

**Houghton Mifflin Harcourt**  
**Summer Success Reading Grade 2 ©2008**

correlated to the

**Common Core State Standards for English Language Arts**  
**Grade 2**

Standards		Page References	
<b>Reading Standards for Literature</b>			
<b>Key Ideas and Details</b>			
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	TE	4, 5, 8, 17, 20, 21, 31, 44, 48, 52, 61, 70, 74, 75, 79, 82, 86, 94, 96, 105, 132
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	TE	4, 5, 8, 17, 20, 21, 31, 44, 48, 52, 61, 70, 74, 75, 79, 82, 86, 94, 96, 105, 132
RL.2.3	Describe how characters in a story respond to major events and challenges.	TE	8, 13, 16, 20, 30, 31, 39, 40, 48, 60, 78, 84, 94, 102, 130
<b>Craft and Structure</b>			
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.	TE	95, 97, 122
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	TE	4, 5, 8, 17, 20, 21, 31, 44, 48, 52, 61, 70, 74, 75, 79, 82, 86, 94, 96, 105, 132

Standards		Page References
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.	Opportunities to address this standard may be found on the following page: TE 8, 13, 16, 20, 30, 31, 39, 40, 48, 60, 78, 84, 94, 102, 130
<b>Integration of Knowledge and Ideas</b>		
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.	TE 8, 13, 16, 20, 30, 31, 39, 40, 48, 60, 78, 84, 94, 102, 130
RL.2.8	(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.	TE xii, 4, 5, 8, 17, 20, 21, 31, 44, 48, 52, 61, 70, 74, 75, 79, 82, 86, 94, 96, 105, 132
<b>Range of Reading and Level of Text Complexity</b>		
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.	TE 6, 10, 13, 14, 18, 22, 28, 32, 36, 40, 41, 44, 50, 54, 58, 62, 65, 66, 72, 76, 79, 80, 84, 86, 88, 94, 98, 106, 100, 116, 120, 124, 128, 132

Standards		Page References
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
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.	TE 5, 6, 8, 20, 26, 27, 28, 29, 30, 36, 38, 49, 50, 60, 94, 110
RI.2.2	Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	TE 5, 6, 8, 20, 26, 27, 28, 29, 30, 36, 38, 49, 50, 60, 94, 110
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Opportunities to address this standard may be found on the following page: TE 17, 39, 40, 49, 57, 61, 71, 75, 79, 95, 102, 105, 123
<b>Craft and Structure</b>		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	TE 7, 8, 13, 23, 31, 37, 45, 48, 51, 53, 67, 73, 84, 89, 94, 95, 109, 110, 111, 115, 117, 123, 130, 133
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.	TE 17, 39, 40, 49, 57, 61, 71, 75, 79, 95, 102, 105, 123
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	TE 5, 6, 8, 20, 26, 27, 28, 29, 30, 36, 38, 49, 50, 60, 94, 110

<b>Standards</b>		<b>Page References</b>
<b>Integration of Knowledge and Ideas</b>		
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	TE 17, 39, 40, 49, 57, 61, 71, 75, 79, 95, 102, 105, 123
RI.2.8	Describe how reasons support specific points the author makes in a text.	TE 5, 6, 8, 20, 26, 27, 28, 29, 30, 36, 38, 49, 50, 60, 94, 110
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	Opportunities to address this standard may be found on the following page: TE 5, 6, 8, 20, 26, 27, 28, 29, 30, 36, 38, 49, 50, 60, 94, 110
<b>Range of Reading and Level of Text Complexity</b>		
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.	TE 5, 6, 8, 20, 26, 27, 28, 29, 30, 36, 38, 49, 50, 60, 94, 96, 110

Standards		Page References
<b>Reading Standards: Foundational Skills</b>		
<b>Print Concepts</b>		
RF.2.1	(not applicable to grade 2)	
<b>Phonological Awareness</b>		
RF.2.2	(not applicable to grade 2)	
<b>Phonics and Word Recognition</b>		
RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	TE 10, 14, 18, 20, 21, 32, 34, 36, 40, 42, 54, 58, 62, 64, 76, 80, 82, 84, 86, 94, 98, 102, 106, 108, 120, 124, 128
<b>Fluency</b>		
RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	TE 6, 10, 13, 14, 18, 20, 22, 28, 32, 36, 40, 41, 44, 50, 54, 58, 62, 66, 72, 76, 79, 80, 84, 86, 88, 94, 98, 105, 106, 110, 115, 116, 120, 124, 128, 132

