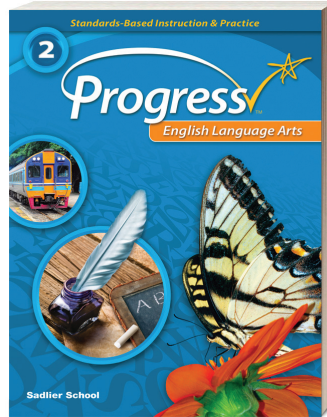


SADLIER

Progress English Language Arts



Aligned to the

College and Career Ready Indiana Academic Standards English/Language Arts: Grade 2

Contents

- 2 Reading
 - 2 Reading: *Foundations*
 - 5 Reading: *Literature*
 - 7 Reading: *Nonfiction*
 - 10 Reading: *Vocabulary*
- 13 Writing
- 18 Speaking and Listening
- 21 Media Literacy

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

Reading

Reading: Foundations

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2
<p>RF.1: Learning Outcome for Reading Foundations Develop, build, and apply knowledge of foundational reading skills</p>	
<p>2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.</p>	
<p>RF.2: Print Concepts Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories</p>	
<p>2.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>2.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>2.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>2.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>RF.3: Phonological Awareness Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds</p>	
<p>2.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>2.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>2.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>2.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>2.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>RF.4: Phonics Decode and read words by applying phonics and word analysis skills</p>	
<p>2.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.</p>	
<p>2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Foundational Skills Read Together: “Lunch or Not?” (long and short vowels)—p. 30</p>

Reading: *Foundations*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.

2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).

2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., *kitten's*, *sisters'*), and compound words.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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 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 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 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 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

Reading: *Foundations*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

RF.5: Fluency
Demonstrate accuracy and fluency when reading

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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 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

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

RL.1: Learning Outcome for Reading Literature
Read and comprehend a variety of literature independently and proficiently

2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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 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: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

SADLIER 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 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 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

RL.2: Key Ideas and Textual Support

Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

2.RL.2.1: Ask and answer questions (e.g., *who was the story about; why did an event happen; where did the story happen*) to demonstrate understanding of main idea and key details in a text.

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 Review—pp. 39–40

Performance Task—Online

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.

2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.

RL.3: Structural Elements and Organization
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.

RL.4: Connection of Ideas
Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning

2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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 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 Review— pp. 39–40
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 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 Review— pp. 131–132
Performance Task—Online

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 Review— pp. 223–224
Performance Task—Online

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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 Review—pp. 223–224

Performance Task—Online

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

RN.1: Learning Outcome for Nonfiction

Read and comprehend a variety of nonfiction independently and proficiently

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2–3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

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 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

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

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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 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 Review: “Welcome to Boston!”—pp. 269–270

RN.2: Key Ideas and Textual Support

Extract and construct meaning from nonfiction texts using a range of comprehension skills

2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.

2.RN.2.2: Identify the main idea of a multi-paragraph text and the topic of each paragraph.

2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure 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 Review—pp. 85–86

Performance Task—Online

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 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 Review—pp. 85–86

Performance Task—Online

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

RN.3: Features and Structures

Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

2.RN.3.1: Use various text features (e.g., *table of contents, index, headings, captions*) to locate key facts or information and explain how they contribute to and clarify a text.

2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.

2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.

RN.4: Connection of Ideas

Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

2.RN.4.1: Describe how an author uses facts to support specific points in a text.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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 Review— pp. 183–184
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 Review— pp. 269–270
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 Review— pp. 183–184
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 Review— pp. 269–270
Performance Task—Online

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic.

2.RN.4.3: *Standard begins at sixth grade.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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 Review—pp. 269–270
Performance Task—Online

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

RV.1: Learning Outcome for Reading Vocabulary

Build and apply vocabulary using various strategies and sources

2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

SADLIER 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

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

RV.2: Vocabulary Building

Use strategies to determine and clarify words and understand their relationships

2.RV.2.1: Use context clues (e.g., *words and sentence clues*) and text features (e.g., *table of contents, headings*) to determine the meanings of unknown words.

2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., *change, duck*).

2.RV.2.3: *Standard begins at sixth grade.*

2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.

2.RV.2.5: Consult reference materials, both print and digital (e.g., *dictionary*), to determine or clarify the meanings of words and phrases.

RV.3: Vocabulary in Literature and Nonfiction Texts

Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses

2.RV.3.1: Recognize that authors use words (e.g., *regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms*) to provide rhythm and meaning in a story, poem, or song.

