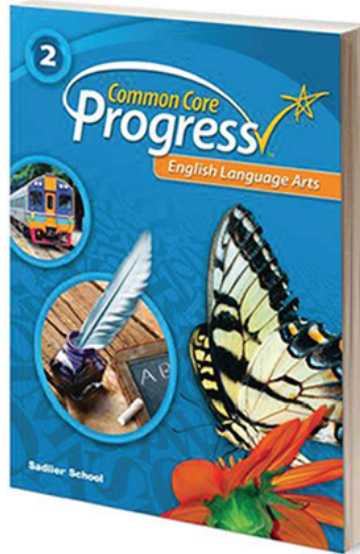


SADLIER

# Common Core Progress English Language Arts



Aligned to the

# California Common Core State Standards for English Language Arts

## Grade 2

### Contents

- 2 Reading Standards for Literature
- 4 Reading Standards for Informational Text
- 7 Reading Standards: Foundational Skills
- 9 Writing Standards
- 12 Speaking and Listening Standards
- 14 Language Standards

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800-221-5175

## Reading Standards for Literature

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

### 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.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

### Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **(See grade 2 Language standards 4–6 for additional expectations.) CA**
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

### Unit 1 Reading Literature: Key Ideas and Details

#### Understanding Key Story Details: “The Pizza Pain” (Realistic Fiction)—pp. 12–17

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: “Bo Lends a Paw” (Fantasy)—pp. 33–34  
Unit 1 Common Core Review— pp. 39–40  
Performance Task—Online

### Unit 1 Reading Literature: Key Ideas and Details

#### Determining a Story’s Central Message: “Leon and Max” (Fable)—pp. 18–23

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: “Bo Lends a Paw” (Fantasy)—pp. 33–34  
Unit 1 Common Core Review— pp. 39–40  
Performance Task—Online

### Unit 1 Reading Literature: Key Ideas and Details

#### Understanding Character Actions: “The Mad Glad Mystery” (Adventure Story)—pp. 24–29

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: “Bo Lends a Paw” (Fantasy)—pp. 33–34  
Unit 1 Common Core Review— pp. 39–40  
Performance Task—Online

### Unit 5 Reading Literature: Craft and Structure

#### Understanding Rhythm and Meaning: “The Strange Tale of Cat R. Pillar” (Poetry)—pp. 104–109

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 101–103  
Close Reading: “Making Tracks” (Mystery)—pp. 125–128  
Unit 5 Common Core Review— pp. 131–132  
Performance Task—Online

### Unit 5 Reading Literature: Craft and Structure

#### Describing Story Structure: “Benny and the Sea Monster” (Realistic Fiction)—pp. 110–115

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 101–103  
Close Reading: “Making Tracks” (Mystery)—pp. 125–128  
Unit 5 Common Core Review— pp. 131–132  
Performance Task—Online

### Unit 5 Reading Literature: Craft and Structure

#### Understanding Character Point of View: “Squirrel and Frog Outsmart Fox” (Play)—pp. 116–121

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 101–103  
Close Reading: “Making Tracks” (Mystery)—pp. 125–128  
Unit 5 Common Core Review— pp. 131–132  
Performance Task—Online

## Reading Standards for Literature

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

### Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

8. (Not applicable to literature)

9. 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

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.

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 2

### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Using Words and Illustrations:** “Coyote and the Fire Quest: A Native American Folktale” (Folktale)—pp. 202–207

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 199–201

Close Reading: “Coyote and Turtle” (Folktale)/“Mr. Rabbit and Mr.

Fox”—pp. 217–220

Unit 9 Common Core Review— pp. 223–224

Performance Task—Online

### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Comparing and Contrasting Stories:** “Mantis and the Fire Trick: An African Folktale” (Folktale)—pp. 208–213

**Connect Across Texts:** Compare and Contrast Texts—p. 221

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 199–201

Close Reading: “Coyote and Turtle” (Folktale)/“Mr. Rabbit and Mr.

