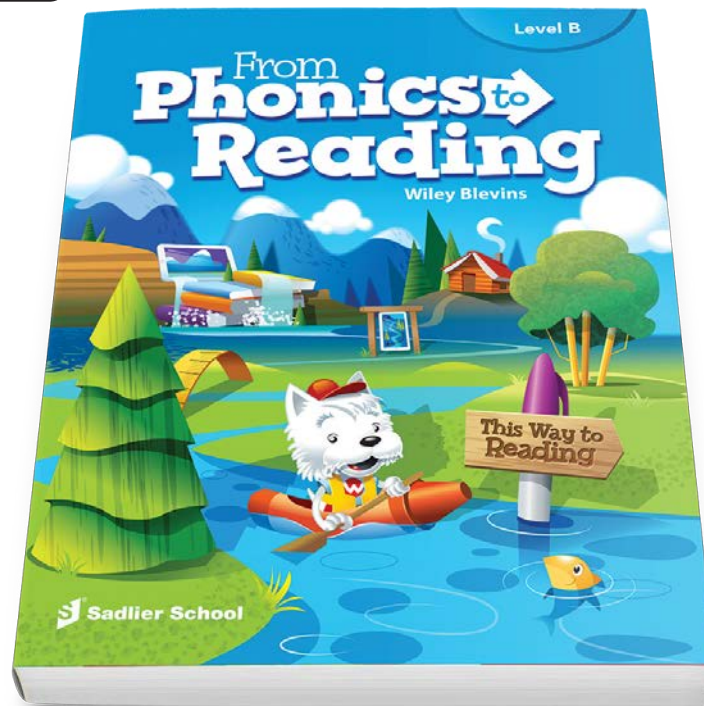


# From Phonics to Reading

Correlation to the English Standards of Learning for  
Virginia Public Schools – January 2017

Grade 2



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## COMMUNICATION AND MULTIMODAL LITERACIES

### 2.1 The student will use oral communication skills.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(a) Listen actively and speak using appropriate discussion rules.	Students listen actively and speak according to discussion rules as modeled and monitored by the teacher.
(b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.	Opportunities for students to use oral language for various purposes are provided in activities throughout the program.
(c) Speak audibly with appropriate voice level, phrasing, and intonation.	Students use audible speech, appropriate voice level, phrasing, and intonation based on classroom conversational standards modeled and monitored by the teacher.
(d) Share information orally with appropriate facts and relevant details.	<p><u>TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (students discuss answers to comprehension questions with a partner; they answer in complete sentences and find supporting details in the text)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (students discuss answers to comprehension questions with a partner; they answer in complete sentences and find supporting details in the text)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>
(e) Use increasingly complex sentence structures in oral communication.	Use of increasingly complex sentence structures is modeled and monitored by the teacher.
(f) Begin to self-correct errors in language use.	The teacher prepares students to self-correct language errors by employing the corrective feedback suggestions provided in the Teacher's Edition throughout the program.
(g) Participate as a contributor and leader in collaborative and partner discussions.	<p>Students participate in collaborative and partner discussions as an integral part of learning activities throughout the program.</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Daily Practice</b></p> <ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (read to a partner)/<b>Spell It</b> (partners speak and write each word)—pp. pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Use in Context</b> (read finished sentences to a partner)—pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165,</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## COMMUNICATION AND MULTIMODAL LITERACIES

### 2.1 The student will use oral communication skills.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (answer comprehension question to a partner)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>• <b>Blend It</b> (reread lines to a partner)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Extend</b> (create oral sentences to say to a partner, adding descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> <li>• <b>Use in Context</b> (read sentences to a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</li> <li>• <b>Review</b> (read sentences to a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li>• <b>Speed Drill</b> (reread words with a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (discuss answers to comprehension questions with a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (discuss answers to comprehension questions with a partner)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• <b>Open Sort</b> (discuss with partners ways to sort words)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</li> </ul> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Word Study</b> (practice word study skill with a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157,</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## COMMUNICATION AND MULTIMODAL LITERACIES

