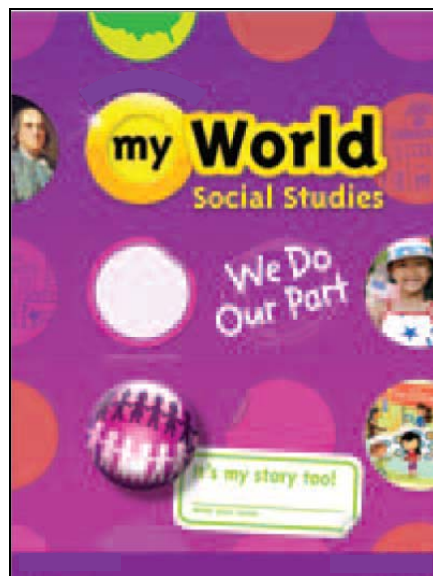


A Correlation of

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| Reading Standards for Informational Texts | |
| Key Ideas and Details | |
| <p>2.RI.1. Ask and answer such questions as <i>who, what, where, when, why</i>, and how to demonstrate understanding of key details in a text.</p> | <p>SE: Got It?, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; Review and Assessment, 42–44, 78–80, 122–124, 154–156, 194–196 TG: Ask Questions, 47, 126, 148; also see: Check Comprehension, 3, 6, 11, 12, 14, 15, 19, 20, 22, 23, 25, 38, 41, 47, 51, 54, 55, 67, 68, 72, 73, 75, 76, 78, 79, 81, 86, 87, 89, 90, 99, 102, 103, 107, 108, 110, 114, 122, 125, 126, 130, 131, 133, 134, 136, 137, 139, 140, 142, 143, 147, 148</p> |
| <p>2.RI.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> | <p>SE: Reading Skills (lesson): Main Idea and Details, 68–69; also see: Main Idea and Details (within text), 3, 15, 23, 25, 31, 41, 53, 57, 59, 61, 67, 70, 77, 79, 87, 92, 99, 103, 130, 135, 143, 144, 151, 169, 173, 193; Envision It!, 14–15, 20–21, 24–25, 30–31, 34–35, 38–39, 50–51, 54–55, 58–59, 64–65, 70–71, 74–75, 86–87, 90–91, 96–97, 100–101, 104–105, 108–109, 114–115, 118–119, 130–131, 134–135, 140–141, 144–145, 148–149, 162–163, 168–169, 172–173, 176–177, 180–181, 184–185, 190–191 TG: Main Ideas and Details, 32, 35, 39, 41, 46, 52; also see: Check Comprehension, 3, 6, 11, 12, 14, 15, 19, 20, 22, 23, 25, 38, 41, 47, 51, 54, 55, 67, 68, 72, 73, 75, 76, 78, 79, 81, 86, 87, 89, 90, 99, 102, 103, 107, 108, 110, 114, 122, 125, 126, 130, 131, 133, 134, 136, 137, 139, 140, 142, 143, 147, 148</p> |

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| <p>2.RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> | <p>SE: Reading Skills (lessons): Drawing Conclusions, 28–29, Cause and Effect, 112–113, Compare and Contrast, 138–139; also see: Draw Conclusions (within text), 2, 17, 20, 27, 33, 37, 39, 43, 52, 67, 73, 76, 93, 100, 115, 165, 185, Cause and Effect (within text), 4, 27, 54, 96, 104, 107, 117, 118, 121, 123, 147, 183; Compare and Contrast, 5, 89, 109, 133, 137, 143, 147, 151, 154, 177</p> <p>TG: Make Connections, 6, 19, 25, 32, 36, 38, 41, 42, 46, 64, 64, 72, 82, 86, 87, 96, 99, 100, 108, 122, 136, 140, 147; Cause and Effect, 35, 51, 54, 64, 67, 76, 78, 81, 82, 86, 90, 102, 108, 110, 113, 136, 139, 140</p> |
| Craft and Structure | |
| <p>2.RI.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> | <p>SE: Vocabulary Preview, 8–9, 12–13, 48–49, 84–85, 128–129, 160–161; Vocabulary, 15, 21, 25, 31, 35, 39, 51, 55, 59, 65, 71, 75, 87, 91, 97, 101, 105, 109, 115, 119, 131, 135, 141, 145, 149, 163, 169, 173, 177, 181, 185, 191</p> <p>TG: Academic Vocabulary, 7, 11, 14, 19, 23, 25, 35, 39, 41, 46, 47, 51, 55, 96, 100, 111, 125, 137; Support English Language Learners, 4, 6, 11, 14, 19, 22, 25, 28, 33, 35, 38, 41, 46, 51, 54, 57, 62, 64, 67, 72, 75, 78, 81, 86, 89, 92, 97, 99, 102, 107, 110, 113, 118, 123, 125, 130, 133, 136, 139, 142, 147, 150</p> |