Fox”—pp. 217–220

Unit 9 Common Core Review— pp. 223–224

Performance Task—Online

### Unit 1 Reading Literature: Key Ideas and Details

**Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11

**Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 35–36

**Understanding Key Story Details:** “The Pizza Pain” (Realistic Fiction)—pp. 12–17

**Determining a Story’s Central Message:** “Leon and Max” (Fable)—pp. 18–23

**Understanding Character Actions:** “The Mad Glad Mystery” (Adventure Story)—pp. 24–29

**Foundational Skills Read Together:** “Lunch or Not?”—p. 30

**Foundational Skills Reader:** “The Big Meal Deal” (Short Vowels; Long Vowels (CVCe Vowel teams)—pp. 31–32

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question—p. 37

**Close Reading:** “Bo Lends a Paw” (Fantasy)—pp. 33–34

**Unit 1 Common Core Review:** “Ting’s Sleepy Morning”—pp. 39–40

### Unit 5 Reading Literature: Craft and Structure

**Introducing Unit 5/Home Connect/Essential Question**—pp. 101–103

**Craft and Structure:** Comprehension Check—pp. 105, 107, 109, 111, 113, 115, 117, 119, 121, 127–128

**Understanding Rhythm and Meaning:** “The Strange Tale of Cat R. Pillar” (Poetry)—pp. 104–109

## Reading Standards for Literature

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

**Describing Story Structure:** “Benny and the Sea Monster” (Realistic Fiction)—pp. 110–115  
**Understanding Character Point of View:** “Squirrel and Frog Outsmart Fox” (Play)—pp. 116–121  
**Foundational Skills Read Together:** “A School for Fish?”—p. 122  
**Foundational Skills Reader:** “Dawn’s Pet” (vowel teams *oo, ul, ow, au*)—pp. 123–124  
**Close Reading:** “Making Tracks” (Mystery)—pp. 125–128  
**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question—p. 129  
**Unit 5 Common Core Review:** “A Bug for Dee”—pp. 131–132

### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Introducing Unit 9/Home Connect/Essential Question**—pp. 199–201

**Integration of Knowledge and Ideas:** Comprehension Check—pp. 203, 205, 207, 209, 211, 213, 219–220

**Using Words and Illustrations:** “Coyote and the Fire Quest: A Native American Folktale” (Folktale)—pp. 202–207

**Comparing and Contrasting Stories:** “Mantis and the Fire Trick: An African Folktale” (Folktale)—pp. 208–213

**Foundational Skills Read Together:** “How the Camel Got Her Hump”—p. 214

**Foundational Skills Reader:** “The Smallest Cat” (suffixes *-ful, -less, -ness, -ly, -er, -est*)—pp. 215–216

**Close Reading:** “Coyote and Turtle” (Folktale)/“Mr. Rabbit and Mr. Fox”—pp. 217–220

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question—p. 221

**Unit 9 Common Core Review:** “Anansi’s Long Legs”—pp. 223–224

### Performance Task 1

**Part 1: Literary Analysis**—pp. 147–149

**Part 2: Narrative Writing**—pp. 147, 150

### Performance Task 2

**Part 1: Literary Analysis**—pp. 271–273

**Part 2: Narrative Writing**—pp. 271, 274

## Reading Standards for Informational Text

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

### 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.

**Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions:** “Prairie Dogs and Their Homes” (Magazine Article)—pp. 58–63

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 55–57

Close Reading: “At Home in a Cave” (Magazine Article)—pp. 79–82

Unit 3 Common Core Review—pp. 85–86

Performance Task—Online

## Reading Standards for Informational Text

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (See **grade 2 Language standards 4–6 for additional expectations.**) CA
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.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### **Unit 3 Reading Informational Text: Key Ideas and Details** **Identifying Topics:** “Jacques Cousteau” (Biography)—pp. 64–69

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 55–57  
Close Reading: “At Home in a Cave” (Magazine Article)—pp. 79–82  
Unit 3 Common Core Review— pp. 85–86  
Performance Task—Online

#### **Unit 3 Reading Informational Text: Key Ideas and Details** **Describing Connections Between Ideas:** “Make Wild Animal Homes” (Procedural Text)—pp. 70–75

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 55–57  
Close Reading: “At Home in a Cave” (Magazine Article)—pp. 79–82  
Unit 3 Common Core Review— pp. 85–86  
Performance Task—Online

#### **Unit 7 Reading Informational Text: Craft and Structure** **Determining Word Meanings:** “Who Helps in Your Community?” (Informational Text)—pp. 156–161

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 153–155  
Close Reading: “Ben Franklin, Outstanding Citizen” (Biography)—pp. 177–180  
Unit 7 Common Core Review— pp. 183–184  
Performance Task—Online

