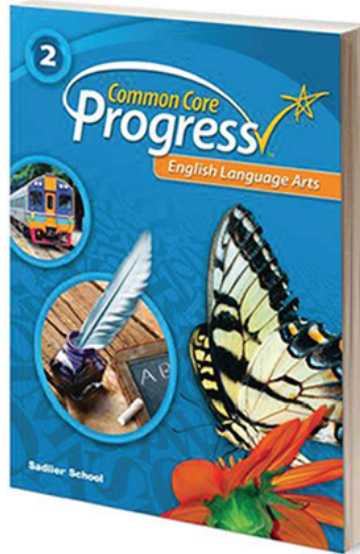


SADLIER

Common Core Progress English Language Arts



Aligned to the

English Language Arts Common Core Georgia Performance Standards (ELA CCGPS)

2nd Grade

Contents

- 2 Reading Literature (RL)
- 4 Reading Informational (RI)
- 8 Reading Foundational (RF)
- 9 Writing (W)
- 12 Speaking and Listening (SL)
- 13 Language (L)

 **Sadlier**
William H. Sadlier, Inc.
www.sadlierschool.com
800-221-5175

Reading Literature (RL)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

Key Ideas and Details

ELACC2RL1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

ELACC2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELACC2RL3: Describe how characters in a story respond to major events and challenges.

Craft and Structure

ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

ELACC2RL6: 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 Literature (RL)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

Integration of Knowledge and Ideas

ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

ELACC2RL8: (Not applicable to literature)

ELACC2RL9: 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

ELACC2RL10: 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

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

Reading Literature (RL)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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 Informational (RI)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Key Ideas and Details

ELACC2RI1: 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 Informational (RI)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

ELACC2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELACC2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

ELACC2RI4: Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

ELACC2RI5: 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.

ELACC2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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

Reading Informational (RI)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

Integration of Knowledge and Ideas

ELACC2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

ELACC2RI8: Describe how reasons support specific points the author makes in a text.

ELACC2RI9: Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

ELACC2RI10: 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

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
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

Reading Informational (RI)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

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 Foundational (RF)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

Print Concepts

Kindergarten and 1st grade only

Phonological Awareness

Kindergarten and 1st grade only

Phonics and Word Recognition

ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

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

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

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

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 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

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

Reading Foundational (RF)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

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

Fluency

ELACC2RF4: 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 on successive readings.

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

Writing (W)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

Text Types and Purposes

ELACC2W1: 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.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

Unit 1 Reading Literature: Key Ideas and Details

Foundational Skills Reader: “The Big Meal Deal” (Fluency: Read with purpose and understanding)—pp. 31–32

Unit 3 Reading Informational Text: Key Ideas and Details

Foundational Skills Reader: “Moving Day!” (Fluency: Use punctuation)—pp. 77–78

Unit 5 Reading Literature: Craft and Structure

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

Unit 7 Reading Informational Text: Craft and Structure

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

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 7 Reading Informational Text: Craft and Structure

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

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

Writing (W)

2 ND GRADE ELA CCGPS STANDARDS / DESCRIPTION	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2
<p>ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>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</p> <p>SEE ALSO Introducing Unit 4/Home Connect/Essential Question—pp. 87–89</p> <hr/> <p>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</p> <p>SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 225–227</p>
<p>ELACC2W3: 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.</p>	<p>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</p> <p>SEE ALSO Introducing Unit 2/Home Connect/Essential Question—pp. 41–43</p> <hr/> <p>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</p> <p>SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 133–135</p>
<h3>Production and Distribution of Writing</h3>	
<p>ELACC2W4: (Begins in grade 3)</p> <p>ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>a. May include prewriting.</p>	<p>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</p>
<p>ELACC2W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>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</p> <p>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)</p>

Writing (W)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

Research to Build and Present Knowledge

ELACC2W7: 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).

ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELACC2W9: (Begins in grade 4)

Range of Writing

ELACC2W10: (Begins in grade 3)

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

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

Speaking and Listening (SL)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

Comprehension and Collaboration

ELACC2SL1: 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).

- 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.

ELACC2SL2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ELACC2SL3: 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.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

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

Speaking and Listening (SL)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

Presentation of Knowledge and Ideas

ELACC2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELACC2SL5: 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.

ELACC2SL6: 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.)

Language (L)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

Conventions of Standard English

ELACC2L1: 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*).

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

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

Language (L)

2 ND GRADE ELA CCGPS STANDARDS / DESCRIPTION	SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2
<p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Reflexive Pronouns—pp. 192–193</p> <p>SEE ALSO Introducing Unit 8/Home Connect—pp. 185–186 Unit 8 Common Core Review—pp. 197–198</p>
<p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>Unit 4 Text Types and Purposes: Write Informational Texts Language: Irregular Past-Tense Verbs—p. 94</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 87–88 Unit 4 Common Core Review—pp. 99–100</p>
<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Unit 6 Text Types and Purposes: Write Nonfictional Narratives Language: Adjectives—pp. 140–141 Language: Adverbs—pp. 142–143</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 133–134 Unit 6 Common Core Review—pp. 145–146</p>
<p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Language: Simple Sentences—pp. 232–233 Language: Compound Sentences—pp. 234–235</p> <p>SEE ALSO Introducing Unit 10/Home Connect—pp. 225–226 Unit 10 Common Core Review—pp. 2237–238</p>
<p>g. Creates documents with legible handwriting.</p>	
<p>ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>a. Capitalize holidays, product names, and geographic names.</p>	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Names of Holidays and Places—p. 51</p> <p>SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Common Core Review—pp. 53–54</p>
<p>b. Use commas in greetings and closings of letters.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Commas in Letters—pp. 194–195</p> <p>SEE ALSO Introducing Unit 8/Home Connect—pp. 185–186 Unit 8 Common Core Review—pp. 197–198</p>
<p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>Unit 4 Text Types and Purposes: Write Informational Texts Language: Apostrophes—p. 96</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 87–88 Unit 4 Common Core Review—pp. 99–100</p>
<p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	<p>Writing Handbook Step 4: Editing: Editing Checklist (use a dictionary)—p. 283</p>
<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Writing Handbook Step 4: Editing: Editing Checklist (use a dictionary)—p. 283</p> <p>Glossary—pp. 285–288</p>

Language (L)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

Knowledge of Language

- ELACC2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare formal and informal uses of English.

Vocabulary Acquisition and Use

- ELACC2L4: 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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- ELACC2L5: Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

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

Language (L)

2ND GRADE ELA CCGPS STANDARDS / DESCRIPTION

- b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

ELACC2L6: 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

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

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