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| <p>2.RI.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>SE: Graph Skills: Reading a Flow Chart, 62–63, Using Graphic Sources, 152–153; Learning About the Past (using sources), 168–171; also see: Envision It!, 14–15, 20–21, 24–25, 30–31, 34–35, 38–39, 50–51, 54–55, 58–59, 64–65, 70–71, 74–75, 86–87, 90–91, 96–97, 100–101, 104–105, 108–109, 114–115, 118–119, 130–131, 134–135, 140–141, 144–145, 148–149, 162–163, 168–169, 172–173, 176–177, 180–181, 184–185, 190–191; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197 TG: Research, 26, 36, 52, 70, 79, 108, 123, 134, 140, 148; Categorize/Sorting Pictures, 114, 116; Sorting Primary and Secondary Sources, 131</p> |
| <p>2.RI.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> | <p>SE: Reading Skills (lesson): Drawing Conclusions, 28–29, Main Idea and Details, 68–69; also see: Draw Conclusions (within text), 2, 17, 20, 27, 33, 37, 39, 43, 52, 67, 73, 76, 93, 100, 115, 165, 185; Main Idea and Details (within text), 3, 15, 23, 25, 31, 41, 53, 57, 59, 61, 67, 70, 77, 79, 87, 92, 99, 103, 130, 135, 143, 144, 151, 169, 173, 193; myStory Spark, 10, 46, 82, 126, 158 TG: Main Ideas and Details, 32, 35, 39, 41, 46, 52; also see: Check Comprehension, 3, 6, 11, 12, 14, 15, 19, 20, 22, 23, 25, 38, 41, 47, 51, 54, 55, 67, 68, 72, 73, 75, 76, 78, 79, 81, 86, 87, 89, 90, 99, 102, 103, 107, 108, 110, 114, 122, 125, 126, 130, 131, 133, 134, 136, 137, 139, 140, 142, 143, 147, 148</p> |

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| Integration of Knowledge and Ideas | |
| 2.RI.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | <p>SE: Graph Skills: Reading a Flow Chart, 62–63, Using Graphic Sources, 152–153, Reading a Timeline, 166–167; also see: Envision It!, 14–15, 20–21, 24–25, 30–31, 34–35, 38–39, 50–51, 54–55, 58–59, 64–65, 70–71, 74–75, 86–87, 90–91, 96–97, 100–101, 104–105, 108–109, 114–115, 118–119, 130–131, 134–135, 140–141, 144–145, 148–149, 162–163, 168–169, 172–173, 176–177, 180–181, 184–185, 190–191</p> <p>TG: Analyze Visuals, 3, 6, 11, 14, 15, 26, 35, 38, 46, 54, 55, 61, 64, 68, 81, 90, 96, 100, 122, 125, 130, 134, 137, 139, 142; Analyze Maps, 23, 52, 65, 67, 73, 76, 79, 87, 89, 113, 133; Analyze Charts, 39, 54, 86; Analyze Images, 107; Categorize/Sorting Pictures, 114, 116</p> |
| 2.RI.8. Describe how reasons support specific points the author makes in a text. | <p>SE: Reading Skills (lesson): Fact and Opinion, 6–7; also see: Fact and Opinion, 35, 165, 171, 175, 179, 182, 187, 188–189, 193, 196</p> <p>TG: Distinguish Fact and Opinion, 90, 122, 126, 131, 134, 137, 140, 143, 145, 147; Analyze Primary and Secondary Sources, 131; also see: Main Ideas and Details, 32, 35, 39, 41, 46, 52</p> |