#### **Unit 7 Reading Informational Text: Craft and Structure** **Using Text Features:** “Subway—Way to Go!” (Magazine Article)—pp. 162–167

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 153–155  
Close Reading: “Ben Franklin, Outstanding Citizen” (Biography)—pp. 177–180  
Unit 7 Common Core Review— pp. 183–184  
Performance Task—Online

#### **Unit 7 Reading Informational Text: Craft and Structure** **Determining an Author’s Purpose:** “New Ways to Solve an Old Problem” (Opinion Piece)—pp. 168–173

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 153–155  
Close Reading: “Ben Franklin, Outstanding Citizen” (Biography)—pp. 177–180  
Unit 7 Common Core Review— pp. 183–184  
Performance Task—Online

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

##### **Using Images to Understand Text:** “Toys and Games in Colonial Times” (Magazine Article)—pp. 242–245

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 239–241

## Reading Standards for Informational Text

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

8. Describe how reasons support specific points the author makes in a text.

9. Compare and contrast the most important points presented by two texts on the same topic.

### 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.

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Close Reading: "How Boston Got More Land" (Magazine Article)/"Goodbye, Swamp" (Opinion Piece)—pp. 263–266  
Unit 11 Common Core Review— pp. 269–270  
Performance Task—Online

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Finding Supporting Reasons:** "Toys and Games Are Better Today" (Opinion Piece)—pp. 248–253

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 239–241  
Close Reading: "How Boston Got More Land" (Magazine Article)/"Goodbye, Swamp" (Opinion Piece)—pp. 263–266  
Unit 11 Common Core Review— pp. 269–270  
Performance Task—Online

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Comparing and Contrasting Texts:** "Colonial Children Were Lucky!" (Opinion Piece)—pp. 254–259

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 239–241  
Close Reading: "How Boston Got More Land" (Magazine Article)/"Goodbye, Swamp" (Opinion Piece)—pp. 263–266  
Unit 11 Common Core Review— pp. 269–270  
Performance Task—Online

#### Unit 3 Reading Informational Text: Key Ideas and Details

**Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55

**Key Ideas and Details:** Comprehension Check—pp. 59, 61, 63, 65, 67, 69, 71, 73, 75, 81–82

**Asking and Answering Questions:** "Prairie Dogs and Their Homes" (Magazine Article)—pp. 58–63

**Identifying Topics:** "Jacques Cousteau" (Biography)—pp. 64–69

**Describing Connections Between Ideas:** "Make Wild Animal Homes" (Procedural Text)—pp. 70–75

**Foundational Skills Read Together:** "Animals That Carry Their Homes"—p. 76

**Foundational Skills Reader:** "Moving Day!" (vowel teams *oi*, *oy*, *ow*, *ou*)—pp. 77–78

**Close Reading:** "At Home in a Cave" (Magazine Article)—pp. 79–82

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question—p. 83

**Unit 3 Common Core Review:** "Weaver Bird Nests"—pp. 85–86

#### Unit 7 Reading Informational Text: Craft and Structure

**Introducing Unit 7/Home Connect/Essential Question**—pp. 145–147

**Craft and Structure:** Comprehension Check—pp. 157, 159, 161, 163, 165, 167, 169, 171, 173, 179–180

**Determining Word Meanings:** "Who Helps in Your Community?" (Informational Text)—pp. 156–161

## Reading Standards for Informational Text

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 2

**Using Text Features:** “Subway—Way to Go!” (Magazine Article)—pp. 162–167

**Determining an Author’s Purpose:** “New Ways to Solve an Old Problem” (Opinion Piece)—pp. 168–173

**Foundational Skills Read Together:** “Our Town Is the Best!”—p. 174

**Foundational Skills Reader:** “New York City” (two-syllable long vowel words; prefixes *un-* and *re-*)—pp. 175–176

**Close Reading:** “Ben Franklin, Outstanding Citizen” (Biography)—pp. 177–180

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question—p. 181

**Unit 7 Common Core Review:** “Please Be Kind”—pp. 183–184

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Introducing Unit 11/Home Connect/Essential Question**—pp. 239–241

