

Analysis of California ELA standards to Common Core standards-2nd grade

Domain Reading	CA ELA Standard	Core Strand	Common Core Standard	Alignment?	Comments in reference to CCS
Decoding	1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	Reading: Foundational Skills	Grade 2: 3a, 3b, 3c, 3e 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	Yes	CCS Grade 2: 3a, 3b, 3c, 3e
	1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).	Reading: Foundational Skills	Grade 1: 3d, 3e 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	Yes	CCS Grade 1: 3d, 3e Grade 2: 3c

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			Grade 2: 3c 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 		
	1.3 Decode two-syllable nonsense words and regular multi-syllabic words.	Reading: Foundational Skills	Grade 1: 3d, 3e 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. 	Partial	CCS do not mention <i>nonsense words</i>

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			Grade 2: 3c 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.		
	1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).			No	CCS do not include abbreviations.
	1.5 Identify and correctly use regular plurals and irregular plurals (e.g., fly/fies, wife/wives).	Language	Grade 1: Lang. 1c 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives).	Yes	CCS says <i>demonstrate command when writing or speaking</i> Grade 1: 1c Grade 2: 1b

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			<ul style="list-style-type: none"> i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>Grade 2: Lang. 1b</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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>). 		
	1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	Reading: Foundational Skills	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Yes	<p>CCS includes reading in the Grades 2-3 text complexity band by end of grade level; includes history/social studies, science, and technical texts.</p> <p>CCS adds <i>purpose and understanding</i> and includes <i>rate, expression and self-correction</i>.</p>

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Vocabulary	1.7 Understand and explain common antonyms and synonyms.	Language	<p>Grade 2: 5b</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>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>).</p> <p>Grade 4: 5c</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	Yes	CCS Language 5b: Grade 2: 5bShades of meaning Grade 4: 5c; specific use of the terms antonym and synonym
	1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	Language	<p>Grade 2: 4d</p> <p>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.</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</p>	Yes	CCS Grade 2: 4d

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			<p>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>1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).</p>	<p>Language</p>	<p>Grade 1: 4b</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>Grade 2: 4b, 4c</p> <p>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.</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>Yes</p>	<p>CCS Grade 1: 4b; <i>affixes</i> Grade 2: 4d; <i>prefixes, root words</i></p>

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	1.10 Identify simple multiple-meaning words.	Language	Grade 2: 4 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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. 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>). 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>). 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>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Yes	CCS Grade 2: 4; includes choosing flexibly from an array of strategies
Comprehension	2.1 Use titles, table of contents, and chapter headings to locate information in expository text.	Reading: Informational Text	Kinder: 5 5. Identify the front cover, back cover, and title page of a book. Grade 1: 5 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. Grade 2: 5 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.	Yes	CCS Grades K, 1, 2: Includes glossaries, indexes, electronic menus, icons
	2.2 State purpose in reading (i.e., tell what information is sought).	Reading: Informational Text	Grade 2: 6 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Yes	CCS Grade 2: 6

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	2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	Reading: Informational Text	Grade 2: 6 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Yes	CCS Grade 2: 6
	2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>).	Reading: Informational Text	Grade 2: 1 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Yes	CCS Grade 2: 1
	2.5 Restate facts and details in the text to clarify and organize ideas.	Reading: Informational Text Speaking & Listening	Grade 2: Info. 6, Speaking & Listening 2 Info. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Speaking and Listening 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Yes	CCS Grade 2: Reading Informational Text 6; Listening and Speaking 2
	2.6 Recognize cause-and-effect relationships in a text.	Reading: Literature Reading: Informational Text	Grade 2: Lit 3, 5; Info. 3 Lit. 3. Describe how characters in a story respond to major events and challenges. Lit. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Info. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Grade 4: Info. 5 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Yes	CCS Grade 4: Reading Informational Text; Cause/effect is specifically referenced
	2.7 Interpret information from diagrams, charts, and graphs.	Reading: Informational Text	Grade 2: 7 (diagram) 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Yes	CCS Informational Text standard 7 builds on developing this across grades, beginning with illustrations in kinder.