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| 2.RI.9. Compare and contrast the most important points presented by two texts on the same topic. | <p>SE: Learning About the Past (using sources), 168–171; also see: Reading Skills: Compare and Contrast, 5, 89, 109, 133, 137, 138, 143, 147, 151, 154, 177</p> <p>TG: Compare and Contrast, 6, 7, 19, 22, 36, 42, 55, 61, 67, 72, 73, 75, 76, 79, 81, 96, 99, 100, 103, 107, 111, 113, 114, 133, 140, 142; Analyze Primary and Secondary Sources, 131</p> |
| Range of Reading and Level of Text Complexity | |
| 2.RI.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. | <p>SE: myStory Spark, 10, 46, 82, 126, 158; Reading Skills (lessons), 28–29, 68–69, 112–113, 138–139, 188–189; Got It?, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; Review and Assessment, 42–44, 78–80, 122–124, 154–156, 194–196</p> <p>TG: Leveled Reader, 2, 31, 60, 95; also see also see Differentiated Instruction activities in every lesson that allow students to learn social studies knowledge and skills at their own level. Key:</p> <p>L1: Special Needs L2: Extra Support L3: On-level L4: Challenge</p> <p>Research, 26: L2-4, 36: L1-4, 52: L1-L4, 70: L1-L4, 79: L1-L4, 108: L1-L4, 123: L1-L4, 134: L2-L4, 140: L2-L4, 148: L2-L4</p> |

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| Writing Standards | |
| Text Types and Purposes | |
| 2.W.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. | SE: Writing process, 8; myStory Ideas (opinions), 23, 53, 77, 147; myStory Book: Draw picture showing what freedom means to you, write caption, 197 TG: Differentiated Instruction: Print advertisement, 7 |
| 2.W.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. | SE: Writing process, 8; myStory Book, 45, 81, 125, 157, 197; myStory Ideas (informative/explanatory), 17, 27, 33, 37, 41, 57, 61, 67, 73, 89, 93, 99, 103, 107, 111, 117, 121, 133, 137, 151, 165, 171, 175, 179, 183, 187, 193; Drawing Conclusions (write), 29 TG: Differentiated Instruction: Interview questions and answers (write), 47, 137, Write (explain), 55, Informative Paragraph, 145, 148, News Article, 103, Compare and Contrast Paragraph, 105 Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149 |
| 2.W.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. | SE: Writing process, 8; myStory Ideas (narrative), 61, 143, 147; also see: Graph Skills: Reading a Timeline (create your own), 167 TG: Differentiated Instruction: Tall Tale, 111 |
| Production and Distribution of Writing | |
| 2.W.4. (Begins in Grade 3) | |

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| 2.W.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | SE: Writing process, 8; myStory Ideas, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Book, 45, 81, 125, 157, 197 TG: Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149; Differentiated Instruction: Writing Activities, 4, 7, 9, 12, 15, 20, 23, 26, 36, 39, 42, 44, 47, 49, 55, 73, 79, 84, 87, 100, 103, 105, 111, 116, 126, 137, 143, 145, 148 |
| 2.W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | SE: 21 st Century Learning Online Tutor, 9; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197 TG: Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149 |
| Research to Build and Present Knowledge | |
| 2.W.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). | SE: 21 st Century Learning Online Tutor, 9; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197; also see: Learning About the Past (using sources), 168–171 TG: Differentiated Instruction: Research, 36, 52, 70, 79, 108, 123, 134, 140, 148; Library/Computer Resources, 26 |

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| 2.W.8. Recall information from experiences or gather information from provided sources to answer a question. | <p>SE: Writing process, 8; myStory Ideas, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197; also see: Learning About the Past (using sources), 168–171</p> <p>TG: Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149; Differentiated Instruction: ,7: L4, 9: L4, 12: L4, 15: L1-L4, 20: L2-L4, 23: L1-L4, 26: L2-L4, 36: L1-L4, 39: L1-L4, 42: L1-L4, 44: L1-L4, 47: L2-L4, 49: L1-L4, 55: L1-L4, 73: L1-L4, 79: L1-L4, 84: L2-L4, 87: L2-L4, 100: L1-L4, 103: L1-L4, 105: L1-L4, 111: L1-L4, 116: L1-L4, 126: L2-L4, 137: L2-L4, 143: L2-L4, 145: L2-L4, 148: L-L4</p> |
| 2.W.9. (Begins in Grade 4) | |
| Range of Writing | |
| 2.W.10. (Begins in Grade 3) | |

