

LITERACY PLACE™ ©2000 by Scholastic
correlated to
California English-Language Arts Content Standards

Grade 2

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
<p>Decoding and Word Recognition</p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p>	<p><i>Super Solvers</i> p. T22, T62, T114, T166, T230; <i>Lights! Camera! Action!</i> p. T22, T58, T82, T104, T132, T192, T254; <i>Story Studio</i> p. T82, T132, T192, T252; <i>Animal World</i> p. T22, T94, T146; <i>Lend a Hand</i> p. T22, T144, T164, T188, T252, T288</p>
<p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p>	<p><i>Super Solvers</i> p. T31, T38-T39, T45, T173, T237, T260, T263, T267, R47, R55, R60, R64; <i>Lights! Camera! Action!</i> p. T37, T205; <i>Story Studio</i> p. T35, T43, T58-T59, T95, R50, R64; <i>Animal World</i> p. T267, T276-T277, R55, R64; <i>Lend a Hand</i> p. T39, T209, T224-T225, T262, T269, R53, R63</p>
<p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p>	<p><i>Super Solvers</i> p. T31, T38-T39, T45, T173, T237, T260, T263, T267, R47, R55, R60, R64; <i>Lights! Camera! Action!</i> p. T37, T205; <i>Story Studio</i> p. T35, T43, T58-T59, T95, R50, R64; <i>Animal World</i> p. T267, T276-T277, R55, R64; <i>Lend a Hand</i> p. T39, T209, T224-T225, T262, T269, R53, R63</p>
<p>1.4 Recognize common abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>).</p>	<p><i>Lend a Hand</i> p. R22-R23, R66</p>
<p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p>	<p><i>Lights! Camera! Action!</i> p. T155, T168-T169, T263, R52, R61; <i>Lend a Hand</i> p. T105, T116-T117, T119, T123, T127, R4-R5, R12-R13, R36-R37, R49, R61</p>
<p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p><i>Snapshots</i> p. T114, T115, T123; <i>Super Solvers</i> p. T30, T40, T80, T88, T144, T204, T213, T254, T262; <i>Lights! Camera! Action!</i> p. T106, T107, T115; <i>Story Studio</i> p. T60, T61, T69, T106, T107, T115, T170, T171, T179, T226, T227, T235, T282, T283, T291; <i>Animal World</i> p. T72, T73, T81; <i>Lend a Hand</i> p. T166, T175</p>

LITERACY PLACE™ ©2000 by Scholastic
correlated to
California English-Language Arts Content Standards

Grade 2

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
Vocabulary and Concept Development 1.7 Understand and explain common antonyms and synonyms.	<i>Snapshots</i> p. T31; <i>Super Solvers</i> p. T44; <i>Lights! Camera! Action!</i> p. T190, T191; <i>Story Studio</i> p. T230, T250; <i>Animal World</i> p. T47, T124, T195; <i>Lend a Hand</i> p. T37, T170, T256, T294
1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	<i>Super Solvers</i> p. T181, T202, R53, R63; <i>Animal World</i> p. T59, T228, R53, R63; <i>Lend a Hand</i> p. T82, T199, R48, R60
1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i>).	<i>Lights! Camera! Action!</i> p. T191, T261, T292, T299, R48, R63; <i>Story Studio</i> p. T157, T207, T224, T231, R56, R67; <i>Animal World</i> p. T105, T118, T159, T161, T172, T175, T179, T211, R49, R51, R61, R62; <i>Lend a Hand</i> p. T67, T103, T153, T164, T206, T263, R51, R62
1.10 Identify simple multiple-meaning words.	<i>Lights! Camera! Action!</i> p. T277; <i>Lend a Hand</i> p. T149; <i>Animal World</i> p. T105; <i>Lend a Hand</i> p. T37, T197

LITERACY PLACE™ ©2000 by Scholastic
correlated to
California English-Language Arts Content Standards

Grade 2

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
<p>Structural Features of Informational Materials</p> <p>2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Snapshots</i> p. T246-T247; R57, R65; <i>Lights! Camera! Action!</i> p. T274</p>
<p>Comprehension and Analysis of Grade-Level- Appropriate Text</p> <p>2.2 State the purpose in reading (i.e., tell what information is sought).</p>	<p><i>Snapshots</i> p. T268; <i>Super Solvers</i> p. T81; <i>Animal World</i> p. T96, T148, T167, T258; <i>Lend a Hand</i> p. T84, T146, T219</p>
<p>2.3 Use knowledge of the author’s purpose(s) to comprehend informational text.</p>	<p><i>Super Solvers</i> p. T258-T259; <i>Lend a Hand</i> p. T97</p>
<p>2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>).</p>	<p><i>Snapshots</i> p. T90, T150; <i>Lights! Camera! Action!</i> p. T152; <i>Lend a Hand</i> p. T94</p>
<p>2.5 Restate facts and details in the text to clarify and organize ideas.</p>	<p><i>Story Studio</i> p. T160; <i>Animal World</i> p. T97, T98, T99, T101, T102, T104, T106, T108, T110, T112, T114, T116-T117; <i>Lend a Hand</i> p. T85, T86, T87, T88, T90, T92, T94, T95, T97, T98, T100, T104, T106, T108, T109, T110, T112, T114-T115</p>
<p>2.6 Recognize cause-and-effect relationships in a text.</p>	<p><i>Snapshots</i> p. T30, T130, T134, T240; <i>Lights! Camera! Action!</i> p. T46, T86, T87, T88, T96, T98, T102-T103, T198, T276; <i>Story Studio</i> p. T38, T56-T57, T144, T151; <i>Animal World</i> p. T38, T48, T50, T98, T152; <i>Lend a Hand</i> p. T150</p>