### 2.1 The student will use oral communication skills.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</p> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (get partner feedback)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul> <p><b>Cumulative Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Fluency Check</b> (read word lists to partners)—TE pp. 18, 28, 38, 48, 58, 70, 80, 90, 100, 112, 122, 132, 142, 152, 162, 172, 182, 194, 204, 214, 224, 234, 244, 256, 266, 276, 286, 296, 308, 318</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• <b>Work with partners</b>—TE pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b> (reread to a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Spell Words/Build Fluency</b> (work with a partner/reread to a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 12, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</li> <li>• <b>Sort Words/Build Fluency</b> (work with a partner/read words on Fluency Check to a partner)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul>
(h) Ask and answer questions to seek help, get information, or clarify information.	<p><u>TEACHER'S EDITION</u></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (recall information from text read aloud to answer questions)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (answer comprehension questions about text read aloud)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>
(i) Retell information shared by others.	<p><u>TEACHER'S EDITION</u></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (students discuss questions with a partner before sharing that information with the group)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p style="text-align: right;">continued</p>

## COMMUNICATION AND MULTIMODAL LITERACIES

### 2.1 The student will use oral communication skills.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> <li><b>Decodable Passage</b> (students discuss questions with a partner before sharing that information with the group)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>
(j) Restate and follow multi-step directions.	Students have opportunities to restate and follow multi-step directions as part of learning activities throughout the program.
(k) Give multi-step directions.	Students have opportunities to share multi-step directions with others as part of learning activities throughout the program.
(l) Work respectfully with others and show value for individual contributions.	Students work respectfully with others as modeled and monitored by the teacher.
(m) Create a simple presentation using multimodal tools.	N/A

### 2.2 The student will demonstrate an understanding of oral early literacy skills.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(a) Create oral stories to share with others.	<p>Related content</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><b>Daily Practice</b></p> <ul style="list-style-type: none"> <li><b>Write About It</b> (use lesson words to create a story)—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li><b>Reread Connected Text and Write</b> (add to the story/write a different ending)—TE pp. 146, 198, 228</li> </ul>
(b) Create and participate in oral dramatic activities.	<p><u>TEACHER'S EDITION</u></p> <p><b>Teacher Table: English Learners</b></p> <ul style="list-style-type: none"> <li><b>Vocabulary</b> (explain words with real-world connections with pictures and pantomime)—TE pp. 9, 29, 39, 39, 61, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul>
(c) Participate in a variety of oral language activities, including choral speaking and recitation.	<p><u>TEACHER'S EDITION</u></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Connected Text</b> (chorally read selection aloud)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166,</li> </ul> <p style="text-align: right;">continued</p>

## COMMUNICATION AND MULTIMODAL LITERACIES

### 2.2 The student will demonstrate an understanding of oral early literacy skills.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</p> <ul style="list-style-type: none"> <li>• <b>Decodable Passage</b> (chorally read passage to build oral reading fluency)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b> (reread text orally to a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302</li> <li>• <b>Build Fluency</b> (reread passages orally with partners)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 12, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303</li> </ul> <p><b>Home-School Connection</b></p> <ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (read passage orally)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305</li> </ul>

**READING**

**2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.**

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>(a) Count phonemes within one-syllable words.</p>	<p><u>TEACHER'S EDITION</u>  <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li><b>Guided Spelling/Dictation</b> (How many sounds are in the word... ?)—TE p. 14, 44, 54, 86, 96, 108, 128, 148, 158, 168, 190, 200, 210, 220, 252, 262, 272</li> </ul> <p>See also Level A / Grade 1</p> <p><u>TEACHER'S EDITION</u>  <b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li><b>Oral Segmentation</b> (count the number of phonemes)—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429</li> </ul>
<p>(b) Blend sounds to make one-syllable words.</p>	<p><u>TEACHER'S EDITION</u>  <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li><b>Guided Spelling/Dictation</b> (connect/blend sounds to make one-syllable words)—TE p. 14, 44, 54, 86, 96, 108, 128, 148, 158, 168, 190, 200, 210, 220, 252, 262, 272</li> </ul> <p>See also Level A / Grade 1</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Introduction</b></p> <ul style="list-style-type: none"> <li><b>Learn and Blend/Blend It</b>—pp. 19, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li><b>Oral Blending</b>—TE pp. 19, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul> <p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li><b>Learn and Blend/Blend It</b>—TE pp. 19, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul>
<p>(c) Segment one-syllable words into phonemes.</p>	<p><u>TEACHER'S EDITION</u>  <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li><b>Guided Spelling/Dictation</b> (segment one-syllable words into phonemes)—TE p. 14, 44, 54, 86, 96, 108, 128, 148, 158, 168, 190, 200, 210, 220, 252, 262, 272</li> </ul> <p>See also Level A / Grade 1</p> <p><u>STUDENT BOOK</u>  <b>Dictation</b></p> <ul style="list-style-type: none"> <li><b>Think and Write</b> (segment spoken single-syllable words into complete sequence of individual sounds)—pp. 13, 27,</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**READING**