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| Speaking and Listening Standards | |
| Comprehension and Collaboration | |
| <p>2.SL.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.</p> <p>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).</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> | <p>Many opportunities exist in Savvas myWorld Social Studies for academic discussion in individual, small group, and whole class settings. These discussion activities allow students to explain their own ideas and understand the ideas of others.</p> <p>SE: Collaboration and Creativity: Taking Action, 18-19; School Rules, 24; also see: myStory Spark, 10, 46, 82, 126, 158</p> <p>TG: Big Question, 3, 29, 32, 58, 61, 93, 119, 122, 151; Discuss/Share, 4, 12, 15, 23, 33, 36, 39, 42, 44, 49, 49, 52, 55, 62, 65, 68, 70, 76, 79, 82, 84, 87, 90, 97, 100, 103, 105, 108, 111, 114, 116, 123, 126, 128, 131, 134, 137, 140, 143, 145, 148</p> |
| <p>2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> | <p>SE: For related material see: Reading Skills (lesson): Main Idea and Details, 68–69; also see: Main Idea and Details (within text), 3, 15, 23, 25, 31, 41, 53, 57, 59, 61, 67, 70, 77, 79, 87, 92, 99, 103, 130, 135, 143, 144, 151, 169, 173, 193</p> <p>TG: Role-Play/Drama, 9, 26, 55, 103, 105, 108; Oral Report, 26, 52, 108, 123; Interview Family Members, 128, 140; also see: Discuss/Share, 4, 12, 15, 23, 33, 36, 39, 42, 44, 49, 49, 52, 55, 62, 65, 68, 70, 76, 79, 82, 84, 87, 90, 97, 100, 103, 105, 108, 111, 114, 116, 123, 126, 128, 131, 134, 137, 140, 143, 145, 148</p> |

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| <p>2.SL.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>SE: For related material see: myStory Ideas (Big Question), 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Book (Big Question), 45, 81, 125, 157, 197 TG: Big Question, 3, 29, 32, 58, 61, 93, 119, 122, 151; Discuss/Share, 4, 12, 15, 23, 33, 36, 39, 42, 44, 49, 49, 52, 55, 62, 65, 68, 70, 76, 79, 82, 84, 87, 90, 97, 100, 103, 105, 108, 111, 114, 116, 123, 126, 128, 131, 134, 137, 140, 143, 145, 148; Interview Family Members, 128, 140</p> |
| Presentation of Knowledge and Ideas | |
| <p>2.SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> | <p>SE: For related material see: myStory Ideas (Big Question), 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Book (Big Question), 45, 81, 125, 157, 197 TG: Big Question, 3, 29, 32, 58, 61, 93, 119, 122, 151; Differentiated Instruction: Oral Report, 26, 52, 108, 123</p> |

