

Finish Line New York ELA, Third Edition

Grade 2 Crosswalk

Unit/ Lesson	Title	CCLS	Next Generation Standard
UNIT 1	KEY IDEAS AND DETAILS IN LITERARY TEXT		
Lesson 1	Understanding Key Details	RL.2.1	2R1
Lesson 2	Retelling the Story	RL.2.2	2R2
Lesson 3	Determining the Theme	RL.2.2	2R2
Lesson 4	Describing Characters and Their Actions	RL.2.3	2R3
UNIT 2	KEY IDEAS AND DETAILS IN INFORMATIONAL TEXT		
Lesson 5	Asking and Answering Questions	RI.2.1	2R1
Lesson 6	Identifying the Main Topic	RI.2.2	2R2
Lesson 7	Making Connections in History and Science	RI.2.3	2R3
Lesson 8	Making Connections Between Steps	RI.2.3	2R3
UNIT 3	CRAFT AND STRUCTURE IN LITERARY TEXT		
Lesson 9	Word Meanings and Rhythm in Poetry and Stories	RL.2.4	2R4
Lesson 10	Describing Story Structure	RL.2.5	2R5
Lesson 11	Different Points of View: Characters	RL.2.6	2R6
UNIT 4	CRAFT AND STRUCTURE IN INFORMATIONAL TEXT		
Lesson 12	Content Word Meanings	RI.2.4	2R4
Lesson 13	Using Text Features: Captions, Headings, Print Types	RI.2.5	2R5
Lesson 14	More Text Features: Indexes, Glossaries, Electronic Menus	RI.2.5	2R5
Lesson 15	Identifying Author's Purpose	RI.2.6	2R6

Unit/ Lesson	Title	CCLS	Next Generation Standard
UNIT 5	INTEGRATION OF KNOWLEDGE AND IDEAS IN LITERARY TEXT		
Lesson 16	Understanding Connections Between Words and Pictures	RL.2.7	2R7
Lesson 17	Comparing and Contrasting Different Stories	RL.2.9	2R9
UNIT 6	INTEGRATION OF KNOWLEDGE AND IDEAS IN INFORMATIONAL TEXT		
Lesson 18	Using Images to Explain a Text	RI.2.7	2R7
Lesson 19	Describing Reasons to Support Key Points	RI.2.8	2R8
Lesson 20	Comparing and Contrasting Different Texts	RI.2.9	2R9
UNIT 7	WRITING ON DEMAND		
Lesson 21	The Writing Process	W.2.2, 4–6, 9	See <i>Lifelong Practices of Writers</i> at end of document
Lesson 22	Opinion Writing	W.2.1, 4–6, 9	2W1
Lesson 23	Informational Writing	W.2.2, 4–6, 9	2W2
Lesson 24	Narrative Writing	W.2.3–6, 9	2W3, 5
Lesson 25	Rules of English	L.2.1–3	PK–2L1, 2, 2L3
Lesson 26	Vocabulary	L.2.4, 5	2L4, 5

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2RF1	There is not a grade 2 standard for this concept. Please see preceding grades for more information.	
2RF2	There is not a grade 2 standard for this concept. Please see preceding grades for more information.	
2RF3	<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>	<p>2RF3 Know and apply phonics and word analysis skills in decoding words.</p> <p>2RF3a Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</p> <p>2RF3b Decode short and long vowel sounds in two-syllable words.</p> <p>2RF3c Decode regularly spelled two-syllable words.</p> <p>2RF3d Recognize and identify root words and common suffixes and prefixes.</p> <p>2RF3e Read all common high-frequency words by sight.</p>
2RF4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-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>	<p>2RF4 Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>2RF4a Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF4b Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
2R1	<p>RL 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.</p> <p>RI 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.</p>	<p>2R1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI & RL)</p>
2R2	<p>RL Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>2R2 Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI & RL)</p>
2R3	<p>RL Describe how characters in a story respond to major events and challenges.</p> <p>RI Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>2R3 In literary texts, describe how characters respond to major events and challenges. (RL)</p> <p>In informational texts, describe the connections among ideas, concepts, or a series of events. (RI)</p>

