Environmental Studies Program

Standard Code	Description (w/Cognitive Complexity and Cluster)
LACC.2.RL.1.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. (Cognitive Complexity: Level 2: Basic Application of Skills and Concepts) (Cluster 1: Key Ideas and Details)
LACC.2.RL.1.3	Describe how characters in a story respond to major events and challenges. (Cognitive Complexity: Level 2: Basic Application of Skills and Concepts) (Cluster 1: Key Ideas and Details)
LACC.2.RL.4.10	By the end of the year, read and comprehend literature, including stories, poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Cognitive Complexity: Level 2: Basic Application of Skills & Concepts) (Cluster 4: Range of Reading and Level of Text Complexity)
LACC.2.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. (Cognitive Complexity: Level 1: Recall) (Cluster 3: Phoncs and Word Recognition)
LACC.2.RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade level text with purpose and understanding. B. Read grade level-text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and undertanding, rereading as necessary. (Cognitive Complexity: Level 2: Basic Application of Skills and Concepts) (Cluster 4: Fluency)

LACC.2.RI.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (Cognitive Complexity: Level 3: Strategic Thinking and Complex Reasoning) (Cluster 1: Key Ideas)
LACC.2.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (Cognitive Complexity: Level 2: Basic Application of Skills And Concepts) (Cluster 2: Craft and Structure)
LACC.2.RI.2.5	Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus) to locate key facts or information in a text efficiently. (Cognitive Complexity: Level 2: Basic Application of Skills and Concepts) (Cluster 2: Craft and Structure)
LACC.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or decribe. (Congitive Complexity: Level 2: Basic Application of skills and Concepts) (Cluster 2: Craft and Structure)
LACC.2.RI.3.7	Explain how specific images (i.e. diagram in showing how a machine works) contribute to and clarify text. (Cognitive Complexity: Level 2: Basic Application of Skills and Concepts) (Cluster 3: Integration of knowledge and Ideas)
LACC.2.RI.4.10	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. (Cognitive Complexity: Level 2: Basic Application of Skills and Concepts) (Cluster 4: Range of reading and level of text complexity)
LACC.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question. (Cognitive Complexity: Level 2: Basic Application of Skills and Concepts) (Cluster 3: Research to build and present knowledge)
LACC.2.SL.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups. (Cognitive Complexity: Level 3: Strategic Thinking and Complex Reasoning) (Cluster 1: Comprehension and Collaboration)
LACC.2.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (Cognitive Complexity: Level 2: Basic Application of Skills and Concepts) (Cluster 1: Comprehension and Collaboration)

LACC.2.SL.1.3   Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepend understanding of a topic or issue.
(Cognitive Complexity: Level 2: Basic Application of Skills & Concepts)
(Cluster 1: Comprhension and Collaboration)

LACC.2.L.3.5   Demonstrate understanding of figurative language, word relationships and nuances in word meaning. A. Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy) B. Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny)
(Cognitive Complexity: Level 3: Strategic Thinking and Complex Reasoning) (Cluster 3: Vocabulary Acquisition and use)

LACC.2.L.3.6   Use words and phrases acquired thorugh 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). (Cognitive Complexity: Level 1: Recall) (Cluster 3: Vocabulary Acquisition and Use)