



Indiana Department of Education

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Indiana Academic Standards 2020 Grade Two English/Language Arts Standards Correlation Guidance Document

Intentional alignment of instructional practices and curricular materials to the Indiana Academics Standards (IAS) is vital to improving student outcomes. This guide is meant to encourage strong standards-based instruction when utilizing curricular materials not aligned to IAS but to Common Core State Standards (CCSS). Purchased curricula are not designed to perfectly align with IAS and often align with CCSS. Use of this guide will ensure strong alignment to IAS and foster critical conversations around instructional decisions.

Considerations for use:

- Identify the desired IAS;
- Unpack the IAS, referencing the IDOE Literacy Framework;
- Determine the correlating CCSS;
- Consider the differences between IAS and learning objective from CCSS aligned curricular material;
- Identify instructional gaps (in content or complexity) and consider strategies to supplement; and
- Prioritize content in curricular material that is identified in the IAS.

IDOE Literacy Framework provides student success criteria, vertical planning, digital resources, and clarifying examples to consider when planning, implementing, and teaching IAS.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Foundations		
LEARNING OUTCOME FOR READING FOUNDATIONS		
2.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	<i>No CCSS equivalent.</i>	
PRINT CONCEPTS		
2.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.		
2.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.		
2.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.		
2.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.		
PHONOLOGICAL AWARENESS		
2.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.		
2.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.		

2.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.		
2.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.		
2.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.		
PHONICS		
2.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.		
2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.	RF.2.3.C: Decode regularly spelled two-syllable words with long vowels.	IAS requires students to use all six major syllable patterns to decode words.
2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	R.2.3.A: Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.B: Know spelling-sound correspondences for additional common vowel teams.	IAS requires students to apply knowledge of vowel teams in addition to short and long vowels when reading.
2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).	RF.2.3.F: Recognize and read grade-appropriate irregularly spelled words. RF.2.3.E: Identify words with inconsistent but common spelling-sound correspondences.	<i>No content differences identified.</i>

2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).	<i>No CCSS equivalent.</i>	
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2.RF.4.6: Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.	RF.2.3.D: Decode words with common prefixes and suffixes.	IAS requires students to read multisyllabic words, contractions, possessives, and compound words as well as roots and affixes.
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FLUENCY

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<p>RF.2.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A: Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	IAS combines CCSS RF.2.4-2.4.B.
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IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Literature		
LEARNING OUTCOME FOR READING LITERATURE		
<p>2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<p>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.</p>	<p><i>No content differences identified.</i></p>
KEY IDEAS AND TEXTUAL SUPPORT		
<p>2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of the main idea and key details in a text.</p>	<p>RL.2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>IAS requires students to demonstrate understanding of the main idea and key details in a text.</p>
<p>2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>IAS requires students to recount the beginning, middle, and end of various texts.</p>
<p>2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.</p>	<p>RL.2.3: Describe how characters in a story respond to major events and challenges.</p>	<p>IAS requires students to describe how characters affect the plot as well as how they respond to major events.</p>
<p>2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</p>	<p><i>No CCSS equivalent.</i></p>	

STRUCTURAL ELEMENTS AND ORGANIZATION

<p>2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p><i>No content differences identified.</i></p>
<p>2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.</p>	<p>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.</p>	<p><i>No content differences identified.</i></p>

CONNECTION OF IDEAS

<p>2.RL.4.1: Use information gained from the words and illustrations in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>RL.2.7: Use information gained from the words and illustrations in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p><i>No content differences identified.</i></p>
<p>2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.</p>	<p>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.</p>	<p><i>No content differences identified.</i></p>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Nonfiction		
LEARNING OUTCOME FOR READING NONFICTION		
2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	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.	<i>No content differences identified.</i>
KEY IDEAS AND TEXTUAL SUPPORT		
2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	RI.2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<i>No content differences identified.</i>
2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.	RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<i>No content differences identified.</i>
2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.	RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<i>No content differences identified.</i>
FEATURES AND STRUCTURES		
2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	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.	<i>No content differences identified.</i>
2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	<i>No CCSS equivalent.</i>	

2.RN.3.3: Identify what the author wants the reader to answer, explain, or describe in the text.	RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<i>No content differences identified.</i>
CONNECTION OF IDEAS		
2.RN.4.1: Describe how an author uses facts to support specific points in a text.	RI.2.8: Describe how reasons support specific points the author makes in a text.	<i>No content differences identified.</i>
2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.	<i>No content differences identified.</i>
2.RN.4.3: Standard begins at sixth grade.		

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Vocabulary		
LEARNING OUTCOMES FOR READING VOCABULARY		
<p>2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>	<p>L.2.6: 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><i>No content differences identified.</i></p>
VOCABULARY BUILDING		
<p>2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.</p>	<p>L.2.4.A: Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>IAS requires students to use text features and context clues.</p>
<p>2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).</p>	<p><i>No CCSS equivalent.</i></p>	
<p>2.RV.2.3: Standard begins at sixth grade.</p>		
<p>2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.</p>	<p>L.2.4.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>IAS requires students to identify when a common affix is added to a known word.</p>
<p>2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</p>	<p><i>No CCSS equivalent.</i></p>	

VOCABULARY IN LITERATURE AND NONFICTION TEXTS

2.RV.3.1: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.	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.	<i>No content differences identified.</i>
2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	<i>No CCSS equivalent.</i>	
2.RV.3.3: Standard begins at third grade.		

