. [W.2.8]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	I can participate in conversations with many different people, including adults. [SL.2.1]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
CC.2.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	I can identify and follow agreed upon rules for discussion. [SL.2.1]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.SL.1.b Comprehension and Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others.	I can comment on others' statements. [SL.2.1]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.	I can ask questions when I do not understand [SL.2.1]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I can identify and describe key ideas and details presented visually or orally. [SL.2.2]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	I can ask and answer questions about a presentation. [SL.2.3]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.SL.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I can tell a story using facts and details using complete sentences and speaking in a clear voice. [SL.2.4]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.SL.5 Presentation of Knowledge and Ideas: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	I can create voice recordings of stories or poems and use related drawings or photographs. [SL.2.5]			Q3	Q4	Q3, Q4)
CC.2.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)	I can speak in complete sentences. [SL.2.6]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)

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Common Core Standards	Converted/Unpacked Standards					
Language						
CC.2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can use punctuation and correct grammar. [L.2.1]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.1.a Conventions of Standard English: Use collective nouns (e.g., group).	I can define and correctly use collective nouns in my writing and speaking. [L.2.1] (e.g. flock, swarm, herd, crowd, team)	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.1.b Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	I can identify and correctly use irregular plural nouns. [L.2.1]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.1.c Conventions of Standard English: Use reflexive pronouns (e.g., myself, ourselves).	I can use words such as myself, yourself, and ourselves correctly. [L.2.1]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.1.d Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	I can identify common irregular verbs and use them correctly in the past tense (like sat, hid, and told). [L.2.1]		Q2	Q3	Q4	Q2, Q3, Q4)
CC.2.L.1.e Conventions of Standard English: Use adjectives and adverbs, and choose between them depending on what is to be modified.	I can use adjectives and adverbs correctly. [L.2.1]			Q3	Q4	Q3, Q4)
CC.2.L.1.f Conventions of Standard English: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	I can write, rearrange, and rewrite simple and compound sentences without changing the meaning. [L.2.1]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can use correct capitalization, punctuation and spelling in my writing.	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.2.a Conventions of Standard English: Capitalize holidays, product names, and geographic names.	I can capitalize proper nouns. [L.2.2]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.2.b Conventions of Standard English: Use commas in greetings and closings of letters.	I can correctly use commas in greetings and closings of letters. [L.2.2]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.2.c Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.	I can correctly use apostrophes to form contractions and to show possession. [L.2.2]		Q2	Q3	Q4	Q2, Q3, Q4)
CC.2.L.2.d Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	I can look for and understand patterns of letters and sounds when I spell words. [L.2.2]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	I can look up how to correctly spell an unfamiliar word in a dictionary. [L.2.2]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.3.a Knowledge of Language: Compare formal and informal uses of English.	I can identify whether a writer or speaker is using formal or informal language. [L.2.3]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	????????????????????	Q1	Q2	Q3	Q4	????????????????
CC.2.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.	I can determine the meaning of a word or phrase by using context clues. [L.2.4]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.4.b Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	I can determine how the meaning of a word changes when a prefix is added, such as happy/unhappy. [L.2.4]	Q1	Q2	Q3	Q4	Q2, Q3, Q4)
CC.2.L.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	I can use my knowledge of a root word or base word to see how the meanings of similar words are related (for example, addition and additional). [L.2.4]		Q2	Q3	Q4	Q2, Q3, Q4)
CC.2.L.4.d Vocabulary Acquisition and Use: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	I can predict the meaning of compound words by looking for words I know within them. [L.2.4]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)

GR2 CCSS ELA BY STANDARD

Common Core Standards	Converted/Unpacked Standards					
CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	I can use a dictionary or glossary to look up the meaning of a word. [L.2.4]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.	????????????????????	Q1	Q2	Q3	Q4	????????????
CC.2.L.5.a Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	I can make real-life connections between words and their uses. [L.2.5]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)
CC.2.L.5.b Vocabulary Acquisition and Use: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	I can choose the best verbs or adjectives that have slightly different meanings. [L.2.5]			Q3	Q4	Q3, Q4)
CC.2.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	I can use words that I have learned from talking to others or from reading books. [L.2.6]	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4)

GR2 CCSS MATH BY STANDARD

Common Core Standards	Converted/Unpacked Standards					
<p>Standards Code: OA=Operations and Algebraic Thinking, NBT=Number and Operations in Base 10, MD=Measurements and Data, G=Geometry, NF=Number and Operations-Fractions, RP=Ratios and Proportional Relationships, NS= Number System, EE=Expressions and Equations, SP=Statistics and Probability, A=Algebra.</p>						
<p>CC.2.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>I can solve one- and two-step word problems using addition and subtraction. 2.OA.2</p>	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4
<p>CC.2.OA.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>I can fluently add and subtract within 20 using mental strategies. (CCSS 2.OA 2)</p>	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4
<p>CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>	<p>I can decide if a group of objects is even or odd. (CCSS 2.OA 3) I can write an equation to show that doubles have an even sum (e.g. $5+5=10$, $6+6=12$). (CCSS 2.OA 3)</p>	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4