**2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.**

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429</p> <p><u>TEACHER'S EDITION</u>  <b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Segmentation</b>—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Think and Write</b> (orally segment complete word sounds)—TE pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430</li> </ul>
<p>(d) Add or delete phonemes to make words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Word Building</b></p> <ul style="list-style-type: none"> <li>• <b>Make New Words</b> (recognize different sounds/new word after replacing, deleting, or adding letters)—pp. 14, 44, 54, 66, 86, 96, 108, 128, 148, 158, 168, 190, 200, 210, 220, 252, 262, 272, 282</li> </ul> <p>See also Level A / Grade 1</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Word Building</b></p> <ul style="list-style-type: none"> <li>• <b>Word Ladder</b> (add/take away/change a letter/sound to make new words)—pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 308, 336, 350, 364, 408, 422, 436</li> <li>• <b>Word Ladder</b> (add sounds to words to make new words)—pp. 294, 322</li> <li>• <b>Word Ladder</b> (add syllables to words to make new words)—pp. 378, 392</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• <b>Phonemic Manipulation: Add Sounds</b> (add sounds to words to make new words)—TE pp. 101, 129, 183, 259, 287, 301, 308, 315, 322, 371</li> <li>• <b>Phonemic Manipulation: Substitute Sounds</b> (substitute sounds to make new words)—TE pp. 203, 245, 292, 306, 320</li> <li>• <b>Phonemic Manipulation: Delete Sounds</b> (delete sounds to make new words)—TE pp. 231, 273, 331, 345</li> <li>• <b>Phonemic Manipulation: Delete Syllables</b> (delete syllables to make new words)—TE pp. 359, 373, 387</li> <li>• <b>Phonemic Manipulation: Add Syllables</b> (add syllables to words to make new words)—TE pp. 378, 385</li> <li>• <b>Phonemic Manipulation: Delete and Add Syllables</b> (delete syllables to make new words)—TE p. 403</li> </ul>

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**READING**

**2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.**

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>(e) Blend and segment multisyllabic words at the syllable level.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><b>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Short Vowels—pp. 9-18</li> <li>• Lesson 2 Closed Syllables—pp. 19-28</li> <li>• Lesson 3 Consonant + le Syllables—pp. 29-38</li> <li>• Lesson 4 l-Blends, r-Blends, s-Blends—pp. 39-48</li> <li>• Lesson 5 Final Blends—pp. 49-58</li> </ul> <p><b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 6 Final e—pp. 61-70</li> <li>• Lesson 7 Final e Syllables—pp. 71-80</li> <li>• Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81-90</li> <li>• Lesson 9 Consonant Digraphs (wh, ph, ng, nk)—pp. 91-100</li> </ul> <p><b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 10 Long a—pp. 103-112</li> <li>• Lesson 11 Open Syllables—pp. 113-122</li> <li>• Lesson 12 Long e—pp. 123-132</li> <li>• Lesson 13 Vowel Team Syllables—pp. 133-142</li> <li>• Lesson 14 Long i—pp. 143-152</li> <li>• Lesson 15 Long o—pp. 153-162</li> <li>• Lesson 16 Long u—pp. 163-172</li> <li>• Lesson 17 Consonant + le Syllables—pp. 173-182</li> </ul> <p><b>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 18 r-Controlled Vowel /är/—pp. 185-194</li> <li>• Lesson 19 r-Controlled Vowel /ûr/—pp. 195-204</li> <li>• Lesson 20 r-Controlled Vowel /ôr/—pp. 205-214</li> <li>• Lesson 21 r-Controlled Vowel /âr/—pp. 215-224</li> <li>• Lesson 22 r-Controlled Vowel Syllables—pp. 225-234</li> <li>• Lesson 23 Consonant + le Syllables—pp. 235-244</li> </ul> <p><b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 24 Short oo and Long oo—pp. 247-256</li> <li>• Lesson 25 Diphthong /ou/—pp. 257-266</li> <li>• Lesson 26 Diphthong /oi/—pp. 267-276</li> <li>• Lesson 27 Complex Vowel /ô/—pp. 277-286</li> <li>• Lesson 28 Vowel Team Syllables—pp. 287-296</li> </ul> <p><b>Unit 6 Syllable Types Review</b></p> <ul style="list-style-type: none"> <li>• Lesson 29 Review Syllable Types—pp. 299-308</li> <li>• Lesson 30 Final Stable Syllables—pp. 309-318</li> </ul>

