

Reading Horizons Correlation for Grade 2

Mississippi State Standards

Reading Horizons Vocabulary Terms

The following terms will be used throughout the correlation to illustrate the diverse ways in which Reading Horizons product offerings meet the listed standards.

1. **Dictation** is an interactive, multisensory process that is vital to the proper implementation of the Reading Horizons method. It can be performed one-on-one, in small groups, or with an entire class; in all cases, it should be a part of every skill lesson's classroom instruction. First, the leader provides a sound, letter name, slide, or word by extending his or her hands outward from the mouth to the class twice in a row. The students "catch" the offering with their outstretched hands and bring it forward to their ears. The process then reverses with the class sending the word twice and the teacher receiving it. Then, the class writes and marks (or proves) the letter, slide, or word while the teacher provides (when possible) a context sentence. Next, the students display their answers while the teacher formatively assesses and provides corrective feedback where needed. Finally, the teacher and students place their fingers beneath what they have written and read it aloud twice in a row, making sure to keep their eyes on what they are reading.
2. **Eraser Game** can be played after every instance of dictation. This game is a simple way to reinforce concepts and to provide opportunities for students to follow directions and identify skills that are of particular concern to the teacher. Students should erase words based on the instructions given by the teacher. Students can erase words based on a sound or letter at the beginning, middle, or end of a word. Teachers can increase difficulty by having students erase words based on definition, synonym, antonym, alphabetical order, or even by the answer to a riddle. See examples below. The examples assume students have the words *jog*, *cat*, and *sun* on their boards.
 - a. Erase the word that rhymes with *fog*.
 - B. Erase the word that has the same vowel sound as the word *map*.
 - C. Erase the word that means *a bright star near our planet that gives light*.
3. **Letter Formation Pages** provide opportunities for students to practice proper letter formation.
4. **Letter Formation Transfer Cards** accompany the Kindergarten Teacher's Kit. These cards show proper letter formation in large print. These cards can be used to help students practice proper letter formation.
5. **Little Books** are controlled-vocabulary fiction and non-fiction stories and passages with original illustrations. Each skill lesson has an accompanying Little Book to provide students with the opportunity to reinforce and transfer concepts to connected text as students progress through the course.

6. **Most Common Words**, also referred to as high-frequency or sight words, are taught throughout the *Reading Horizons Discovery*[®] program. The Most Common Words (MCWs) taught in this program include high-frequency words derived from Fry's Instant Words List and are introduced in order of frequency. They are presented early on so that students can begin reading words in context sentences. They are not just memorized but are approached from a linguistic standpoint.
 - a. There are 30 MCWs taught across eight lessons in the Kindergarten track.
 - B. There are 300 MCWs taught across 22 lessons in the grades 1-3 tracks. There are 10 to 20 words in each list.

MCWs appear in sentences on Transfer Cards (see Student Transfer Cards below). Printable Word Wall and Flash Cards are available on the teacher resource website *Reading Horizons Accelerate*[®] at www.rhaccelerate.com.

7. **Practice Pages** are a collection of blackline masters that correlate with the *Reading Horizons Discovery*[®] lessons. They have been developed to provide additional practice and skills reinforcement.
8. ***Reading Horizons Discovery*[®]** refers to the suite of products in the strategy-based K-3 reading program. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
9. ***Reading Horizons Discovery*[®] Spelling Supplement** refers to the suite of products that flip the decoding skills taught in the reading program to teach students how to spell words. There are individual kits for each grade level in grades 1-3. Each kit contains direct instruction materials, pretests, posttests, writing prompts, cloze passages, sort and spell activities, and more.
10. ***Reading Horizons Elevate*[®]** refers to the suite of products in the strategy-based reading program designed for grades 4 and up. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
11. **Reading Records** are used with Little Books (see above) to provide an additional way to assess mastery of skills taught in the *Reading Horizons Discovery*[®] program. Reading Records can be administered to individual students as often as at the conclusion of every skill lesson, or less often to periodically measure cumulative mastery of previously taught skills.