**Integration of Knowledge and Ideas:** Comprehension Check—pp. 237, 241, 245, 253–254

**Using Images to Understand Text:** “Toys and Games in Colonial Times” (Magazine Article)—pp. 242–245

**Finding Supporting Reasons:** “Toys and Games Are Better Today” (Opinion Piece)—pp. 248–253

**Comparing and Contrasting Texts:** “Colonial Children Were Lucky!” (Opinion Piece)—pp. 254–259

**Foundational Skills Read Together:** “Schools in Colonial Times”—p. 260

**Foundational Skills Reader:** “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261–262

**Close Reading:** “How Boston Got More Land” (Magazine Article)/“Goodbye, Swamp” (Opinion Piece)—pp. 263–266

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question—p. 267

**Unit 11 Common Core Review:** “Welcome to Boston!”—pp. 269–270

## Reading Standards: Foundational Skills

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 2

### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**  
**CA**

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

**Unit 1 Reading Literature: Key Ideas and Details**

**Foundational Skills Read Together:** “Lunch or Not?” (long and short vowels)—p. 30

**Foundational Skills Reader:** “The Big Meal Deal” (Short Vowels; Long Vowels (CVCe vowel teams))—pp. 31–32

## Reading Standards: Foundational Skills

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

- b. Know spelling-sound correspondences for additional common vowel teams.

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- c. Decode regularly spelled two-syllable words with long vowels.

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- d. Decode words with common prefixes and suffixes.

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- e. Identify words with inconsistent but common spelling-sound correspondences.

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- f. Recognize and read grade-appropriate irregularly spelled words.

### Fluency

- 4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.

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  - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

- Unit 3 Reading Informational Text: Key Ideas and Details**  
**Foundational Skills Read Together:** “Animals That Carry Their Homes” (vowel teams *oi, oy, ow, ou*)—p. 76  
**Foundational Skills Reader:** “Moving Day!” (vowel teams *oi, oy, ow, ou*)—pp. 77–78

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- Unit 5 Reading Literature: Craft and Structure**  
**Foundational Skills Read Together:** “A School for Fish?” (vowel teams *oo, ul, ow, au*)—p. 122  
**Foundational Skills Reader:** “Dawn’s Pet” (vowel teams *oo, ul, ow, au*)—pp. 123–124

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- Unit 7 Reading Informational Text: Craft and Structure**  
**Foundational Skills Read Together:** “Our Town Is the Best!” (two-syllable words with long vowels)—p. 174  
**Foundational Skills Reader:** “New York City” (two-syllable long vowel words)—pp. 175–176

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- Unit 7 Reading Informational Text: Craft and Structure**  
**Foundational Skills Read Together:** “Our Town Is the Best!” (prefixes *un* and *re*)—p. 174  
**Foundational Skills Reader:** “New York City” (prefixes *un-* and *re-*)—pp. 175–176

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- Unit 9 Reading Literature: Integration of Knowledge and Ideas**  
**Foundational Skills Read Together:** “How the Camel Got Her Hump” (suffixes *-ful, -less, -ness, -ly, -er, -est*)—p. 214  
**Foundational Skills Reader:** “The Smallest Cat” (suffixes *-ful, -less, -ness, -ly, -er, -est*)—pp. 215–216

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- Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Foundational Skills Read Together:** “Schools in Colonial Times” (inconsistent but common spellings; irregular spellings)—p. 260  
**Foundational Skills Reader:** “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261–262

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- Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Foundational Skills Read Together:** “Schools in Colonial Times” (inconsistent but common spellings; irregular spellings)—p. 260  
**Foundational Skills Reader:** “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261–262

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- Unit 1 Reading Literature: Key Ideas and Details**  
**Foundational Skills Reader:** “The Big Meal Deal” (Fluency: Read with purpose and understanding)—pp. 31–32

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- Unit 3 Reading Informational Text: Key Ideas and Details**  
**Foundational Skills Reader:** “Moving Day!” (Fluency: Use punctuation)—pp. 77–78



## Reading Standards: Foundational Skills

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

### Unit 5 Reading Literature: Craft and Structure

**Foundational Skills Reader:** “Dawn’s Pet” (Fluency: Read in phrases)—pp. 123–124

### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Foundational Skills Reader:** “The Smallest Cat” ((Fluency: Read with expression)—pp. 215–216

### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Foundational Skills Reader:** “Colonial Schools” (Fluency: Read words with special print)—pp. 261–262