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**READING**

**2.4 The student will use phonetic strategies when reading and spelling.**

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>(a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 3 Consonant + le Syllables—pp. 29–38</li> <li>• Lesson 4 l-Blends, r-Blends, s-Blends—pp. 39–48</li> <li>• Lesson 5 Final Blends—pp. 49–58</li> </ul> <p><b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90</li> <li>• Lesson 9 Consonant Digraphs (wh, ph, ng, nk)—pp. 91–100</li> </ul>
<p>(b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Short Vowels—pp. 9–18</li> <li>• Lesson 2 Closed Syllables—pp. 19–28</li> <li>• Lesson 4 l-Blends, r-Blends, s-Blends—pp. 39–48</li> <li>• Lesson 5 Final Blends—pp. 49–58</li> </ul> <p><b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 6 Final e—pp. 61–70</li> <li>• Lesson 7 Final e Syllables—pp. 71–80</li> </ul> <p><b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 10 Long a—pp. 103–112</li> <li>• Lesson 11 Open Syllables—pp. 113–122</li> <li>• Lesson 12 Long e—pp. 123–132</li> <li>• Lesson 13 Vowel Team Syllables—pp. 133–142</li> <li>• Lesson 14 Long i—pp. 143–152</li> <li>• Lesson 15 Long o—pp. 153–162</li> <li>• Lesson 16 Long u—pp. 163–172</li> </ul> <p><b>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 18 r-Controlled Vowel /är/—pp. 185–194</li> <li>• Lesson 19 r-Controlled Vowel /ür/—pp. 195–204</li> <li>• Lesson 20 r-Controlled Vowel /ôr/—pp. 205–214</li> <li>• Lesson 21 r-Controlled Vowel /âr/—pp. 215–224</li> <li>• Lesson 22 r-Controlled Vowel Syllables—pp. 225–234</li> <li>• Lesson 23 Consonant + le Syllables—pp. 235–244</li> </ul> <p><b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 24 Short oo and Long oo—pp. 247–256</li> </ul>

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**READING**

**2.4 The student will use phonetic strategies when reading and spelling.**

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>(c) Decode regular multisyllabic words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><b>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Short Vowels—pp. 9–18</li> <li>• Lesson 2 Closed Syllables—pp. 19–28</li> <li>• Lesson 3 Consonant + le Syllables—pp. 29–38</li> <li>• Lesson 4 l-Blends, r-Blends, s-Blends—pp. 39–48</li> <li>• Lesson 5 Final Blends—pp. 49–58</li> </ul> <p><b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 6 Final e—pp. 61–70</li> <li>• Lesson 7 Final e Syllables—pp. 71–80</li> <li>• Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90</li> <li>• Lesson 9 Consonant Digraphs (wh, ph, ng, nk)—pp. 91–100</li> </ul> <p><b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 10 Long a—pp. 103–112</li> <li>• Lesson 11 Open Syllables—pp. 113–122</li> <li>• Lesson 12 Long e—pp. 123–132</li> <li>• Lesson 13 Vowel Team Syllables—pp. 133–142</li> <li>• Lesson 14 Long i—pp. 143–152</li> <li>• Lesson 15 Long o—pp. 153–162</li> <li>• Lesson 16 Long u—pp. 163–172</li> <li>• Lesson 17 Consonant + le Syllables—pp. 173–182</li> </ul> <p><b>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 18 r-Controlled Vowel /är/—pp. 185–194</li> <li>• Lesson 19 r-Controlled Vowel /ür/—pp. 195–204</li> <li>• Lesson 20 r-Controlled Vowel /ôr/—pp. 205–214</li> <li>• Lesson 21 r-Controlled Vowel /âr/—pp. 215–224</li> <li>• Lesson 22 r-Controlled Vowel Syllables—pp. 225–234</li> <li>• Lesson 23 Consonant + le Syllables—pp. 235–244</li> </ul> <p><b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 24 Short oo and Long oo—pp. 247–256</li> <li>• Lesson 25 Diphthong /ou/—pp. 257–266</li> <li>• Lesson 26 Diphthong /oi/—pp. 267–276</li> <li>• Lesson 27 Complex Vowel /ô/—pp. 277–286</li> <li>• Lesson 28 Vowel Team Syllables—pp. 287–296</li> </ul> <p><b>Unit 6 Syllable Types Review</b></p> <ul style="list-style-type: none"> <li>• Lesson 29 Review Syllable Types—pp. 299–308</li> <li>• Lesson 30 Final Stable Syllables—pp. 309–318</li> </ul>