Reading Records can be used to

- assess student mastery of instruction.
- analyze student reading behavior as they orally read connected text.
- observe how students independently transfer strategies and skills to decode and comprehend text.
- guide instruction by identifying specific areas of need.
- identify skills students utilize when encountering words that they don't automatically recognize.
- determine whether or not students are relying solely on whole word memorization when reading.
- measure progress over time as RHD skills become more complex.
- determine areas of proficiency or instructional need regarding rate, accuracy, metacognition, and comprehension.

A Reading Record form accompanies each Little Book. Forms for shorter books contain the entire text from each book. As books get longer, only the first 100-150 words of text from each book are printed on the form. The Reading Record forms are generally similar to traditional running record forms with a few notable differences in the way reading behaviors are analyzed on the word level in relation to decodable text.

12. **Skill Checks** are designed as one-on-one assessments of skills taught. Skill Checks help the teacher determine areas of strength as well as areas in which extra help is necessary.
13. **Student Transfer Cards** contain words and sentences that are designed to provide students with opportunities to learn to recognize the print form of the same sounds they were taught during the lesson. All words and sentences on the Transfer Cards are vocabulary controlled to include, but not exceed, the skills taught to that point in the program. Students can read and mark (or prove) the words on the card. Once isolated words have been marked and read, the sentences at the bottom of the card can be read aloud for fluency and comprehension.
14. **Transfer Cards** is a generic term that refers to both Student and Whole Class Transfer Cards.
15. **Whole Class Transfer Cards** are designed to facilitate automaticity in the recognition of the spelling patterns of the English language and the sounds they represent. Whole Class Transfer Cards can be projected and are meant to be read chorally by the class after they have completed the Guided Practice and Dictation section of the instruction. Skills on the Whole Class Transfer Cards progress from sound to slide to word and, finally, to sentence and passage.

Introduction

Reading Anchor Standards

The K–12 standards define what students should understand and be able to do by the end of each grade. The standards correspond to the College- and Career-Readiness (CCR) anchor standards below by number. The MS CCRS and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Grade 2 Reading Literature Standards

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 2 Reading Foundational Skills Standards

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Grade 2 Writing Standards








The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.


Grade 2 Speaking and Listening Standards

The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 2 Language Standards

The following standards for Grade 2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.


Standard	Reading Horizons Discovery®
Reading: Key Ideas and Details	
<p>CCR.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.</p> <p>CCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
 Literature	
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.	 Little Books provide ample opportunities to practice this skill.
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	 Little Books provide ample opportunities to practice this skill.
RL.2.3 Describe how characters in a story respond to major events and challenges.	 Little Books provide ample opportunities to practice this skill.
 Informational Text	
RI.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.	 Nonfiction Little Books provide ample opportunities to practice this skill.
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	 Nonfiction Little Books provide ample opportunities to practice this skill.


<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p> Nonfiction Little Books provide ample opportunities to practice this skill.</p>
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Reading: Craft and Structure

CCR.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.
 CCR.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.
 CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.


Literature


<p>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.</p>	<p> <i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
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<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p> <i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
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<p>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.</p>	<p> <i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
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Informational Text

<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p> <i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
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<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p> <i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
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RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Little Books provide ample opportunities to practice this skill.
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Reading: Integration of Knowledge and Ideas

CCR.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.



CCR.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.

CCR.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.

Literature

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.	Little  books provide ample opportunities to practice this skill.
RL.2.8 Not applicable to literature.	Not applicable to literature.
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.	<i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.

Informational Text

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	 <i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.
RI.2.8 Describe how reasons support specific points the author makes in a text.	Little Books provide ample opportunities to practice this skill.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	 <i>Reading Horizons Discovery</i> [®] is a supplemental program, and this standard falls outside the scope of the program.

Reading: Range of Reading and Level of Text Complexity

CCR.R.10: Read and comprehend complex literary and informational texts independently and proficiently.


Literature

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.

Reading Horizons Discovery® is a supplemental program, and this standard falls outside the scope of the program.

Informational Text

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.

 *Reading Horizons Discovery*® is a supplemental program, and this standard falls outside the scope of the program.

Reading Foundational Skills: Print Concepts

Not applicable in grade 2.

Reading Foundational Skills: Phonological Awareness

Not applicable in grade 2.