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Writing		
LEARNING OUTCOME FOR WRITING		
2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	<i>No CCSS equivalent.</i>	
HANDWRITING		
2.W.2.1: Write legibly by forming letters correctly and spacing words and sentences properly.	<i>No CCSS equivalent.</i>	
2.W.2.2: Students are expected to build upon and continue applying concepts learned previously.		
WRITING GENRES		
2.W.3.1: Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.	W.2.1: 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.	<i>No content differences identified</i>
2.W.3.2: Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and include a concluding statement.	2.W.3.2: Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and include a concluding statement.	<i>No content differences identified.</i>

<p>2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that:</p> <ol style="list-style-type: none"> Include a beginning. Use temporal words to signal event order (e.g., first of all). Provide details to describe actions, thoughts, and feelings. Provide an ending. 	<p>W.2.3: 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.</p>	<p>IAS provides students with details to develop topics for friendly letters, stories, poems, and other narratives.</p>
THE WRITING PROCESS		
<p>2.W.4: Apply the writing process to –</p> <ol style="list-style-type: none"> Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. Use available technology to produce and publish legible documents. 	<p>W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>IAS provides students with details from CCSS W.2.5-6 that apply to the writing process.</p>

THE RESEARCH PROCESS

<p>2.W.5: With support, conduct short research on a topic.</p> <ol style="list-style-type: none"> Find information on a topic of interest (e.g., cardinals). Identify various visual and text reference sources. Organize, summarize, and present the information, choosing from a variety of formats. 	<p>W.2.7: 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).</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>IAS provides details on how to conduct research on a topic and how to organize, summarize, and present information.</p>
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CONVENTIONS OF STANDARD ENGLISH

<p>2.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>	<p>L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><i>No content differences identified.</i></p>
<p>2.W.6.1a: Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	<p>L.2.1.A: Use collective nouns (e.g., <i>group</i>).’</p> <p>L.2.1.B: Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>L.2.1.C: Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>IAS requires students to write sentences that include common, proper, possessive, collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>
<p>2.W.6.1b: Verbs –</p> <ol style="list-style-type: none"> Writing sentences that use the past tense of frequently occurring irregular verbs. Understanding the functions of different types of verbs (e.g., action, linking) in sentences. 	<p>L.2.1.D: Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>IAS requires students to understand the functions of different types of verbs. Students must also write sentences that use frequently occurring irregular verbs.</p>
<p>2.W.6.1c: Adjectives/Adverbs – Writing sentences that use adjectives and adverbs.</p>	<p>L.2.1.E: Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>IAS requires students to write sentences with adjectives and adverbs.</p>

2.W.6.1d: Prepositions – Standard begins at fourth grade.		
2.W.6.1e: Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	L.2.1.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>).	<i>No content differences identified.</i>
2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>No content differences identified.</i>
2.W.6.2a: Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.	L.2.2.A: Capitalize holidays, product names, and geographic names.	IAS requires students to capitalize greetings, months, days of the week, titles, initials in names, proper nouns, holidays, and geographic names.
2.W.6.2b: Punctuation – a. Correctly using a period, question mark, or exclamation mark at the end of a sentence. b. Using an apostrophe to form contractions and singular possessive nouns. c. Using commas in greetings and closings of letters, dates, and to separate items in a series.	L.2.2.B: Use commas in greetings and closings of letters. L.2.2.C: Use an apostrophe to form contractions and frequently occurring possessives.	IAS requires students to correctly use periods, question marks, and exclamation marks in addition to apostrophes and commas.

<p>2.W.6.2c: Spelling –</p> <ul style="list-style-type: none"> a. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. b. Generalizing learned spelling patterns (e.g., word families) when writing words. c. Correctly spelling common irregularly-spelled grade-appropriate high frequency words. 	<p>L.2.2.D: Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>L.2.2.E: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>IAS requires students to correctly spell words with short, long, r-controlled vowels, consonant-blend patterns, spelling patterns, and common irregularly-spelled words.</p>
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IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Speaking and Listening		
LEARNING OUTCOME FOR SPEAKING AND LISTENING		
<p>2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p><i>No CCSS equivalent.</i></p>	
DISCUSSION AND COLLABORATION		
<p>2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<p>SL.2.1: 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><i>No content differences identified.</i></p>
<p>2.SL.2.2: Standard begins in third grade.</p>		
<p>2.SL.2.3: Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.</p>	<p>SL.2.1.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><i>No content differences identified.</i></p>
<p>2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>SL.2.1.C: Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><i>No content differences identified.</i></p>
<p>2.SL.2.5: Build on others’ talk in conversations by linking comments to the remarks of others.</p>	<p>SL.2.1.C: Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p><i>No content differences identified.</i></p>

COMPREHENSION		
2.SL.3.1: Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud, information presented orally, or through other media.	SL.2.2: Recount or describe key ideas or details from a text read aloud, information presented orally, or through other media.	IAS requires students to determine the purpose of listening.
2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	SL.2.3: 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.	<i>No content differences identified.</i>
PRESENTATION OF KNOWLEDGE AND IDEAS		
2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	IAS requires students to consider organization when reciting or telling stories, using facts and sensory details.
2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.	SL.2.5: 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.	IAS allows students to present information in various ways.
2.SL.4.3: Give and follow multi-step directions.	SL.2.6: 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 here for specific expectations.)	<i>No content differences identified.</i>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Media Literacy		
LEARNING OUTCOME FOR MEDIA LITERACY		
2.ML.1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.	<i>No CCSS equivalent.</i>	
MEDIA LITERACY		
2.ML.2.1: Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	<i>No CCSS equivalent.</i>	
2.ML.2.2: Standard begins in fifth grade.		

Unaligned CCSS		
<i>The following CCSS are not aligned to IAS in grade two.</i>		
L.2.4.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>).		
L.2.4.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>).		
L.2.4.E: 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>).		
L.2.5.A: Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).		
L.2.5.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>).		