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## READING

### 2.4 The student will use phonetic strategies when reading and spelling.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(d) Apply decoding strategies to confirm or correct while reading.	<p><u>TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (decode unknown words then check to see if it fits the context)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Text</b> (decode unknown words then check to see if it fits the context)—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316</li> </ul>

### 2.5 The student will use semantic clues and syntax to expand vocabulary when reading.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(a) Use information and context clues in the story to read words.	<p><u>TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (use context clues to confirm correct word)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (use context clues)—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316</li> </ul>
(b) Use knowledge of sentence structure to determine the meaning of unknown words.	<p><u>TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (use context clues to determine the meaning of unknown words)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (use context clues to determine the meaning of unknown words)—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316</li> </ul>

**READING**

**2.6 The student will expand vocabulary and use of word meanings.**

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(a) Use knowledge of homophones.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Homophones—p. 180</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>Word Study: Homophones—TE p. 181</li> </ul>
(b) Use knowledge of prefixes and suffixes.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li><b>“Reading Big Words” Strategy</b> (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26</li> <li><b>More “Reading Big Words” Strategy</b> (look for prefix, suffix, and known base word when reading a new word)—p. 36</li> <li><b>Suffixes (-y, -ly)</b>—p. 150</li> <li><b>Prefixes (un-, re-, dis-)</b>—p. 170</li> <li><b>Comparative Suffixes (-er, -est)</b>—p. 192</li> <li><b>Suffixes (-ful, -less)</b>—p. 202</li> <li><b>Suffixes (-ful, -less, -y, -ly)</b>—p. 254</li> <li><b>Prefixes (un-, re-, dis-, pre-, mis-)</b>—p. 274</li> <li><b>Related Words</b> (words with the same base word/add a suffix)—p. 306</li> <li><b>More Related Words</b> (add prefix or suffix to base word to make related words)—p. 316</li> </ul>
(c) Use knowledge of antonyms and synonyms.	<p>See Grade 3</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li><b>Context Clues: Definitions, Synonyms</b>—TE p. T143</li> <li><b>Context Clues: Antonyms, General Clues</b>—TE p. T153</li> <li><b>Context Clues: Antonyms, Synonyms</b>—TE p. T281</li> </ul>
(d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts	<p><u>TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Connected Text</b> (discuss difficult words—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312)</li> <li><b>Decodable Text</b> (informational text reading selections help students expand vocabulary from other content areas, including history/social studies, science, and technology—TE pp. 45–46, 77–78, 87–88, 119–120, 139–140, 149–150, 169–170, 201–202, 221–222, 231–232, 263–264, 273–274, 305–306, 315–316)</li> </ul>

**READING**

**2.6 The student will expand vocabulary and use of word meanings.**

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>(e) Use word-reference materials including dictionaries, glossaries and indices.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Homographs</b> (use a dictionary)—p. 222</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Homographs</b> (check a dictionary)—TE p. 222</li> </ul> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Homographs</b> (use a dictionary)—TE p. 223</li> <li>• <b>More Irregular Plurals</b> (check spellings in a dictionary)—TE p. 285</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• <b>Short Vowel Switch</b> (confirm words in a print or online dictionary)—TE p. 10</li> <li>• <b>Syllable Concentration</b> (confirm words in a print or online dictionary)—TE pp. 30, 174</li> <li>• <b>Spin and Spell</b> (confirm words in a print or online dictionary)—TE p. 62</li> <li>• <b>Spelling Patterns</b> (confirm words in a print or online dictionary)—TE pp. 154, 248</li> <li>• <b>Syllable Match-up</b> (confirm words in a print or online dictionary)—TE p. 310</li> </ul>
<p>(f) Use vocabulary from other content areas.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (informational text reading selections help students expand vocabulary from other content areas, including history/social studies, science, and technology)—“A Happy Baby,” p. 32; “Pine Cones,” p. 64; “Surprise Party!,” p. 74; “Yarn from Sheep’s Wool,” p. 84; “Whale Watching,” p. 94; “Hay Bale Maze,” p. 106; “Busy as a Beaver,” p. 126; “Breakfast Time,” p. 136; “Florida Trip,” p. 208; “Start a Book Club,” p. 218; “Toy Drive!,” p. 270; “Mission to Mars,” p. 312</li> <li>• <b>Decodable Text</b> (informational text reading selections help students expand vocabulary from other content areas, including history/social studies, science, and technology)—“Block Party,” p. 45; “A Place for Wildlife,” p. 77; “A Horse’s Tail,” p. 87; “Animals on the Go,” p. 119; “Fireboats,” p. 139; “How to Make Mud Pies,” p. 149; “Make a Card,” p. 169; “Escape from Danger,” p. 201; “Bears,” p. 221; “The Dairy Farm,” p. 231; “How to Make Lemonade,” p. 263; “The Compost Heap,” p. 273; “Robots,” p. 305; “Creature Features,” p. 315</li> </ul>