Reading Foundational Skills: Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

The skills in this standard are addressed in the following lessons:

Lesson 32: Phonetic Skill 1 (CVC)


Lesson 33: Phonetic Skill 2 (CVCC)

Lesson 42: Phonetic Skill 3 (CV)




Lesson 43: Phonetic Skill 4 (VCe)

Lesson 50: Phonetic Skill 5 (*ai, ay, ea, ee, oa, oe, ui, ue, ie*)

<p>RF.2.3b Know spelling-sound correspondences for additional common vowel teams.</p>	<p>Vowel teams are addressed in the following decoding lessons: Lesson 50: Phonetic Skill 5 (<i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>) Lesson 86: Special Vowel Sounds AU/AW Lesson 87: Special Vowel Sounds OU/OW Lesson 88: Special Vowel Sounds OI/OY Lesson 89: Special Vowel Sounds OO/OO Lesson 97: Sounds of <i>EU</i> and <i>EW</i></p> <p>The <i>Reading Horizons Discovery® Spelling Supplement</i> reverses the skills taught in decoding instruction to teach encoding using the same skills. Some of the lessons that cover these skills include the following Spelling Supplement lessons: Week 8: Phonetic Skills 1 and 2 (closed syllables) Week 11: Phonetic Skills 3 and 4 (open and VCe syllables) Week 13: Phonetic Skill 5 (<i>ai, ay, ea, ee, oa, oe, ui, ue, ie</i>) Week 23: Murmur Diphthongs AR and OR Week 24: Murmur Diphthongs ER, UR, and IR Week 29: Special Vowel Sounds AU/AW Week 30: Special Vowel Sounds OU/OW Week 31: Special Vowel Sounds OI/OY Week 32: Special Vowel Sounds OO/OO</p> <p><i>Spelling Supplement</i> activities provide a variety of opportunities to practice these skills.</p>
<p>RF.2.3c Decode regularly spelled two-syllable words with long vowels.</p>	<p>Skills in this standard are addressed in Lesson 61: Decoding Skill 1 and Lesson 66: Decoding Skill 2.</p>
<p>RF.2.3d Decode words with common prefixes and suffixes.</p>	<p>Students are taught to read words with prefixes and suffixes in the following lessons: Lesson 23: Plurals Lesson 28: Digraphs Lesson 34: Nouns Lesson 37: Adding Suffixes to Phonetic Skills 1 and 2 Lesson 38: Three Sounds of <i>-ED</i> Lesson 39: Verbs Lesson 48: Adding Suffixes to Phonetic Skills 3 and 4 Lesson 55: Adding Suffixes to Phonetic Skill 5 Lesson 71: Adding Suffixes to Words Ending in Y Lesson 79: Root Words, Prefixes, and Suffixes</p> <p>Affixes are also taught in tandem with other skills, such as Consonant Digraphs, Vowel Digraphs, <i>R</i>-controlled vowels, etc.</p>
<p>RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Skills in this standard are taught in certain Most Common Words lessons, Lesson 57: Sounds of <i>GH, IGH,</i> and <i>IGHT,</i> Lesson 87: Special Vowel Sounds OU/OW, and Lesson 95: Other Sounds for <i>EA</i> and <i>IE/EI.</i></p>

RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	 Many grade-appropriate irregularly spelled words are high-frequency words that are taught in Most Common Words lessons.
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Reading Foundational Skills: Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	
RF.2.4a Read grade-level text with purpose and understanding.	 Books provide ample opportunities to practice this skill.
RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	 Books provide ample opportunities to practice this skill.
RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	 Little Books provide ample opportunities to practice this skill.

Writing: Text Types and Purposes

<p>CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCR.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.</p> <p>CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , and, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc.</p>
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc.</p>

<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc.</p>
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Writing: Production and Distribution of Writing




CCR.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 CCR.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 CCR.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.