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			Grade 4: 7 (charts, graphs) 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		
	2.8 Follow two-step written instructions.	Reading: Informational Text		No	CCS not specific to following directions
Literary Response	3.1 Compare and contrast plots, settings, and characters presented by different authors.	Reading: Literature	Grade 2: 6, 9 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Yes	CCS Grade 2: Reading Literature 6, 9
	3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.			No	CCS does not include specifics about alternative endings
	3.3 Compare and contrast different versions of same stories that reflect different cultures.	Reading: Literature	Grade 2: 9 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Yes	CCS Grade 2: 9
	3.4 Use rhythm, rhyme, and alliteration in poetry.	Reading: Literature	Grade 2: 4 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Yes	CCS includes <i>story and song</i>

Domain Writing	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
Strategies	1.1 Group related ideas and maintain a consistent focus	Writing	Grade 2: 1,2,3 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, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. 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. 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.	Yes	CCS does not use the words consistent focus but does include topic, reasons or details, and closure
	1.2 Create readable documents with legible handwriting.	Language	Grade 1: 1a 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	No	CCS does not address penmanship after Grade 1: Print all upper- and lowercase letters

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			j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		
	1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas.).	Writing Language	Grade 2: Writing 7, 8 Language 2e (dictionary) Writing 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). Writing 8. Recall information from experiences or gather information from provided sources to answer a question. Lang. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Yes	CCS Grade 2: Writing standards 7 & 8 focus on research using a variety of sources; Language 2 includes use of dictionary
	1.4 Revise original drafts to improve sequence and provide more descriptive detail.	Writing	Grade 2: 5 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Yes	CCS Grade 2: 5 includes revising and editing
Application	2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events.	Writing	Grade 2: 3 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.	Yes	CCS well-elaborated, sequence, details, temporal words, closure

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	b. Describe the setting, characters, objects, and events in detail.				
	2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.			No	CCS not specific to writing letters. Standard 10: Range of Writing begins in Grade 3 – range of purposes.

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Sentences	1.1 Distinguish between complete and incomplete sentences.	Language	Grade 2: 1f 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	Implied	CCS Grade 2: 1f Produce, expand, and rearrange complete simple and compound sentences
	1.2 Recognize and use correct word order in written sentences.	Language	Grade 2: 1f 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	Yes	CCS Grade 2: 1f

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Grammar	1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	Language	Grade 2: 1a-f 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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>).	Yes	CCS Grade 2: 1a-f
Punctuation	1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.	Language	Grade 1: 2c 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Grade 2: 2b 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Yes	CCS Grade 1: 2c includes <i>dates, items in series</i> Grade 2: 2b includes <i>greetings and closings of a letter</i>

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			<ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 		
	1.5 Use quotation marks correctly.	Language	<p>Grade 3: 2c</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>Grade 4: 2b</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. 	Yes	<p>CCS</p> <p>Grade 3: 2c; <i>dialogue</i></p> <p>Grade 4: 2b; <i>direct speech and quotations from text</i></p> <p>Grade 5: 2d; <i>titles of works</i></p>

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			<p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>		
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.	Language	<p>Grade 1: 2a</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Grade 2: 2a</p> <p>2. 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., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	Yes	<p>CCS</p> <p>Grade 1: 2a; <i>dates, names</i></p> <p>Grade 2: 2a; <i>holiday, product names, geographic names</i></p> <p>Grade 3: 2a; <i>titles</i></p> <p>Grade 4: 2a; all</p>

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			Grade 3: 2a 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 		
Spelling	1.7 Spell frequently used irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).	Language	Grade 1: 2d 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	Yes	CCS Grade 1: 2d; frequently occurring irregular words

Domain Conventions	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
	1.8 Spell basic short-vowel, long vowel, r-controlled, and consonant blend patterns correctly.	Language	<p>Grade 1: 2d-e</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <p>Grade 2: 2d</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	Partial	CCS does not specify each pattern-conventional spelling for common spelling patterns

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
Comprehension	1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).	Speaking & Listening	Grade 2: 1a-c 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. 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 the 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.	Partial	CCS Grade 2: 1a-c; collaborative conversations. CCS does not specifically address <i>purpose</i>
	1.2 Ask for clarification and explanation of stories and ideas.	Speaking & Listening	Grade 2: 3 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.	Yes	CCS Grade 2: 3
	1.3 Paraphrase information that has been shared orally by others.	Speaking & Listening	Grade 2: 2 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Yes	CCS Grade 2: 2; says recount or describe – does not use the word paraphrase
	1.4 Give and follow three- and four-step oral directions.			No	CCS do not include following directions
Oral Communication	1.5 Organize presentations to maintain a clear focus.	Language Speaking & Listening	Grade 2: Language 1, 3 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	Yes	CCS Grade 2: Language 1, 3 Speaking & Listening 4, 6

