



## DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE - Alignment Chart

<b>GRADE 2</b> Common Core State Standards Initiative – English Language Arts Unit 1   Unit 2   Unit 3		Going Places Safely	A-B-C Searching	Keep It Private	My Creative Work	Sending Email	Staying Safe Online	Follow the Digital Trail	Screen Out the Mean	Using Keywords	Sites I Like	Powerful Passwords	My Online Community	Things for Sale	Show Respect Online	Writing Good Emails	
<b>College and Career Readiness Anchor Standards for Reading</b>																	
<b>Key Ideas and Details</b>																	
<input type="checkbox"/>	A.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			•	•	•		•	•	•	•	•		•	•	•
<input type="checkbox"/>	A.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.							•								
<input type="checkbox"/>	A.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.							•								
<b>Craft and Structure</b>																	
<input type="checkbox"/>	A.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			•					•	•	•		•	•	•	•
<input type="checkbox"/>	A.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.															
<input type="checkbox"/>	A.R.6	Assess how point of view or purpose shapes the content and style of a text.															
<b>Integration of Knowledge and Ideas</b>																	
<input type="checkbox"/>	A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	•	•	•	•	•	•	•	•	•		•	•	•	•	•
<input type="checkbox"/>	A.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.															
<input type="checkbox"/>	A.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.															
<b>Range and Level of Text Complexity</b>																	
<input type="checkbox"/>	A.R.10	Read and comprehend complex literary and informational texts independently and proficiently.			•	•	•		•	•	•	•	•		•	•	•
<b>Reading Standards for Literature</b>																	
<b>Key Ideas and Details</b>																	
<input type="checkbox"/>	RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.		•	•	•		•	•	•	•			•	•		

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<input type="checkbox"/>	RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.														
<input type="checkbox"/>	RL.2.3	Describe how characters in a story respond to major events and challenges.														
<b>Craft and Structure</b>																
<input type="checkbox"/>	RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.														
<input type="checkbox"/>	RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.														
<input type="checkbox"/>	RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.														
<b>Integration of Knowledge and Ideas</b>																
<input type="checkbox"/>	RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.														
	RL.2.8	(Not applicable to literature)														
<input type="checkbox"/>	RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.														
<b>Range and Level of Text Complexity</b>																
<input type="checkbox"/>	RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.														
<b>Reading Standards for Informational Text</b>																
<b>Key Ideas and Details</b>																
<input type="checkbox"/>	RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.														
<input type="checkbox"/>	RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.														
<input type="checkbox"/>	RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.														
<b>Craft and Structure</b>																
<input type="checkbox"/>	RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .														

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<input type="checkbox"/>	RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.														
<input type="checkbox"/>	RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.														
<b>Integration of Knowledge and Ideas</b>																
<input type="checkbox"/>	RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.														
<input type="checkbox"/>	RI.2.8	Describe how reasons support specific points the author makes in a text.														
<input type="checkbox"/>	RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.														
<b>Range and Level of Text Complexity</b>																
<input type="checkbox"/>	RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.														
<b>Reading Standards: Foundational Skills</b>																
<b>Phonics and Word Recognition</b>																
<input type="checkbox"/>	RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.														
<input type="checkbox"/>	RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.														
<input type="checkbox"/>	RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.														
<input type="checkbox"/>	RF.2.3c	Decode regularly spelled two-syllable words with long vowels.														
<input type="checkbox"/>	RF.2.3d	Decode words with common prefixes and suffixes.														
<input type="checkbox"/>	RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.														
<input type="checkbox"/>	RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.														
<b>Fluency</b>																
<input type="checkbox"/>	RF.2.4	Read with sufficient accuracy and fluency to support comprehension.														
<input type="checkbox"/>	RF.2.4a	Read grade-level text with purpose and understanding.														

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<input type="checkbox"/>	RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression.														
<input type="checkbox"/>	RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.														
<b>College and Career Readiness Anchor Standards for Writing</b>																
<b>Text Types and Purposes</b>																
<input type="checkbox"/>	A.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.														
<input type="checkbox"/>	A.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.														
<input type="checkbox"/>	A.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.														
<b>Production and Distribution of Writing</b>																
<input type="checkbox"/>	A.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.														
<input type="checkbox"/>	A.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.														
<input type="checkbox"/>	A.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.														
<b>Research to Build Knowledge</b>																
<input type="checkbox"/>	A.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.														
<input type="checkbox"/>	A.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.														
<input type="checkbox"/>	A.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.														
<b>Range of Writing</b>																
<input type="checkbox"/>	A.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.														
<b>Writing Standards</b>																
<b>Text Types and Purposes</b>																
<input type="checkbox"/>	W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.														

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<input type="checkbox"/>	W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.										.				
<b>Production and Distribution of Writing</b>																
	W.2.4	(Begins in grade 3)														
<input type="checkbox"/>	W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.					.								.	
<input type="checkbox"/>	W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.														
<b>Research to Build Knowledge</b>																
<input type="checkbox"/>	W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	W.2.9	(Begins in grade 4)														
<b>Range of Writing</b>																
	W.2.10	(Begins in grade 3)														
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>																
<b>Comprehension and Collaboration</b>																
<input type="checkbox"/>	A.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.														

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### Presentation of Knowledge and Ideas

<input type="checkbox"/>	A.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.													
<input type="checkbox"/>	A.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.													
<input type="checkbox"/>	A.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.													

### Speaking and Listening Standards

#### Comprehension and Collaboration

<input type="checkbox"/>	SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.													
<input type="checkbox"/>	SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.								•					
<input type="checkbox"/>	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		•	•		•	•	•	•	•	•	•	•	•

### Presentation of Knowledge and Ideas

<input type="checkbox"/>	SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.													
<input type="checkbox"/>	SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.													
<input type="checkbox"/>	SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•	•	•	•	•	•	•	•	•	•	•	•	•

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### College and Career Readiness Anchor Standards for Language

#### Conventions of Standard English

<input type="checkbox"/>	A.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.												

#### Knowledge of Language

<input type="checkbox"/>	A.L.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.												
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#### Vocabulary Acquisition and Use

<input type="checkbox"/>	A.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.												
<input type="checkbox"/>	A.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•

### Language Standards

#### Conventions of Standard English

<input type="checkbox"/>	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.												
<input type="checkbox"/>	L.2.1a	Use collective nouns (e.g., <i>group</i> ).												
<input type="checkbox"/>	L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).												
<input type="checkbox"/>	L.2.1c	Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).												
<input type="checkbox"/>	L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).												
<input type="checkbox"/>	L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.												
<input type="checkbox"/>	L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).												
<input type="checkbox"/>	L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.												

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<input type="checkbox"/>	L.2.2a	Capitalize holidays, product names, and geographic names.														
<input type="checkbox"/>	L.2.2b	Use commas in greetings and closings of letters.														
<input type="checkbox"/>	L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.														
<input type="checkbox"/>	L.2.2d	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).														
<input type="checkbox"/>	L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.														
<b>Knowledge of Language</b>																
<input type="checkbox"/>	L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.														
<input type="checkbox"/>	L.2.3a	Compare formal and informal uses of English.														
<b>Vocabulary Acquisition and Use</b>																
<input type="checkbox"/>	L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.														
<input type="checkbox"/>	L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.														
<input type="checkbox"/>	L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ).														
<input type="checkbox"/>	L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).														
<input type="checkbox"/>	L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).														
<input type="checkbox"/>	L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.														
<input type="checkbox"/>	L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.														
<input type="checkbox"/>	L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).														
<input type="checkbox"/>	L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).														
<input type="checkbox"/>	L.2.6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.