INDIANA DEPARTMENT *of* EDUCATION

Grade 2 English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards (IAS) and the Common Core State Standards (CCSS) for easy reference. This correlation guide is intended to help support conversations regarding state and national standards and may be used as one of many tools to help inform a variety of local decisions (e.g., selection of high-quality curricular materials, curriculum maps).

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code (IC) 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) for student mastery by the end of the grade level are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Reading Foundations				
Number	Text	Number	Text	Description
2.RF.1	Use knowledge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words independent of context. (E)	RF.2.3.C	Decode regularly spelled two-syllable words with long vowels.	IAS specifies the six major syllable patterns students should understand to aid in decoding multisyllabic words.
2.RF.2	Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	RF.2.3.A	Distinguish long and short vowels when reading regularly spelled one-syllable words.	*No content differences identified.*
		RF.2.3.B	Know spelling-sound correspondences for additional common vowel teams.	

2.RF.3	Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words. (E)	RF.2.3.D	Decode words with common prefixes and suffixes.	IAS requires students to read multisyllabic words with base words and affixes, as well as irregular contractions and possessives and compound words.
2.RF.4	Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.	RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	IAS specifies students will read decodable texts that may be at or above their grade level. IC 20-26-12-24.5 requires public schools, including charter schools, to adopt curriculum or supplemental materials that are aligned with the science of reading, and states that schools may not adopt curricula or materials that are based on the three-cueing model.
2023 Indiana Academic Standard		**Common Core State Standard**		**Differences Between 2023 IAS and CCSS**
Domain: Reading Comprehension				
Number	**Text**	**Number**	**Text**	**Description**
2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)	RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	IAS requires students to ask and answer questions about the main idea, as well as key details, to demonstrate comprehension.
		RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding	

			of key details in a text.	
2.RC.2	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**RL.2.2**	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	*No content differences identified.*
2.RC.3	Describe how characters in a story respond to major events and how characters affect the plot.	**RL.2.3**	Describe how characters in a story respond to major events and challenges.	IAS also requires students to describe how characters affect the plot.
2.RC.4	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (E)	**RL.2.5**	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	*No content differences identified.*
2.RC.5	Acknowledge differences in the points of view of characters, and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	**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.	IAS requires students to identify dialogue that is enclosed in quotation marks.
2.RC.6	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.	*No content differences identified.*

2.RC.7	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.	IAS specifies explaining how text features contribute to and clarify a text.
2.RC.8	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause-and-effect relationship. (E)			
2.RC.9	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.	*No content differences identified.*
2.RC.10	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.	*No content differences identified.*
2.RC.11	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.	L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.	IAS emphasizes the use of text features and context clues to aid in understanding unknown words.
2.RC.12	Identify relationships among words, including common synonyms and antonyms and simple, multiple-meaning words (e.g., change, duck). (E)			

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Writing				
Number	**Text**	**Number**	**Text**	**Description**
2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)			
2.W.2	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)	**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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	*No content differences identified.*
2.W.3	Write informative/explanatory pieces on a main idea that introduces a topic, provides facts and details about the topic, and includes a concluding statement. (E)	**W.2.2**	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	IAS specifies writing informative/explanatory pieces with a main idea.
2.W.4	Write narratives that: a. Include a beginning; b. Use temporal words to signal event order (e.g., first of all); c. Provide details to describe actions, thoughts, and feelings; and	**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.	*No content differences identified.*

	d. Provide a middle and an ending. (E)			
2.W.5	Apply the writing process to: a. Plan by generating ideas for writing by drawing and brainstorming; with support, revise writing 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. b. Use available technology to produce and publish legible documents.	**W.2.5**	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	IAS specifies students plan writing ideas through brainstorming and drawings; revise writing by adding written details; edit writing for format and conventions, and provide feedback to other writers.
		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.	*No content differences identified.*
2.W.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	**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).	IAS combines all CCSS standards with emphasis on finding specific topic sources; using various visual and text reference sources; organizing and summarizing information, and making informal presentations on information gathered.
		W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	

2.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:
	a. Nouns/Pronouns – Using sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.
	b. Verbs –
	  I. Using sentences that use the past tense of frequently occurring irregular verbs.
	  II. Understanding the functions of different types of verbs (e.g., action, linking) in sentences.
	c. Adjectives/Adverbs – Using sentences that use adjectives and adverbs.
	d. Usage – Using complete simple and compound declarative, interrogative, imperative, and exclamatory sentences correctly. (E)
		L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*No content differences identified.*

		L.2.1.A	Use collective nouns (e.g., group).	IAS specifies the use of common, proper, possessive, and collective nouns, as well as the use of personal and possessive pronouns.
		L.2.1.B	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	*No content differences identified.*
		L.2.1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	IAS requires students to understand the function of different types of verbs in sentences.
		L.2.1.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.	*No content differences identified.*
		L.2.1.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).	IAS emphasizes the correct usage of declarative, interrogative, imperative, and explanatory sentences.

2.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
	
	a. Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.
	b. Punctuation –
	   I. Correctly using a period, question mark, or exclamation mark at the end of a sentence.
	  II. Using an apostrophe to form contractions and singular possessive nouns.
	  III. Using commas in greetings and closings of letters, dates, and to separate items in a series.
	c. Encoding –
	   I. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend
		L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	*No content differences identified.*

		L.2.2.A	Capitalize holidays, product names, and geographic names.	IAS includes capitalizing greetings, months and days of the week, titles and initials in names, as well as proper nouns.
		L.2.2.B	Use commas in greetings and closings of letters.	IAS adds the use of commas in dates and to separate items in a series.
		L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.	*No content differences identified.*
		L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	IAS specifies students must correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled words.

	patterns. II. Generalizing learned spelling patterns (e.g., word families) when writing words. III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)		

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Communication and Collaboration				
Number	**Text**	**Number**	**Text**	**Description**
2.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	**SL.2.1**	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	*No content differences identified.*
2.CC.2	Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	**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).	*No content differences identified.*

2.CC.3	Ask for clarification and further explanation as needed about the topics and texts under discussion.	**SL.2.1.C**	Ask for clarification and further explanation as needed about the topics and texts under discussion.	*No content differences identified.*
2.CC.4	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. (E)	**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.	
2.CC.5	Develop simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings. (E)	**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 encourages the use of a variety of media for presentations.
2.CC.6	Give and follow oral directions with three or more steps.	**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.)	*No content differences identified.*
2.CC.7	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. (E)			