LITERACY PLACE™ ©2000 by Scholastic
correlated to
California English-Language Arts Content Standards

Grade 2

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
2.7 Interpret information from diagrams, charts, and graphs.	<i>Lights! Camera! Action!</i> p. T220-T221; <i>Story Studio</i> p. T66-T67, T218-T219, T232-T233, R59, R60, R69
2.8 Follow two-step written instructions.	The opportunity to address this objective is available on the following pages: <i>Snapshots</i> p. T233, T268-T269; <i>Lights! Camera! Action!</i> p. T220-T221; <i>Story Studio</i> p. T63

LITERACY PLACE™ ©2000 by Scholastic
correlated to
California English-Language Arts Content Standards

Grade 2

3.0. Literary Response and Analysis

Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
Narrative Analysis of Grade-Level-Appropriate Text	
3.1 Compare and contrast plots, settings, and characters presented by different authors.	<i>Snapshots</i> p. T313; <i>Super Solvers</i> p. T281; <i>Lights! Camera! Action!</i> p. T177, T240, T313; <i>Story Studio</i> p. T300; <i>Animal World</i> p. T296; <i>Lend a Hand</i> p. T309
3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	The opportunity to address this objective is available on the following pages: <i>Super Solvers</i> p. T19, T33, T42, T281; <i>Story Studio</i> p. T55, T117, T165, T301; <i>Animal World</i> p. T164; <i>Lend a Hand</i> p. T19, T47, T62
3.3 Compare and contrast different versions of the same stories that reflect different cultures.	<i>Lights! Camera! Action!</i> p. T240; <i>Story Studio</i> p. T24, T29, T41, T53, T84, T98, T117, T194, T199, T207, T218-T219, T221, T300, T301
3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	<i>Snapshots</i> p. T171; <i>Lights! Camera! Action!</i> p. T52; <i>Lend a Hand</i> p. T156, T255, T259, T291, T292, T293, T304-T307

LITERACY PLACE™ ©2000 by Scholastic
correlated to
California English-Language Arts Content Standards

Grade 2

Writing

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
<p>Organization and Focus</p> <p>1.1 Group related ideas and maintain a consistent focus.</p>	<p><i>Snapshots</i> p. T116, T242, T296, T309-T310; <i>Lights! Camera! Action!</i> p. T230, T296, T309; <i>Story Studio</i> p. T62; <i>Animal World</i> p. T122, T292-T295</p>
<p>Penmanship</p> <p>1.2 Create readable documents with legible handwriting.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Snapshots</i> p. T310, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Super Solvers</i> p. T278, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Lights! Camera! Action!</i> p. T310, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Story Studio</i> p. T294, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Animal World</i> p. T294, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37; <i>Lend a Hand</i> p. T306, R4-R5, R12-R13, R20-R21, R28-R29, R36-R37</p>
<p>Research</p> <p>1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).</p>	<p><i>Lights! Camera! Action!</i> p. T112, R55, R63; <i>Animal World</i> p. T284-T285, R57, R65; <i>Lend a Hand</i> p. T124-T125, R56, R64</p>
<p>Evaluation and Revision</p> <p>1.4 Revise original drafts to improve sequence and provide more descriptive detail.</p>	<p><i>Snapshots</i> p. T60, T180, T242, T296, T310; <i>Super Solvers</i> p. T42, T90, T146, T264; <i>Lights! Camera! Action!</i> p. T172, T230, T310; <i>Story Studio</i> p. T62, T228, T284, T298; <i>Animal World</i> p. T74, T122, T176, T232, T280, T294; <i>Lend a Hand</i> p. T62, T228, T306</p>

LITERACY PLACE™ ©2000 by Scholastic
correlated to
California English-Language Arts Content Standards

Grade 2

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.	<i>Snapshots</i> p. T242; <i>Super Solvers</i> p. T51, T146, T264, T276-T279; <i>Lights! Camera! Action!</i> p. T172; <i>Story Studio</i> p. T172, T228, T296-T299; <i>Animal World</i> p. T122
2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	The opportunity to address this objective is available on the following pages: <i>Super Solvers</i> p. T52; <i>Lights! Camera! Action!</i> p. T240; <i>Story Studio</i> p. T182; <i>Lend a Hand</i> p. T120, T238