SADLIER 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 Review—pp. 85–86

Unit 7 Reading Informational Text: Craft and Structure

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

Unit 7 Reading Informational Text: Craft and Structure

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

Unit 1 Reading Literature: Key Ideas and Details

Language: Related Words—p. 38

SEE ALSO

Introducing Unit 1/Home Connect—pp. 9–10
Unit Review—pp. 39–40

Unit 5 Reading Literature: Craft and Structure

Language: Prefixes—p. 130

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

Writing Handbook

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

Glossary—pp. 285–288

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 Review—pp. 131–132
Performance Task—Online

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.

2.RV.3.3: *Standard begins at third grade.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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 Review— pp. 183–184

Performance Task—Online

Writing

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

W.1: Learning Outcome for Writing

Write effectively for a variety of tasks, purposes, and audiences

2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

W.2: Handwriting

Demonstrate the ability to write legibly

2.W.2.1: Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

2.W.2.2: *Students are expected to build upon and continue applying concepts learned previously.*

SADLIER 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 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 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 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 Review: Revise/Publish Your Opinion Piece—p. 198

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 Review: Revise/Publish Your Research Report—p. 238

*In addition to longer writing assignments cited above, students have opportunities to write routinely throughout the year in response to Comprehension Check questions, many Language lessons, and Unit Review questions at the end of each unit.

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2
<p>W.3: Writing Genres Develop writing skills by writing for different purposes and to specific audiences or people</p>	
<p>PERSUASIVE</p>	
<p>2.W.3.1: Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.</p>	<p>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 Review: Revise/Publish Your Opinion Piece—p. 198 <small>SEE ALSO</small> Introducing Unit 8/Home Connect/Essential Question—pp. 185–187</p>
<p>INFORMATIVE</p>	
<p>2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</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 Review: Revise/Publish Your Observation Log—p. 100 <small>SEE ALSO</small> Introducing Unit 4/Home Connect/Essential Question—pp. 87–89</p>
<p>NARRATIVE</p>	<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 Review: Revise/Publish Your Research Report—p. 238 <small>SEE ALSO</small> Introducing Unit 10/Home Connect/Essential Question—pp. 225–227</p>
<p>2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ul style="list-style-type: none"> • Include a beginning. • Develop an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally, connecting ideas and events using transitions. • Use temporal words to signal event order (e.g., <i>first of all</i>). • Provide details to describe actions, thoughts, and feelings. • Provide an ending. 	<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 Review: Revise/Publish Your Fictional Narrative—p. 54 <small>SEE ALSO</small> Introducing Unit 2/Home Connect/Essential Question—pp. 41–43</p> <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 Review: Revise/Publish Your Nonfictional Narrative—p. 146 <small>SEE ALSO</small> Introducing Unit 6/Home Connect/Essential Question—pp. 133–135</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2
<p>W.4: The Writing Process Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</p> <p>2.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., <i>organization, sentence structure, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>); and provide feedback to other writers. • Use available technology to publish legible documents. 	<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> <hr/> <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>W.5: The Research Process Build knowledge about the research process and the topic under study by conducting short research</p> <p>2.W.5: With support, conduct short research on a topic.</p> <ul style="list-style-type: none"> • Find information on a topic of interest (e.g., <i>cardinals</i>). <hr/> <ul style="list-style-type: none"> • Identify various visual and text reference sources. <hr/> <ul style="list-style-type: none"> • Organize, summarize, and present the information, choosing from a variety of formats. 	<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 Speaking and Listening: Return to the Essential Question (how do writers gather and present information?)—p. 236 Unit Review: Revise/Publish Your Research Report—p. 238</p> <p>SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 225–227</p> <hr/> <p>Writing Handbook Step 1: Planning: Research Tip (gather information from books and the Internet)—p. 278</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: Identify Sources—p. 229</p> <hr/> <p>Writing Handbook Step 1: Planning (gather and organize ideas/use a graphic organizer to separate important ideas and details)—p. 279</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2
<p>W.6: Conventions of Standard English Demonstrate command of the conventions of standard English</p>	
<p>2.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>	
<p>2.W.6.1a: Nouns/Pronouns—Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Collective Nouns—p. 50 Language: Irregular Proper Nouns—pp. 48–49</p> <p>SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit Review—pp. 53–54</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 Review—pp. 197–198</p>
<p>2.W.6.1b: Verbs—</p>	
<ul style="list-style-type: none"> • Writing sentences that use the past tense of frequently occurring irregular verbs. 	<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 Review—pp. 99–100</p>
<ul style="list-style-type: none"> • Understanding the functions of different types of verbs (e.g., <i>action</i>, <i>linking</i>) in sentences. 	
<p>2.W.6.c1: Adjectives/Adverbs—Writing sentences that use adjectives and adverbs.</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 Review—pp. 145–146</p>
<p>2.W.6.1d: Prepositions—<i>Standard begins at fourth grade.</i></p>	
<p>2.W.6.1e: Usage—Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</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 Review—pp. 227–238</p>
<p>2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	
<p>2.W.6.2a: Capitalization—</p>	
<ul style="list-style-type: none"> • Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. 	<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 Review—pp. 53–54</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