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2R4	<p>RL 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>RI Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	2R4 Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI & RL)
2R5	<p>RL Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI 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>	2R5 Describe the overall structure of a text , including describing how the beginning introduces the text and the ending concludes the text. (RI & RL)
2R6	<p>RL 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>RI Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	2R6 Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI & RL)
2R7	<p>RL Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	2R7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features . (RI & RL)
2R8	<p>RL (Not applicable to literature)</p> <p>RI Describe how reasons support specific points the author makes in a text.</p>	2R8 Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI & RL)
2R9	<p>RL Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI Compare and contrast the most important points presented by two texts on the same topic.</p>	Omitted. See 2R9 (2017 Standards) for connections between texts. 2R9 Make connections between self and text (texts and other people/world). (RI & RL)
2R10	<p>RL 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.</p> <p>RI 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.</p>	Please see the “Range of Student Reading Experiences for 2nd Grade” section included in the introduction to the 2nd Grade Standards.
2R11	<p>RL Make connections between self, text, and the world around them (text, media, social interaction).</p> <p>RI Not applicable to Reading for Information Standard.</p>	2R9 Make connections between self and text (texts and other people/world). (RI&RL)

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2W1	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.	2W1 Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. Please note: Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons.
2W2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2W2 Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language , and provide a concluding statement or section.
2W3	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.	2W3 Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.
2W4	(Begins in grade 3.)	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
2W5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising, and editing.	
2W6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	
2W7	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).	
2W8	Recall information from experiences or gather information from provided sources to answer a question.	2W7 Recall and represent relevant information from experiences or gather information from provided sources to answer a question.
2W9	(Begins in grade 4.)	W5 Begins in grade 4.
2W10	(Begins in grade 4.)	Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.
2W11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.	2W4 Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).

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2SL1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. 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 topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Seek to understand and communicate with individuals from different cultural backgrounds.	2SL1 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. 2SL1a Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. 2SL1b Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges . 2SL1c Ask for clarification and further explanation as needed about topics and texts under discussion. 2SL1d Consider individual differences when communicating with others.
2SL2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media .	2SL2 Recount or describe key ideas or details of diverse texts and formats .
2SL3	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 .	2SL3 Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s) .
2SL4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences .	2SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly .
2SL5	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 .	2SL5 Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.
2SL6	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 for specific expectations.)	2SL6 Express thoughts, feelings, and ideas clearly, adapting language according to context .

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2L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. 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>).</p>	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.</p>
2L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
2L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>2L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>2L3a Compare academic and conversational uses of English.</p>
2L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. 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>).</p> <p>c. 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>).</p> <p>d. 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>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>2L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>2L4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2L4b 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>).</p> <p>2L4c 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>).</p> <p>2L4d 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>).</p> <p>2L4e Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p>

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2L5	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. 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>).	2L5 Demonstrate understanding of word relationships and nuances in word meanings. 2L5a Identify real-life connections between words and their use. 2L5b Use words for identification and description, making connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). 2L5c 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>).
2L6	Use words and phrases 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>).	2L6 Use words and phrases 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>).

NEW YORK STATE'S LIFELONG PRACTICES OF READERS AND WRITERS

Readers:

- think, write, speak, and listen to understand
- read often and widely from a range of global and diverse texts
- read for multiple purposes, including for learning and for pleasure
- self-select texts based on interest
- persevere through challenging, complex texts
- enrich personal language, background knowledge, and vocabulary through reading and communicating with others
- monitor comprehension and apply reading strategies flexibly
- make connections (to self, other texts, ideas, cultures, eras, etc.)

Writers:

- think, read, speak, and listen to support writing
- write often and widely in a variety of formats, using print and digital resources and tools
- write for multiple purposes, including for learning and for pleasure
- persevere through challenging writing tasks
- enrich personal language, background knowledge, and vocabulary through writing and communicating with others
- experiment and play with language
- analyze mentor texts to enhance writing
- strengthen writing by planning, revising, editing, rewriting, or trying a new approach