### Unit 3 Reading Informational Text: Key Ideas and Details Language: Context Clues—p. 84

SEE ALSO

Introducing Unit 3/Home Connect—pp. 55–56

Unit 3 Common Core Review—pp. 85–86

### Unit 7 Reading Informational Text: Craft and Structure

**Foundational Skills Reader:** “New York City” (Fluency: Use context)—pp. 175–176

## Writing Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

### Text Types and Purposes

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.
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.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

### Unit 8 Text Types and Purposes: Write Opinion Pieces

**Read a Student Model/Use a Chart to Plan Your Opinion Piece/Draft Your Opinion Piece**—pp. 188–191

**Unit 8 Common Core Review:** Revise/Publish Your Opinion Piece—p. 198

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 185–187

### Unit 4 Text Types and Purposes: Write Informational Texts

**Read a Student Model/Use a Chart to Draft an Observation Log/Draft Your Observation Log**—pp. 90–93

**Unit 8 Common Core Review:** Revise/Publish Your Observation Log—p. 100

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 87–89

### Unit 10 Research to Build and Present Knowledge: Write Research Reports

**Read a Student Model/Use a Chart to Plan the Report/Draft Your Report**—pp. 228–231

**Unit 10 Common Core Review:** Revise/Publish Your Research Report—p. 238

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 225–227

## Writing Standards

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 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.

### Production and Distribution of Writing

4. **With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA**
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### 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).

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

**Unit 2 Text Types and Purposes: Write Fictional Narratives**  
**Read a Student Model/Plan Your Fictional Narrative/Create Your Fictional Narrative**—pp. 44–47  
**Unit 2 Common Core Review: Revise/Publish Your Fictional Narrative**—p. 54

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 41–43

**Unit 6 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Plan Your Nonfictional Narrative/Create Your Nonfictional Narrative**—pp. 136–139

**Unit 6 Common Core Review: Revise/Publish Your Nonfictional Narrative**—p. 146

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 133–135

See citations for standards 1–3 above.

### Writing Handbook

**Step 1: Planning**—pp. 278–279

**Step 2: Drafting**—p. 280

**Step 3: Revising**—pp. 281–282

**Step 4: Editing**—pp. 283–284

**Step 5: Producing, Publishing, and Presenting**—p. 284

### Writing Handbook

**Step 1: Planning: Research Tip** (use the Internet)—p. 278

**Step 2: Drafting** (use a computer to write)—p. 280

**Step 5: Producing, Publishing, and Presenting** (use a computer)—p. 284

See also **Home Connect:** (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226 (researching on the Internet), 240 (online news)

### Unit 4 Text Types and Purposes: Write Informational Texts

**Read a Student Model/Use a Chart to Draft an Observation Log/Draft Your Observation Log**—pp. 90–93

**Unit 8 Common Core Review: Revise/Publish Your Observation Log**—p. 100

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 87–89

### Unit 10 Research to Build and Present Knowledge: Write Research Reports

**Read a Student Model/Use a Chart to Plan the Report/Draft Your Report**—pp. 228–231

## Writing Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

8. Recall information from experiences or gather information from provided sources to answer a question.

9. (Begins in grade 4)

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 2

**Unit 10 Common Core Review:** Revise/Publish Your Research Report—p. 238

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 225–227

**Unit 6 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Plan Your Nonfictional Narrative/Create Your Nonfictional Narrative** (recount an amazing experience in nature)—pp. 136–139

**Unit 6 Common Core Review:** Revise/Publish Your Nonfictional Narrative—p. 146

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 133–135

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use a Chart to Plan the Report/Draft Your Report**—pp. 228–231

**Speaking and Listening:** Return to the Essential Question (how do writers gather and present information?)—p. 236

**Unit 10 Common Core Review:** Revise/Publish Your Research Report—p. 238

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 225–227

**Writing Handbook**

**Step 1: Planning:** Research Tip (gather information)—p. 278

**Unit 2 Text Types and Purposes: Write Fictional Narratives**  
**Read a Student Model/Plan Your Fictional Narrative/Create Your Fictional Narrative**—pp. 44–47

**Unit 2 Common Core Review:** Revise/Publish Your Fictional Narrative—p. 54

**Unit 4 Text Types and Purposes: Write Informational Texts**  
**Read a Student Model/Use a Chart to Draft an Observation Log/Draft Your Observation Log**—pp. 90–93