GR2 CCSS MATH BY STANDARD

Common Core Standards	Converted/Unpacked Standards					
CC.2.OA.4 Work with equal groups of objects to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	I can use addition and write an equation to find the sum of objects in an array $4+4+4$. (CCSS 2.OA.4)				Q4	Q4
CC.2.NBT.1 Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: -- a. 100 can be thought of as a bundle of ten tens — called a “hundred.” -- b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	I can determine place values of a three-digit number. (CCSS: 2.NBT.1)		Q3		Q4	Q3, Q4
CC.2.NBT.2 Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.	I can count within 1000. (CCSS: 2.NBT.2) I can skip-count by 5s, 10s, and 100s. (CCSS: 2.NBT.2)				Q4	Q4
CC.2.NBT.3 Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	I can read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (CCSS: 2.NBT.3)				Q4	Q4
CC.2.NBT.4 Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	I can compare two three-digit numbers using $>$, $=$, and $<$ symbols to record the results of comparisons. (CCSS: 2.NBT.4)				Q4	Q4

GR2 CCSS MATH BY STANDARD

Common Core Standards	Converted/Unpacked Standards					
<p>CC.2.NBT.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>I can use strategies to fluently add and subtract within 100. (CCSS: 2.NBT.5)</p>		Q2	Q3	Q4	Q2, Q3, Q4
<p>CC.2.NBT.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>I can use strategies to add up to four two-digit numbers. (CCSS: 2.NBT.6)</p>		Q2	Q3	Q4	Q2, Q3, Q4
<p>CC.2.NBT.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p>I can use strategies to add and subtract within 1000. (CC.2.NBT.7)</p>				Q4	Q4
<p>CC.2.NBT.8 Use place value understanding and properties of operations to add and subtract. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>	<p>I can mentally add or subtract 10 and 100 to or from other numbers (100-900). (CC.2.NBT.8)</p>				Q4	Q4

GR2 CCSS MATH BY STANDARD

Common Core Standards	Converted/Unpacked Standards					
CC.2.NBT.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	I can explain how my math strategies help me to add or subtract. (CC.2.NBT.9)	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4
CC.2.MD.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	I can select the right tool to measure the length of an object. (CCSS: 2.MD.1)			Q3		Q3
CC.2.MD.2 Measure and estimate lengths in standard units. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	I can measure the length of an object using two different units and compare the two different measurements. (CCSS: 2.MD.2)			Q3		Q3
CC.2.MD.3 Measure and estimate lengths in standard units. Estimate lengths using units of inches, feet, centimeters, and meters.	I can estimate lengths using units of inches, feet, centimeters, and meters. (CCSS: 2.MD.3)			Q3		Q3
CC.2.MD.4 Measure and estimate lengths in standard units. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	I can measure to determine how much longer one object is than another. (CCSS: 2.MD.4)			Q3		Q3
CC.2.MD.5 Relate addition and subtraction to length. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	I can use addition and subtraction to help solve word problems about length. (CCSS: 2.MD.5)			Q3		Q3

GR2 CCSS MATH BY STANDARD

Common Core Standards	Converted/Unpacked Standards					
<p>CC.2.MD.6 Relate addition and subtraction to length. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... , and represent whole-number sums and differences within 100 on a number line diagram.</p>	<p>I can show whole numbers on a number line and can find sums and differences using a number line. (CCSS: 2.MD.6)</p>	Q1	Q2	Q3	Q4	Q1, Q2, Q3, Q4
<p>CC.2.MD.7 Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>I can tell and write time from analog and digital clocks to the nearest five minutes. (CCSS: 2.MD.7) I can understand the difference between a.m. and p.m. (CCSS: 2.MD.7)</p>			Q3		Q3
<p>CC.2.MD.8 Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>	<p>I can identify and give the value of dollar bills, half dollars, quarters, dimes, nickels, and pennies. (CCSS: 2.MD.8) I can use \$ (dollar) ¢ (cents) symbols appropriately. (CCSS: 2.MD.8) I can solve a word problem with dollar bills, quarters, dimes, nickels, and pennies. (CCSS: 2.MD.8)</p>		Q2			Q2
<p>CC.2.MD.9 Represent and interpret data. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>	<p>I can measure and record the lengths of several objects to the nearest whole number. (CCSS: 2.MD.9) I can show data collected by recording measurements on a line plot. (CCSS: 2.MD.9)</p>			Q3		Q3

GR2 CCSS MATH BY STANDARD

Common Core Standards	Converted/Unpacked Standards					
<p>CC.2.MD.10 Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	<p>I can draw a pictograph and a bar graph to show my data and use the graphs to solve problems (CCSS: 2.MD.10)</p>				Q4	Q4
<p>CC.2.G.1 Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)</p>	<p>I can use attributes of shapes to identify and draw them. (CCSS: 2.G.1) I can draw a shape when told its attributes. (CCSS: 2.G.1)</p>			Q3		Q3
<p>CC.2.G.2 Reason with shapes and their attributes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>I can draw rows and columns of equal size in a rectangle. I can count the equal size squares in a rectangle. (CCSS: 2.G.2)</p>			Q3	Q4	Q3, Q4
<p>CC.2.G.3 Reason with shapes and their attributes. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>I can divide circles and rectangles into two, three, or four equal parts and I can use words to describe them (CCSS: 2.G.3) I can explain and give examples to show that halves, thirds, and fourths of an identical whole do not need to be the same shape (CCSS: 2.G.3)</p>			Q3		Q3

GR2 CCSS MATH BY STANDARD

Common Core Standards	Converted/Unpacked Standards					
Standards for Mathematical Practice	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 					