2.W.6.2b: Punctuation—

- Correctly using a period, question mark, or exclamation mark at the end of a sentence.
- Using an apostrophe to form contractions and singular possessive nouns.
- Using commas in greetings and closings of letters, dates, and to separate items in a series.

2.W.6.2c: Spelling—

- Correctly spelling words with short and long vowel sounds, r- controlled vowels, and consonant-blend patterns.
- Generalizing learned spelling patterns (e.g., *word families*) when writing words.
- Correctly spelling common irregularly-spelled grade- appropriate high frequency words.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Writing Handbook

Step 4: Editing: Editing Checklist (punctuation marks at the end of each sentence)—p. 284

Unit 4 Text Types and Purposes: Write Informational Texts
Language: Apostrophes—p. 96

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

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 Review—pp. 197–198

*See **Foundational Skills Read Together** and **Foundational Skills Readers**.

Writing Handbook

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

Speaking and Listening

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

SL.1: Learning Outcome for Speaking and Listening

Develop and apply effective communication skills through speaking and active listening

2.SL.1: Listen actively and adjust the use of spoken language (e.g., *conventions, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

SL.2: Discussion and Collaboration

Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

2.SL.2.2: Standard begins in third grade.

2.SL.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.

2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (small group or class discussion)—pp. 37, 79, 129, 181, 217, 267

Speaking and Listening: Return to the Essential Question—pp. 52 (*Did I:* Listen quietly to others?), 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 (small group or class discussion)—pp. 37, 79, 129, 181, 217, 267

Speaking and Listening: Return to the Essential Question—pp. 52 (*Did I:* Take part in the discussion?), 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 (small group or class discussion)—pp. 37, 79, 129, 181, 217, 267

Speaking and Listening: Return to the Essential Question—pp. 52 (*Did I:* Listen quietly to others?), 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

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

2.SL.2.5: Build on others' talk in conversations by linking comments to the remarks of others.

SL.3: Comprehension

Develop and apply active listening and interpretation skills using various strategies

2.SL.3.1: Determine the purpose for listening (e.g., *to obtain information, to enjoy humor*) and paraphrase or describe key ideas or details for a text read aloud or information presented orally or through other media.

2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

SL.4: Presentation of Knowledge and Ideas

Develop and apply speaking skills to communicate ideas effectively in a variety of situations

2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.

2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (small group or class discussion)—pp. 37, 79, 129, 181, 217, 267

Speaking and Listening: Return to the Essential Question—pp. 52 (*Did I:* Add to what others said?), 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 (small group or class discussion)—pp. 37, 79, 129, 181, 217, 267

Speaking and Listening: Return to the Essential Question—pp. 52 (*Did I:* Add to what others said?), 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

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

2.SL.4.3: Give and follow multi-step directions.

Media Literacy

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 2

ML.1: Learning Outcome for Media Literacy

Develop an understanding of media and the roles and purposes of media

2.ML.1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.

ML.2: Media Literacy

Recognize the purposes of media and the ways in which media can have influences

2.ML.2.1: Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

2.ML.2.2: Standard begins in fifth grade.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 2 Text Types and Purposes: Write Fictional Narratives—pp. 42–47

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts—pp. 86–93

Unit 6 Text Types and Purposes: Write Nonfictional Narratives—pp. 134–139

Unit 8 Text Types and Purposes: Write Opinion Pieces—pp. 186–191

Unit 10 Research to Build and Present Knowledge: Write Research Reports—pp. 226–231

Unit 2 Text Types and Purposes: Write Fictional Narratives—pp. 42–47

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts—pp. 86–93

Unit 6 Text Types and Purposes: Write Nonfictional Narratives—pp. 134–139

Unit 8 Text Types and Purposes: Write Opinion Pieces—pp. 186–191

Unit 10 Research to Build and Present Knowledge: Write Research Reports—pp. 226–231