**Unit 8 Common Core Review:** Revise/Publish Your Observation Log—p. 100

**Unit 6 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Plan Your Nonfictional Narrative/Create Your Nonfictional Narrative**—pp. 136–139

**Unit 6 Common Core Review:** Revise/Publish Your Nonfictional Narrative—p. 146

**Unit 8 Text Types and Purposes: Write Opinion Pieces**  
**Read a Student Model/Use a Chart to Plan Your Opinion Piece/Draft Your Opinion Piece**—pp. 188–191

**Unit 8 Common Core Review:** Revise/Publish Your Opinion Piece—p. 198

## Writing Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 2

### **Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use a Chart to Plan the Report/Draft Your Report**—pp. 228–231

**Speaking and Listening:** Return to the Essential Question (how do writers gather and present information?)—p. 236

**Unit 10 Common Core Review:** Revise/Publish Your Research Report—p. 238

### **Writing Handbook**

**Step 1: Planning**—pp. 278–279

**Step 2: Drafting**—p. 280

**Step 3: Revising**—pp. 281–282

**Step 4: Editing**—pp. 283–284

**Step 5: Producing, Publishing, and Presenting**—p. 284

### **Performance Task 1**

**Part 1: Literary Analysis** (writing assignment)—pp. 147–149

**Part 2: Narrative Writing** (writing assignment)—pp. 147, 150

**Part 3: Research Simulation** (writing assignment)—pp. 147, 151–152

### **Performance Task 2**

**Part 1: Literary Analysis** (writing assignment)—pp. 271–273

**Part 2: Narrative Writing** (writing assignment)—pp. 271, 274

**Part 3: Research Simulation** (writing assignment)—pp. 271, 275–276

\*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Compare and Contrast Texts and Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit.

## Speaking and Listening Standards

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

SADLIER *COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 2

### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - 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).

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class/remember rules for being a good speaker and listener)—pp. 37, 79, 129, 181, 217, 267

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

See also **Home Connect** (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

## Speaking and Listening Standards

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- a. **Give and follow three- and four-step oral directions. CA**

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.

### Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- a. **Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA**

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (*Did I: Add to what others said?*)—pp. 37, 79, 129, 181, 217, 267

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

*See also Home Connect* (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

*See also Home Connect* (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

*See also Home Connect* (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

**Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions:** "Prairie Dogs and Their Homes" (Magazine Article)—pp. 58–63

*See also Home Connect* (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

*See also Home Connect* (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42 (make up stories), 56, 88, 102, 134, 154, 186, 200, 226, 240

## Speaking and Listening Standards

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 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.
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 for specific expectations.)

## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., *group*).
  - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - c. Use reflexive pronouns (e.g., *myself, ourselves*).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Using Words and Illustrations:** “Coyote and the Fire Quest: A Native American Folktale” (Folktale)—pp. 202–207

See also **Home Connect** (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10 (sketch pictures), 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

See also **Home Connect** (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Collective Nouns—p. 50

SEE ALSO  
Introducing Unit 2/Home Connect—pp. 39–40  
Unit 2 Common Core Review—pp. 53–54

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Irregular Proper Nouns—pp. 48–49

SEE ALSO  
Introducing Unit 2/Home Connect—pp. 39–40  
Unit 2 Common Core Review—pp. 53–54

#### Unit 8 Text Types and Purposes: Write Opinion Pieces

**Language:** Reflexive Pronouns—pp. 192–193

SEE ALSO  
Introducing Unit 8/Home Connect—pp. 185–186  
Unit 8 Common Core Review—pp. 197–198

#### Unit 4 Text Types and Purposes: Write Informational Texts

**Language:** Irregular Past-Tense Verbs—p. 94

SEE ALSO  
Introducing Unit 4/Home Connect—pp. 87–88  
Unit 4 Common Core Review—pp. 99–100

## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

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- 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.*)

#### g. Create readable documents with legible print. CA

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize holidays, product names, and geographic names.

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  - b. Use commas in greetings and closings of letters.

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  - c. Use an apostrophe to form contractions and frequently occurring possessives.

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  - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

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  - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

- 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Compare formal and informal uses of English.