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**READING**

**2.7 The student will read and demonstrate comprehension of fictional texts.**

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(a) Make and confirm predictions.	N/A
(b) Connect previous experiences to new texts.	N/A
(c) Ask and answer questions using the text for support.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Interact with the Text</b> (discuss/answer questions)—pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Decodable Passage</b> (discuss/answer questions about the story)—TE pp. 26, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294</li> </ul>
(d) Describe characters, setting, and plot events in fiction and poetry.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Connected Text</b>—"A Ride into the Wild" (dialogue/setting), p. 146; "The Dog Wash" (setting), p. 290</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li><b>Write About It</b> (describe characters and events in stories)—pp. 27, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295</li> </ul>
(e) Identify the conflict and resolution.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Interact with the Text</b> (discuss with a partner the key events/conflict)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Decodable Passage</b> (describe and analyze characters, action, and ideas in the story)—TE pp. 26, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li><b>Write About It</b> (describe the characters and action in the story)—TE pp. 27, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295</li> </ul>
(f) Identify the theme.	N/A
(g) Summarize stories and events with beginning, middle, and end in the correct sequence.	<p><u>TEACHER'S EDITION</u>  <b>Home Connection: Dear Family</b> (summarize/paraphrase reading selections at home)</p> <ul style="list-style-type: none"> <li><b>Unit 1</b>—TE pp. 7 and 8</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**READING**

**2.7 The student will read and demonstrate comprehension of fictional texts.**

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> <li>• <b>Unit 2</b>—TE pp. 59 and 60</li> <li>• <b>Unit 3</b>—TE pp. 101 and 102</li> <li>• <b>Unit 4</b>—TE pp. 183 and 184</li> <li>• <b>Unit 5</b>—TE pp. 245 and 246</li> <li>• <b>Unit 6</b>—TE pp. 297 and 298</li> </ul>
(h) Draw conclusions based on the text.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (draw conclusions based on the text)—pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Decodable Passage</b> (comprehension questions/draw conclusions)—TE pp. 16, 26, 36, 56, 68, 98, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294</li> </ul>
(i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—Story: “Ben’s Tips for Good Health,” p. 12; Story: “The Joke Book,” p. 22; Poem: “Off on a Trip,” p. 42; Riddles: “Want More Riddles?” p. 52; Poem: “Would You Like?” p. 116; Story: “A Ride into the Wild,” p. 146; Poem: “Scarecrow Joe,” p. 156; Riddles: “A Few More Riddles!” p. 166; Fable: “Lion and Mouse,” p. 176; Poem: “Star Party,” p. 188; Story: “A Laughing Game,” p. 198; Story: “Mark and the Tigers,” p. 228; Poem: “A Silly Poem,” p. 238; Riddles: “More Riddles,” p. 250; Poem: “Around We Go,” p. 260; Letter: “Squawk and Talk,” p. 280; Story: “The Dog Wash,” p. 290; Letter: “Dear Uncle Robert,” p. 302</li> <li>• <b>Decodable Passage</b>—“The Big Log,” p. 15; “A Nutty Picnic,” p. 25; “Riddle Time,” p. 35; “Dear Grandma,” p. 55; “A Place in Space,” p. 67; “A Year of Seasons,” p. 97; “Nate, Don’t Be Late!” p. 109; “A Piece of Cheese,” p. 129; “A Show on the Road,” p. 159; “At the Stable,” p. 179; “Sparky,” p. 191; “A Roar at the Door!” p. 211; “Watching Birds,” p. 241; “Moose on the Loose,” p. 253; “My Dog, Rex,” p. 283; “The Mural,” p. 293</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (reread the Decodable Passage)—pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Home Connection: Dear Family</b> (read/reread selections at home)</p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b>—TE pp. 7 and 8</li> <li>• <b>Unit 2</b>—TE pp. 59 and 60</li> <li>• <b>Unit 3</b>—TE pp. 101 and 102</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## READING

