

Iversen Publishing Ltd Correlation to The Common Core Standards Rev Up Grade 2 Reading Standards			Rev Up Sport	Rev Up Extreme	Rev Up Action	Rev Up Science	Rev Up Climate
Literature - Key Ideas and Details							
1	Ask and answer questions as who, what, where, when, why and how to demonstrate understanding of key details in a text		x	x	x	x	x
3	Describe how characters in a story respond to major events and challenges		x	x	x	x	x
Craft and Structure							
5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		x	x	x	x	x
Range of Reading and Level of Text Complexity							
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.		x	x	x	x	x
Informational Text -Key Ideas and Details							
1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		x	x	x	x	x
2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		x	x	x	x	x
3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		x	x	x	x	x
Craft and Structure							
4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area		x	x	x	x	x
6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe		x	x	x	x	x
Integration of Knowledge and Ideas							

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8	Describe how reasons support specific points the author makes in a text.		x	x	x	x	x
9	Compare and contrast the most important points presented by two texts on the same topic.		x	x	x	x	x
Range of Reading and Level of Text Complexity							
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.		x	x	x	x	x
Foundation Skills- Fluency							
4	Read with sufficient accuracy and fluency to support comprehension. 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.		x	x	x	x	x
Writing - Text Types and Purpose							
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.		x	x	x	x	x
Writing - Production and Distribution							
5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		x	x	x	x	x
6	With guidance and support, use a variety of digital tools to produce and publish writing, in collaboration with peers.		x	x	x	x	x

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Writing - Research to build and Present Knowledge							
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).		x	x	x	x	x
8	Recall information from experiences or gather information from provided sources to answer a question.		x	x	x	x	x
Speaking and Listening - Comprehension and Collaboration			x	x	x	x	x
2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		x	x	x	x	x
Language - Conventions of Standard English							
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.		x	x	x	x	x