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| <p>2.SL.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>SE: For related material see: Begin with a Song, 11, 47, 83, 127, 159; also see: Envision It!, 14–15, 20–21, 24–25, 30–31, 34–35, 38–39, 50–51, 54–55, 58–59, 64–65, 70–71, 74–75, 86–87, 90–91, 96–97, 100–101, 104–105, 108–109, 114–115, 118–119, 130–131, 134–135, 140–141, 144–145, 148–149, 162–163, 168–169, 172–173, 176–177, 180–181, 184–185, 190–191</p> <p>TG: My World and Me, 3, 29, 58, 93, 119, 151; Draw, 7, 12, 15, 20, 36, 39, 44, 55, 73, 73, 76, 79, 84, 100, 128, 143</p> |
| <p>2.SL.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>SE: For related material see: myStory Ideas (Big Question), 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 111, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Book (Big Question), 45, 81, 125, 157, 197</p> <p>TG: Big Question, 3, 29, 32, 58, 61, 93, 119, 122, 151; Differentiated Instruction: Discuss/Share, 4: L1-L4; 12: L1-L4; 15: L1-L4; 23: L1-L4; 33: L1-L4; 36: L1-L4; 39: L1-L4; 42: L1-L4; 44: L1-L4; 49: L1-L4; 52: L1-L4; 55: L1-L4; 62: L1-L4; 65: L1-L4; 68: L1-L4; 70: L1-L4; 76: L1-L4; 79: L1-L4; 82: L1-L4; 84: L2-L4, 87: L2-L4, 90: L2-L4, 97: L1-L4; 100: L1-L4; 103: L1-L4; 105: L1-L4; 108: L1-L4; 111: L1-L4; 114: L1-L4; 116: L1-L4; 123: L1-L4; 126: L2-L4, 128: L2-L4, 131: L2-L4, 134: L2-L4, 137: L2-L4, 140: L2-L4, 143: L2-L4, 145: L2-L4, 148: L2-L4, Oral Report, 26, 52: L1-L4; 108: L1-L4; 123; Interview Family Members, 128, 140</p> |

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| Language Standards | |
| Conventions of Standard English | |
| <p>2.L.1. 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>Students have many opportunities to practice the conventions of standard English grammar and usage when writing or speaking in Savvas myWorld Social Studies.</p> <p>SE: Writing process, 8; myStory Ideas, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197</p> <p>TG: Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149; Differentiated Instruction: Writing Activities, 4: L1-L4; 7: L1-L4; 9: L1-L4; 12: L1-L4; 15: L1-L4; 20, 23: L1-L4; 26, 36: L1-L4; 39: L1-L4; 42: L1-L4; 44: L1-L4; 47, 49: L1-L4; 55: L1-L4; 73: L1-L4; 79: L1-L4; 84, 87, 100: L1-L4; 103: L1-L4; 105: L1-L4; 111: L1-L4; 116: L1-L4; 126, 137, 143, 145, 148</p> |

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| <p>2.L.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> | <p>Students have many opportunities to practice the use of standard English capitalization and punctuation when writing in Savvas <i>myWorld Social Studies</i>.</p> <p>SE: Writing process, 8; myStory Ideas, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193; myStory Current Events (create own book on topic in the news), 45, 81, 125, 157, 197</p> <p>TG: Chapter Review and Assessment: Writing Activity, 27, 56, 91, 117, 149; Differentiated Instruction: Writing Activities, 4: L1-L4; 7: L1-L4; 9: L1-L4; 12: L1-L4; 15: L1-L4; 20, 23: L1-L4; 26, 36: L1-L4; 39: L1-L4; 42: L1-L4; 44: L1-L4; 47, 49: L1-L4; 55: L1-L4; 73: L1-L4; 79: L1-L4; 84, 87, 100: L1-L4; 103: L1-L4; 105: L1-L4; 111: L1-L4; 116: L1-L4; 126, 137, 143, 145, 148</p> |

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| <p>2.L.3. 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>SE: Vocabulary Preview, 8–9, 12–13, 48–49, 84–85, 128–129, 160–161; Vocabulary, 15, 21, 25, 31, 35, 39, 51, 55, 59, 65, 71, 75, 87, 91, 97, 101, 105, 109, 115, 119, 131, 135, 141, 145, 149, 163, 169, 173, 177, 181, 185, 191; Got It?, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193, myStory Book, 45, 81, 125, 157, 197; also see: myStory Spark, 10, 46, 82, 126, 158</p> <p>TG: Academic Vocabulary, 7, 11, 14, 19, 23, 25, 35, 39, 41, 46, 47, 51, 55, 96, 100, 111, 125, 137; Support English Language Learners, 4, 6, 11, 14, 19, 22, 25, 28, 33, 35, 38, 41, 46, 51, 54, 57, 62, 64, 67, 72, 75, 78, 81, 86, 89, 92, 97, 99, 102, 107, 110, 113, 118, 123, 125, 130, 133, 136, 139, 142, 147, 150; Differentiated Instruction, 4: L1-L4; 7: L1-L4; 9: L1-L4; 12: L1-L4; 15: L1-L4; 17: L1-L4; 20, 23: L1-L4; 26, 33: L1-L4; 36: L1-L4; 39: L1-L4; 42: L1-L4; 44: L1-L4; 47, 49: L1-L4; 52: L1-L4; 55: L1-L4; 62: L1-L4; 65: L1-L4; 68: L1-L4; 73: L1-L4; 76: L1-L4; 79: L1-L4; 82: L1-L4; 84, 87, 90, 97: L1-L4; 100: L1-L4; 103: L1-L4; 105: L1-L4; 108: L1-L4; 111: L1-L4; 114: L1-L4; 116: L1-L4; 123: L1-L4; 126, 128, 131, 134, 137, 140, 143, 145, 148</p> |