### 2.7 The student will read and demonstrate comprehension of fictional texts.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> <li>• <b>Unit 4</b>—TE pp. 183 and 184</li> <li>• <b>Unit 5</b>—TE pp. 245 and 246</li> <li>• <b>Unit 6</b>—TE pp. 297 and 298</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (reread previous stories)—pp. 17, 27, 37, 57, 69, 99, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295</li> </ul>

### 2.8 The student will read and demonstrate comprehension of nonfiction texts.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (text features: title/bullet points/numbered list)—pp. 32, 84, 136, 218</li> <li>• <b>Decodable Passage</b> (text features: title/numbered list)—pp. 149, 263</li> </ul>
(b) Make and confirm predictions.	<p><u>TEACHER'S EDITION</u></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (read the title before reading)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> </ul>
(c) Use prior and background knowledge as context for new learning.	<p><u>TEACHER'S EDITION</u></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (read the title/discuss genre before reading selection)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> </ul>
(d) Set purpose for reading.	N/A
(e) Ask and answer questions using the text as support.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b>—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (ask and answer questions about the text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b> (ask and answer questions about the text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316</li> </ul>

## READING

### 2.8 The student will read and demonstrate comprehension of nonfiction texts.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(f) Identify the main idea.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b>—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (identify main idea)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b> (identify main idea)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316</li> </ul>
(g) Draw conclusions based on the text.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b>—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (draw conclusions)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b> (draw conclusions)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316</li> </ul>
(h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (informational texts)—How-To List: "A Happy Baby," p. 32; Article: "Pine Cones," p. 64; Invitation: "Surprise Party!" p. 74; Bulleted List: "Yarn from Sheep's Wool," p. 84; Essay: "Whale Watching," p. 94; Announcement: "Hay Bale Maze," p. 106; Article: "Busy as a Beaver," p. 126; Bulleted List: "Breakfast Time," p. 136; Email: "Florida Trip," p. 208; How-To List: "Start a Book Club," p. 218; Announcement: "Toy Drive!" p. 270; Article: "Mission to Mars," p. 312</li> <li>• <b>Decodable Passage</b> (informational texts)—"Block Party," p. 47; "A Place for Wildlife," p. 79; "A Horse's Tail," p. 89; "Animals on the Go," p. 121; "Fireboats," p. 141; "How to Make Mud Pies," p. 151; "Make a Card," p. 171; "Escape from Danger," p. 203; "Bears," p. 223; "The Dairy Farm," p. 233; "How to Make Lemonade," p. 265; "The Compost Heap," p. 275; "Robots," p. 307; "Creature Features," p. 317</li> </ul>

## WRITING

### 2.9 The student will maintain legible printing and begin to make the transition to cursive.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(a) Begin to write capital and lowercase letters of the alphabet.	See Level K/Kindergarten <u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Handwriting</b> <ul style="list-style-type: none"> <li>• <b>Trace and Write</b> (uppercase and lowercase letters)—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331</li> </ul>
(b) Begin to sign his/her first and last names.	Students write their name at the top of every two-page activity.

### 2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(a) Understand writing as a process.	Write About It activities guide students through a process: reread the lesson reading selection/source document, focus on the topic/write to the prompt, revise, edit, and share.
(b) Identify audience and purpose.	Students write for their teacher and learning partners. Purpose is established by the writing prompt. <u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Writing Extension</b> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (reread the Decodable Passage then write about what they learned)—pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul>
(c) Use prewriting strategies to generate ideas before writing.	<u>TEACHER'S EDITION</u> <b>Writing Extension</b> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (share response ideas with partners to get feedback before writing)—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315</li> </ul> <b>Independent/Partner Work</b> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b> (talk about their writing before they write to clarify their ideas)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302</li> </ul>
(d) Use strategies for organization according to the type of writing.	Organizational patterns for student writing are suggested by the variety of lesson reading selections.
(e) Organize writing to include a beginning, middle, and end.	<u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Writing Extension</b> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (writing prompt focuses student response, guides structure)—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, <i>continued</i></li> </ul>