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Unit 6 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Adjectives—pp. 140–141

**Language:** Adverbs—pp. 142–143

SEE ALSO

Introducing Unit 6/Home Connect—pp. 133–134

Unit 6 Common Core Review—pp. 145–146

#### Unit 10 Research to Build and Present Knowledge: Write Research Reports

**Language:** Simple Sentences—pp. 232–233

**Language:** Compound Sentences—pp. 234–235

SEE ALSO

Introducing Unit 10/Home Connect—pp. 225–226

Unit 10 Common Core Review—pp. 2237–238

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Names of Holidays and Places—p. 51

SEE ALSO

Introducing Unit 2/Home Connect—pp. 39–40

Unit 2 Common Core Review—pp. 53–54

#### Unit 8 Text Types and Purposes: Write Opinion Pieces

**Language:** Commas in Letters—pp. 194–195

SEE ALSO

Introducing Unit 8/Home Connect—pp. 185–186

Unit 8 Common Core Review—pp. 197–198

#### Unit 4 Text Types and Purposes: Write Informational Texts

**Language:** Apostrophes—p. 96

SEE ALSO

Introducing Unit 4/Home Connect—pp. 87–88

Unit 4 Common Core Review—pp. 99–100

#### Writing Handbook

**Step 4: Editing:** Editing Checklist (use a dictionary)—p. 283

#### Writing Handbook

**Step 4: Editing:** Editing Checklist (use a dictionary)—p. 283

**Glossary**—pp. 285–288

## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 2

#### Vocabulary Acquisition and Use

4. 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.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - 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*).
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas. CA**
5. Demonstrate understanding of word relationships and nuances in word meanings.
  - 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*).

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### **Unit 3 Reading Informational Text: Key Ideas and Details** **Language:** Context Clues—p. 84

SEE ALSO  
Introducing Unit 3/Home Connect—pp. 55–56  
Unit 3 Common Core Review—pp. 85–86

#### **Unit 5 Reading Literature: Craft and Structure** **Language:** Prefixes—p. 130

SEE ALSO  
Introducing Unit 5/Home Connect—pp. 101–102  
Unit 5 Common Core Review—pp. 131–132

#### **Unit 7 Reading Informational Text: Craft and Structure** **Foundational Skills Read Together:** “Our Town Is the Best!” (prefixes *un* and *re*)—p. 174 **Foundational Skills Reader:** “New York City” (prefixes *un-* and *re-*)—pp. 175–176

#### **Unit 1 Reading Literature: Key Ideas and Details** **Language:** Related Words—p. 38

SEE ALSO  
Introducing Unit 1/Home Connect—pp. 9–10  
Unit 1 Common Core Review—pp. 39–40

#### **Unit 7 Reading Informational Text: Craft and Structure** **Language:** Compound Words—p. 182

SEE ALSO  
Introducing Unit 7/Home Connect—pp. 153–154  
Unit 7 Common Core Review—p. 183

#### **Writing Handbook** **Step 4: Editing:** Editing Checklist (use a dictionary)—p. 283

**Glossary**—pp. 285–288

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Language:** Real-Life Word Meanings—p. 268

SEE ALSO  
Introducing Unit 11/Home Connect—pp. 239–240  
Unit 11 Common Core Review—pp. 269–270

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Language:** Shades of Meaning—p. 222

SEE ALSO  
Introducing Unit 9/Home Connect—pp. 199–100  
Unit 9 Common Core Review—pp. 223–224



## Language Standards

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 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., *When other kids are happy that makes me happy*).

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 58, 60, 62, 64, 66, 68, 70, 72, 74, 104, 106, 108, 110, 112, 114, 116, 118, 120, 156, 158, 160, 162, 164, 166, 168, 170, 172, 202, 204, 206, 208, 210, 212, 242, 244, 246, 248, 250, 252, 254, 256, 258

**Unit 1 Reading Literature: Key Ideas and Details**

**Language:** Related Words—p. 38

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Language:** Context Clues—p. 84

**Unit 5 Reading Literature: Craft and Structure**

**Language:** Prefixes—p. 130

**Unit 7 Reading Informational Text: Craft and Structure**

**Determining Word Meanings:** “Who Helps in Your Community?” (Informational Text)—pp. 156–161

**Language:** Compound Words—p. 182

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Language:** Shades of Meaning—p. 222

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Language:** Real-Life Word Meanings—p. 268

**Writing Handbook**

**Step 3: Revising:** Revising Checklist (Word Choice)—p. 281