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| <p>2.L.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>Students acquire new vocabulary in each lesson of Savvas myWorld Social Studies. Students are encouraged to apply the new vocabulary through reading, writing, listening, and speaking activities.</p> <p>SE: Vocabulary Preview, 8–9, 12–13, 48–49, 84–85, 128–129, 160–161; Vocabulary, 15, 21, 25, 31, 35, 39, 51, 55, 59, 65, 71, 75, 87, 91, 97, 101, 105, 109, 115, 119, 131, 135, 141, 145, 149, 163, 169, 173, 177, 181, 185, 191; Got It?, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 111, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193</p> <p>TG: Academic Vocabulary, 7, 11, 14, 19, 23, 25, 35, 39, 41, 46, 47, 51, 55, 96, 100, 111, 125, 137; Support English Language Learners, 4, 6, 11, 14, 19, 22, 25, 28, 33, 35, 38, 41, 46, 51, 54, 57, 62, 64, 67, 72, 75, 78, 81, 86, 89, 92, 97, 99, 102, 107, 110, 113, 118, 123, 125, 130, 133, 136, 139, 142, 147, 150</p> |

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| <p>2.L.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</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p> | <p>Vocabulary activities in Savvas myWorld Social Studies reinforce classroom language arts instruction.</p> <p>SE: Vocabulary Preview, 8–9, 12–13, 48–49, 84–85, 128–129, 160–161; Vocabulary, 15, 21, 25, 31, 35, 39, 51, 55, 59, 65, 71, 75, 87, 91, 97, 101, 105, 109, 115, 119, 131, 135, 141, 145, 149, 163, 169, 173, 177, 181, 185, 191; Got It?, 17, 23, 27, 33, 37, 41, 53, 57, 61, 67, 73, 77, 89, 93, 99, 103, 107, 111, 117, 121, 133, 137, 143, 147, 151, 165, 171, 175, 179, 183, 187, 193</p> <p>TG: Academic Vocabulary, 7, 11, 14, 19, 23, 25, 35, 39, 41, 46, 47, 51, 55, 96, 100, 111, 125, 137; Support English Language Learners, 4, 6, 11, 14, 19, 22, 25, 28, 33, 35, 38, 41, 46, 51, 54, 57, 62, 64, 67, 72, 75, 78, 81, 86, 89, 92, 97, 99, 102, 107, 110, 113, 118, 123, 125, 130, 133, 136, 139, 142, 147, 150</p> |
| <p>2.L.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>).</p> | <p>SE: Vocabulary Preview, 8–9, 12–13, 48–49, 84–85, 128–129, 160–161; Vocabulary, 15, 21, 25, 31, 35, 39, 51, 55, 59, 65, 71, 75, 87, 91, 97, 101, 105, 109, 115, 119, 131, 135, 141, 145, 149, 163, 169, 173, 177, 181, 185, 191</p> <p>TG: Academic Vocabulary, 7, 11, 14, 19, 23, 25, 35, 39, 41, 46, 47, 51, 55, 96, 100, 111, 125, 137; Support English Language Learners, 4, 6, 11, 14, 19, 22, 25, 28, 33, 35, 38, 41, 46, 51, 54, 57, 62, 64, 67, 72, 75, 78, 81, 86, 89, 92, 97, 99, 102, 107, 110, 113, 118, 123, 125, 130, 133, 136, 139, 142, 147, 150</p> |