

Sundance Newbridge Publishing
Georgia Standards of Excellence for Language Arts (2015) Correlation
Grade 2

	Standard	Decoder Kids Content Grade 2	Decoder Kids Phonics Grade 2
23.00300.	Language Arts/Grade 2		
	Reading Literary		
	Key Ideas and Details		
ELAGSE2RL1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		✓
ELAGSE2RL2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
ELAGSE2RL3	Describe how characters in a story respond to major events and challenges.		✓
	Craft and Structure		
ELAGSE2RL4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		
ELAGSE2RL5	Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.		✓
ELAGSE2RL6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		✓
	Integration of Knowledge and Ideas		
ELAGSE2RL7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		✓
ELAGSE2RL8	(Not applicable to literature)		
ELAGSE2RL9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		
	Range of Reading and Level of Text Complexity		
ELAGSE2RL10	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.		✓
	Reading Informational		
	Key Ideas and Details		
ELAGSE2RI1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	✓	✓
ELAGSE2RI2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	✓	✓
ELAGSE2RI3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	✓	
	Craft and Structure		

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ELAGSE2RI4	Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	✓	✓
ELAGSE2RI5	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.	✓	
ELAGSE2RI6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	✓	✓
	Integration of Knowledge and Ideas		
ELAGSE2RI7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	✓	✓
ELAGSE2RI8	Describe how reasons support specific points the author makes in a text.	✓	✓
ELAGSE2RI9	Compare and contrast the most important points presented by two texts on the same topic.		
	Range of Reading and Level of Text Complexity		
ELAGSE2RI10	By the end of the 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.	✓	✓
	Reading Foundational		
	Phonics and Word Recognition		
ELAGSE2RF3	Know and apply grade-level phonics and word analysis skills in decoding words.		
ELAGSE2RF3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	✓	✓
ELAGSE2RF3.b	Know spelling-sound correspondences for additional common vowel teams.	✓	✓
ELAGSE2RF3.c	Decode regularly spelled two-syllable words with long vowels.	✓	✓
ELAGSE2RF3.d	Decode words with common prefixes and suffixes.	✓	✓
ELAGSE2RF3.e	Identify words with inconsistent but common spelling-sound correspondences.	✓	✓
	Fluency		
ELAGSE2RF4	Read with sufficient accuracy and fluency to support comprehension.		
ELAGSE2RF4.a	Read on-level text with purpose and understanding.	✓	✓
ELAGSE2RF4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	✓	✓
ELAGSE2RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓
ELAGSE2RF4.d	Read grade-appropriate irregularly spelled word.	✓	✓
	Writing		
	Text Types and Purposes		
ELAGSE2W1	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.	✓	✓
ELAGSE2W2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	✓	✓
ELAGSE2W3	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.		✓
	Production and Distribution of Writing		

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ELAGSE2W4	(Begins in grade 3)		
ELAGSE2W5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
ELAGSE2W5.a	May include prewriting.		
ELAGSE2W6	With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.		
Research to Build and Present Knowledge			
ELAGSE2W7	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).	✓	
ELAGSE2W8	Recall information from experiences or gather information from provided sources to answer a question.	✓	
ELAGSE2W9	(Begins in grade 4)		
Range of Writing			
ELAGSE2W10	(Begins in grade 3)		
Speaking and Listening			
Comprehension and Collaboration			
ELAGSE2SL1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
ELAGSE2SL1.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).	✓	✓
ELAGSE2SL1.b	Build on others' talk in conversations by linking their comments to the remarks of others.	✓	✓
ELAGSE2SL1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	✓	✓
ELAGSE2SL2	Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.	✓	✓
ELAGSE2SL3	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.		
Presentation of Knowledge and Ideas			
ELAGSE2SL4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		
ELAGSE2SL5	With guidance and support, 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.		
ELAGSE2SL6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓	
Language			
Conventions of Standard English			
ELAGSE2L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
ELAGSE2L1.a	Use collective nouns (e.g., group).		
ELAGSE2L1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).		✓
ELAGSE2L1.c	Use reflexive pronouns (e.g., myself, ourselves).		

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ELAGSE2L1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).		
ELAGSE2L1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.		
ELAGSE2L1.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).	✓	✓
ELAGSE2L1.g	Create documents with legible handwriting.		
ELAGSE2L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
ELAGSE2L2.a	Capitalize holidays, product names, and geographic names.		
ELAGSE2L2.b	Use commas in greetings and closings of letters.		
ELAGSE2L2.c	Use an apostrophe to form contractions and frequently occurring possessives.		✓
ELAGSE2L2.d	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).	✓	✓
ELAGSE2L2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
Knowledge of Language			
ELAGSE2L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
ELAGSE2L3.a	Compare formal and informal uses of English.		
Vocabulary Acquisition and Use			
ELAGSE2L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.		
ELAGSE2L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	✓	✓
ELAGSE2L4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	✓	✓
ELAGSE2L4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	✓	
ELAGSE2L4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	✓	✓
ELAGSE2L4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	✓	
ELAGSE2L5	Demonstrate understanding of word relationships and nuances in word meanings.		
ELAGSE2L5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).		
ELAGSE2L5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		
ELAGSE2L6	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., When other kids are happy that makes me happy).	✓	✓

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Georgia Standards of Excellence Science (2016) Correlation
Grade 2