LITERACY PLACE™ ©2000 by Scholastic
correlated to
California English-Language Arts Content Standards

Grade 2

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
Sentence Structure	
1.1 Distinguish between complete and incomplete sentences.	<i>Snapshots</i> p. R6-R7, R14-R15, R22-R23; <i>Super Solvers</i> p. R6-R7
1.2 Recognize and use the correct word order in written sentences.	<i>Snapshots</i> p. R14-R15, R22-R23; <i>Super Solvers</i> p. R6-R7, R30-R31; <i>Lights! Camera! Action!</i> p. T108, R14-R15
Grammar	
1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	<i>Snapshots</i> p. T242, R30-R31; <i>Super Solvers</i> p. T146, T264, R14-R15, R22-R23, R38-R39; <i>Lights! Camera! Action!</i> p. T62, T172, T230, T296, T310, R6-R7, R22-R23; <i>Story Studio</i> p. T62, T108, T284, T298, R14-R15, R30-R31, R38-R39; <i>Animal World</i> p. T232, R6-R7, R30-R31, R38-R39; <i>Lend a Hand</i> p. T62, T228, T292, T306, R6-R7, R30-R31, R38-R39
Punctuation	
1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.	<i>Lend a Hand</i> p. T120, T168, R14-R15
1.5 Use quotation marks correctly.	<i>Story Studio</i> p. T172, R22-R23
Capitalization	
1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	<i>Snapshots</i> p. T60, T116, T180, T242, T296, T310, R6-R7, R38-R39; <i>Super Solvers</i> p. T42, T90, T146, T278; <i>Lights! Camera! Action!</i> p. T108; <i>Story Studio</i> p. T172, T284, T298, R28-R29; <i>Animal World</i> p. T74, T122, T232; <i>Lend a Hand</i> p. T120, T168, T292, R20-R21, R22-R23

LITERACY PLACE™ ©2000 by Scholastic
correlated to
California English-Language Arts Content Standards

Grade 2

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
Spelling 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).	The opportunity to address this objective is available on the following pages: <i>Snapshots</i> p. R20-R21; <i>Lights! Camera! Action!</i> p. R38-R39
1.8 Spell basic short-vowel, long-vowel, <i>r</i> -controlled, and consonant-blend patterns correctly.	<i>Snapshots</i> p. R4-R5, R12-R13, R20-R21, R28-R29; <i>Super Solvers</i> p. R21-R13, R20-R21, R28-R29, R36-R37; <i>Lights! Camera! Action!</i> p. R12-R13, R20-R21

LITERACY PLACE™ ©2000 by Scholastic
correlated to
California English-Language Arts Content Standards

Grade 2

Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
Comprehension	
1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).	<i>Snapshots</i> p. T69; <i>Super Solvers</i> p. T286-T287; <i>Animal World</i> p. T302-T303
1.2 Ask for clarification and explanation of stories and ideas.	<i>Snapshots</i> p. T306; <i>Story Studio</i> p. T118, T307
1.3 Paraphrase information that has been shared orally by others.	<i>Super Solvers</i> p. T287
1.4 Give and follow three- and four-step oral directions.	<i>Animal World</i> p. T302
Organization and Delivery of Oral Communication	
1.5 Organize presentations to maintain a clear focus.	<i>Snapshots</i> p. T317, T319; <i>Super Solvers</i> p. T285; <i>Lights! Camera! Action!</i> p. T316-T317; <i>Story Studio</i> p. T307; <i>Animal World</i> p. T303; <i>Lend a Hand</i> p. T312
1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	<i>Lights! Camera! Action!</i> p. T316-T317, T318-T319; <i>Story Studio</i> p. T117, T238; <i>Animal World</i> p. T83, T303
1.7 Recount experiences in a logical sequence.	<i>Story Studio</i> p. T181; <i>Animal World</i> p. T303
1.8 Retell stories, including characters, setting, and plot.	<i>Snapshots</i> p. T69, T190; <i>Lights! Camera! Action!</i> p. T71, T118, T239; <i>Story Studio</i> p. T117, T238; <i>Animal World</i> p. T83
1.9 Report on a topic with supportive facts and details.	<i>Snapshots</i> p. T70; <i>Animal World</i> p. T303

LITERACY PLACE™ ©2000 by Scholastic
correlated to
California English-Language Arts Content Standards

Grade 2

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

California English-Language Arts Content Standards	LITERACY PLACE™ ©2000 by Scholastic
2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).	<i>Snapshots</i> p. T69, T190; <i>Lights! Camera! Action!</i> p. T71, T118, T181, T239, T316-T317; <i>Story Studio</i> p. T117, T182, T238, T306-T307
2.2 Report on a topic with facts and details, drawing from several sources of information.	<i>Snapshots</i> p. T70; <i>Animal World</i> p. T303