<p>W.2.4 Begins in grade 3.</p>	<p>Begins in grade 3.</p>
<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>The <i>Spelling Supplement</i> includes one Writing Prompt per week of instruction for a total of 36 prompts. Prompts include a variety of writing styles such as narrative, informative, opinion, etc. Students can use these prompts as a springboard to practicing every step in the writing process.</p>
<p>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.</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>

Writing: Research to Build and Present Knowledge

CCR.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
 CCR.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.
 CCR.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p><i>Reading Horizons Discovery</i>® is a supplemental program, and this standard falls outside the scope of the program.</p>
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W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	 <i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
W.2.9 Begins in grade 4.	Begins in grade 4.
Writing: Range of Writing	
CCR.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.	
W.2.10 Begins in grade 3.	Begins in grade 3.
Speaking and Listening: Comprehension and Collaboration	
CCR.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. CCR.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCR.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
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).	Many games in the <i>Games Supplement</i> provide opportunities for students to work collaboratively with others and follow rules. The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	 Scripted lessons throughout the direct instruction materials provide ample opportunities for teachers to ask questions that lead to multiple exchange conversations.
SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	The  process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Little Books and their corresponding comprehension questions provide ample opportunities to practice this skill.


<p>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.</p>	<p> The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.</p>
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Speaking and Listening: Presentation of Knowledge and Ideas


CCR.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.

CCR.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p> <i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
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<p>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.</p>	<p> <i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
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<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 for specific expectations.)</p>	<p> <i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>
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Language: Conventions of Standard English

CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

L.2.1a Use collective nouns (e.g., <i>group</i>).	Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
L.2.1b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	Skills in this standard are taught in Lesson 34: Nouns. These words would also be taught as they become decodable according to the sequence of instruction (e.g., <i>Feet</i> and <i>teeth</i> would be taught in Lesson 50; Phonetic Skill 5 when students learn the ee combination.). The <i>Spelling Supplement</i> reinforces this skill while spelling words.
L.2.1c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	Skills in this standard are taught in Lesson 34: Nouns. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	Skills in this standard are taught in Lesson 39: Verbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	Skills in this standard are taught in Lesson 44: Adjectives and Lesson 49: Adverbs. The <i>Spelling Supplement</i> reinforces this skill while spelling words.
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>).	Skills in this standard are taught in Lesson 54: Sentence Structure. The lesson's accompanying Practice Pages provide opportunities to practice this skill.
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.2a Capitalize holidays, product names, and geographic names.	Lesson 5: Capitalization teaches students to capitalize the first word in a sentence, the pronoun I, dates, and names. Lesson 54: Sentence Structure reinforces this skill. Students can practice proper capitalization with each lesson's accompanying Practice Pages. <i>Spelling Supplement</i> resources also provide opportunities to reinforce and practice this capitalization.
L.2.2b Use commas in greetings and closings of letters.	Lesson 21: Commas teaches commas in greetings and closings of letters.
L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	Lesson 30: Contractions teaches the use of apostrophes in contractions, while Lesson 41: Nouns teaches the use of apostrophes in possessives.

<p>L.2.2d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).</p>	<p>All lessons in <i>Reading Horizons Discovery</i>[®] and the <i>Reading Horizons Discovery</i>[®] <i>Spelling Supplement</i> focus on building this skill from both the decoding and encoding perspectives.</p> <p>As students build reading and spelling skills that follow predictable patterns, they are empowered to read and spell any word that follows a particular skill. Students have ample opportunity to practice these skills during Dictation and <i>Spelling Supplement</i>-related activities.</p> <p>The software also includes a Spelling and Word Recognition test.</p> <p>Specific examples listed in the standard are covered in the following lessons: <i>cage -> badge</i> Reading Lesson 47 and Spelling Lesson Week 12: Another Sound for C and G. <i>boy -> boil</i>  Reading Lesson 28 and Spelling Lesson Week 31: Special Vowel Sounds OI/OY</p>
<p>L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p> <i>Reading Horizons Discovery</i>[®] is a supplemental program, and this standard falls outside the scope of the program.</p>

Language: Knowledge of Language

CCR.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.



L.2.3a Compare formal and informal uses of English.

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Language: Vocabulary Acquisition and Use

CCR.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.

CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCR.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.

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	Little Books provide ample opportunities to practice this skill.
L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	Skills in this standard are taught in Lesson 79: Root Words, Prefixes, and Suffixes.
L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	Skills in this standard are taught in Lesson 79: Root Words, Prefixes, and Suffixes.
L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	Skills in this standard are taught in Lesson 26: Compound Words.
L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	
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>).	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	<i>Reading Horizons Discovery</i> ® is a supplemental program, and this standard falls outside the scope of the program.
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	Practice Pages for the Adjectives and Adverbs lessons provide opportunities to practice this skill.