	Standard	Decoder Kids Content Grade 2
	Earth and Space Science	
S2E1	Obtain, evaluate, and communicate information about stars having different sizes and brightness.	
S2E1.a	Ask questions to describe the physical attributes (size and brightness) of stars.	
S2E1.b	Construct an argument to support the claim that although the sun appears to be the brightest and largest star, it is actually medium in size and brightness.	
S2E2	Obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun’s effect on Earth.	
S2E2.a	Plan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the day.	
S2E2.b	Design and build a structure that demonstrates how shadows change throughout the day.	
S2E2.c	Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons.	
S2E2.d	Use data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern.	
S2E3	Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment.	
S2E3.a	Ask questions to obtain information about major changes to the environment in your community.	✓
S2E3.b	Construct an explanation of the causes and effects of a change to the environment in your community.	✓
	Physical Science	
S2P1	Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects.	
S2P1.a	Ask questions to describe and classify different objects according to their physical properties.	✓
S2P1.b	Construct an explanation for how structures made from small pieces (linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures.	✓

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S2P1.c	Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible.	✓
S2P2	Obtain, evaluate, and communicate information to explain the effect of a force (a push or a pull) in the movement of an object (changes in speed and direction).	
S2P2.a	Plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object.	
S2P2.b	Design a device to change the speed or direction of an object.	
S2P2.c	Record and analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force (a push or a pull).	
	Life Science	
S2L1	Obtain, evaluate, and communicate information about the life cycles of different living organisms.	
S2L1.a	Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.	
S2L1.b	Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.	✓
S2L1.c	Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.	✓

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Georgia Standards of Excellence Social Studies (AD 2021; updated 2023) Correlation

Grade 2

	Standard	Decoder Kids Content Grade 2
	Georgia, My State	
	Historical Understandings	
SS2H1	Describe the lives and contributions of historical figures in Georgia history.	
SS2H1.a	James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)	
SS2H1.b	Sequoyah (development of a Cherokee alphabet)	
SS2H1.c	Jackie Robinson (sportsmanship and civil rights)	✓
SS2H1.d	Martin Luther King, Jr. (civil rights)	✓
SS2H1.e	Juliette Gordon Low (Girl Scouts and leadership)	
SS2H1.f	Jimmy Carter (leadership and human rights)	
SS2H2	Describe the Georgia Muscogee (Creek) and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.	
SS2H2.a	Compare and contrast the Georgia Muscogee (Creek) and Cherokee cultures of the past to those of Georgians today.	
	Geographic Understandings	
SS2G1	Locate and compare major topographical features of Georgia and describe how these features define Georgia’s surface.	
SS2G1.a	Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.	
SS2G1.b	Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.	
SS2G2	Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Muscogee (Creek) and Cherokee in SS2H2.	
SS2G2.a	Identify specific locations significant to the life and times of each historic figure, and the Muscogee (Creek) and Cherokee, on a political or physical map.	
SS2G2.b	Describe how each historic figure and the Muscogee (Creek) and Cherokee adapted to and were influenced by their environments.	
SS2G2.c	Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.	

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SS2G2.d	Describe the regions in Georgia where the Muscogee (Creek) and Cherokee lived and how the people used their local resources.	
Government/Civic Understandings		
SS2CG1	Define the concept of government and the need for rules and laws.	✓
SS2CG2	Identify the following elected officials of the executive branch and where they work:	
SS2CG2.a	President (leader of our nation) and Washington, D.C. – White House	
SS2CG2.b	Governor (leader of our state) and Atlanta, GA – State Capitol Building	
SS2CG2.c	Mayor (leader of a city) and city hall	✓
SS2CG3	Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.	✓
Economic Understandings		
SS2E1	Explain that because of scarcity, people must make choices that result in opportunity costs.	
SS2E2	rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).	✓
SS2E3	Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.	
SS2E4	Describe the costs and benefits of personal saving and spending choices.	
Map and Globe Skills		
MGS1	use a compass rose to identify cardinal directions (apply and improve mastery at Grade 2)	
MGS2	use intermediate directions (mastery at Grade 2)	
MGS3	use a letter/number grid system to determine location (introduced at Grade 2)	
MGS4	compare and contrast the categories of natural, cultural, and political features found on maps (introduced at Grade 2)	
MGS5	use graphic scales to determine distances on a map (N/A at Grade 2)	
MGS6	use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (introduced at Grade 2)	✓

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MGS7	use a map to explain impact of geography on historical and current events (developing at Grade 2)	✓
MGS8	draw conclusions and make generalizations based on information from maps (N/A at Grade 2)	
MGS9	use latitude and longitude to determine location (N/A at Grade 2)	
MGS10	compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities (N/A at Grade 2)	
MGS11	compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations (N/A at Grade 2)	
MGS12	use geographic technology and software to determine changes, identify trends, and generalize about human activities (N/A at Grade 2)	
Information Processing Skills		
IPS1	compare similarities and differences (mastery at Grade 2)	✓
IPS2	organize items chronologically (developing at Grade 2)	
IPS3	identify issues and/or problems and alternative solutions (developing at Grade 2)	✓
IPS4	distinguish between fact and opinion (developing at Grade 2)	
IPS5	identify main idea, detail, sequence of events, and cause and effect in a social studies context (developing at Grade 2)	✓
IPS6	identify and use primary and secondary sources (developing at Grade 2)	
IPS7	interpret timelines, charts, and tables (developing at Grade 2)	
IPS8	identify social studies reference resources to use for a specific purpose (introduced at Grade 2)	✓
IPS9	construct charts and tables (introduced at Grade 2)	✓
IPS10	analyze artifacts (introduced at Grade 2)	
IPS11	draw conclusions and make generalizations (N/A at Grade 2)	
IPS12	analyze graphs and diagrams (N/A at Grade 2)	

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IPS13	translate dates into centuries, eras, or ages (N/A at Grade 2)	
IPS14	formulate appropriate research questions (N/A at Grade 2)	
IPS15	determine adequacy and/or relevancy of information (N/A at Grade 2)	
IPS16	check for consistency of information (N/A at Grade 2)	