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
			<ul style="list-style-type: none"> c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English. <p>Speaking & Listening 4, 6</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		
	1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	Speaking & Listening	<p>Kinder: 6</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Grade 2: 4, 6</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	Partial	CCS include speaking audibly – nothing about pace

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
	1.7 Recount experiences in a logical sequence.	Speaking & Listening	Grade 2: 4 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Partial	CCS do not include sequence
	1.8 Retell stories, including characters, setting, and plot.	Reading: Literature Speaking & Listening	Grade 2: Lit. 5 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Speaking & Listening 4 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Yes	CCS Grade 2: Reading Literature 5; Speaking and Listening 4
	1.9 Report on topic with supportive facts and details.	Speaking & Listening	Grade 2: 2, 4, 6 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Yes	CCS Grade 2: 2, 4, 6
Application	2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).	Speaking & Listening	Grade 2: Lit 3 3. Describe characters, settings, and major events in a story, using key details. Grade 2: Speaking & Listening 4 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Partial	CCS do not include sequence
	2.2 Report on a topic with facts and details, drawing from several sources of information.	Writing Speaking & Listening	Grade 2: Writing 7 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).	Yes	CCS emphasizes use of information sources in the Writing standards

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core standard	Alignment?	Comments in reference to CCS
			Speaking & Listening 4,5,6 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 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. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		

Common Core Standards not found in Grade 2 CA ELA Standards

Core Strand	Common Core Standard	Comments in reference to CA ELA standards
Literature	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	CCS include specificity not included in CA standards
	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	CA standards partially address this in 3.1 Literary Analysis – <i>compare and contrast plots, settings, and characters presented by different authors</i>
	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Point of view in later grades of CA standards
	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Digital text not mentioned in CA standards
	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.	Grade 2-3 text complexity band is specific to the CCS; not part of CA standards
Informational Text	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	
	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	CA Grade 5: Literary Response 3.0
	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.	CA includes diagram, chart, graph; CCS also includes captions, bold print, subheadings, glossaries, indexes, electronic menus, icons.
	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	CA does not reference images
	8. Describe how reasons support specific points the author makes in a text.	
	9. Compare and contrast the most important points presented by two texts on the same topic.	CA Grade 4: 2.5 Comprehension

Core Strand	Common Core Standard	Comments in reference to CA ELA standards
	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.	Grade 2-3 text complexity band is specific to the CCS; not part of CA standards. Reference to history/social studies, science, and technical text not included in CA standards.
Foundational Skills	4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	CA standards do not specifically link fluency to supporting comprehension
Writing	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.	CA standards do not include as much specificity (e.g., use linking words).
	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.	CA standards –narrative and friendly letter at Grade 2; informative and explanatory not a focus at Gr. 2 of CA
	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.	CA standard focuses on sequence of events and story elements in Grade 2 but do not address temporal words to signal events and sense of closure
	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	CA includes revising, not editing
	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	CA does not reference use of digital tools
	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).	CA: Narrative description under Writing Applications 2.0 refers to research. No specific standard.
	8. Recall information from experiences or gather information from provided sources to answer a question.	

Core Strand	Common Core Standard	Comments in reference to CA ELA standards
Speaking and Listening	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.	Audio recordings not a part of CA standards
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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>). 	CCS 1a, b, c, d, e, f are referenced in CA standards in Gr. 4 and beyond
	5. Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> 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>). 	CCS 5b: Shades of meaning and related adjectives not included in Gr. 2 CA standards
	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>).	CA standards do not emphasize students' <i>use</i> of vocabulary

CA Standards not found in 2nd grade Common Core Standards

California ELA Standards Domain Strand Standard	Comments related to the Common Core Standards
Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	CCS do not include abbreviations.
2.8 Follow two-step written instructions.	CCS not specific to following directions
Reading 2.0 Reading Comprehension 2.8 Follow two-step written instructions.	CCS not specific to following directions
Reading 3.0 Literary Respons and Analysis 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	CCS does not include specifics about alternative endings
Writing 1.0 Writing Strategies 1.2 Create readable documents with legible handwriting.	CCS does not address penmanship after Grade 1: Print all upper- and lowercase letters
Writing 2.0 Writing Applications 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	CCS not specific to writing letters. Standard 10: Range of Writing begins in Grade 3 – range of purposes.
Listening and Speaking 1.0 Listening and Speaking Strategies 1.4 Give and follow three- and four-step oral directions.	CCS do not include following directions