**WRITING**

**2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.**

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315</p> <p><u>TEACHER'S EDITION</u>  <b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b> (writing prompt guides organizing structure)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302</li> </ul>
<p>(f) Write facts about a subject to support a main idea.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text: Write about the text</b> (students write an answer to the question with relevant detail)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (students first reference reading selection then respond to writing prompt by developing idea with specific and relevant details)—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315</li> </ul>
<p>(g) Write to express an opinion and provide a reason for support.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (write about the text)—“A Few More Riddles!” (express an opinion: choose a riddle then write why it is the best), p. 166; “Start a Book Club” (express an opinion: choose a favorite kind of book then write why), p. 218; “More Riddles” (express an opinion: choose a riddle then write why they like it best), p. 250</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (opinion: tell why or why not)—TE pp. 22, 32, 42, 74, 166, 228, 238, 290, 302</li> <li>• <b>Decodable Passage</b> (opinion: tell why or why not)—TE pp. 16, 26, 56, 78, 110, 120, 130, 160, 170, 180, 294, 316</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b>—TE p. 32 (opinion: choose a tip then write why they think it is the best); TE p. 312 (opinion: why or why not vacation in space?)</li> </ul>
<p>(h) Expand writing to include descriptive detail.</p>	<p><u>TEACHER'S EDITION</u>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Extend</b> (create and expand oral sentences by adding descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> </ul>

## WRITING

### 2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(i) Revise writing for clarity.	<p><u>TEACHER'S EDITION</u>  <b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (get feedback from partners then revise)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul>

### 2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(a) Recognize and use complete sentences.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (answer question to a partner then write a complete sentence about it)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• <b>Sort It Out</b> (produce a complete sentence about how words work)—pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (reread the Decodable Passage then produce complete sentences about what was learned)—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (answer comprehension questions in complete sentences)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (answer comprehension questions in complete sentences)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>
(b) Use and punctuate declarative, interrogative, and exclamatory sentences.	<p>See Level A / Grade 1  <u>TEACHER'S EDITION</u>  <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (end punctuation for declarative, exclamatory, and interrogative sentences)—TE pp. 17, 31, 45, 59, 73, 89, 103, 117, 131, 145, 175, 189, 205, 219, 233, 247, 261, 275, 291, 305, 319, 333, 347, 361, 405, 433</li> </ul>

**WRITING**

**2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.**

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(c) Capitalize all proper nouns and the word I.	<p>See Level A / Grade 1  <u>TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (capitalize proper nouns, including titles and names)—TE pp. 291, 419</li> </ul>
(d) Use singular and plural nouns and pronouns.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Irregular Plurals</b>—p. 232</li> <li>• <b>More Irregular Plurals</b>—p. 284</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (nouns/verbs)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Text</b> (nouns/verbs)—pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Irregular Plurals</b>—TE p. 232</li> <li>• <b>More Irregular Plurals</b>—TE p. 284</li> </ul> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Word Study: Irregular Plurals</b>—TE p. 237</li> <li>• <b>Word Study: Make Irregular Plurals</b>—TE p. 285</li> </ul>
(e) Use apostrophes in contractions and possessives.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Possessives</b> (use an apostrophe)—p. 88</li> <li>• <b>Contractions</b> (use an apostrophe)—p. 110</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Word Study: Possessives</b> (use an apostrophe)—TE p. 89</li> <li>• <b>Word Study: Contractions</b> (use an apostrophe)—TE p. 111</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Read-Spell-Write: Spell</b> (contractions)—TE p. 114</li> </ul>
(f) Use contractions and singular possessives.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Possessives</b> (singular possessives)—p. 88</li> <li>• <b>Contractions</b>—p. 110</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Word Study: Possessives</b> (singular possessives)—TE p. 89</li> <li>• <b>Word Study: Contraction</b>—TE p. 111</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Read-Spell-Write: Spell</b> (contractions)—TE p. 114</li> </ul>

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**WRITING**

**2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.**

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
(g) Use knowledge of simple abbreviations.	<p><u>STUDENT BOOK</u>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Abbreviations—p. 212</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Abbreviations—TE p. 212</li> </ul> <p><b>Sound-Spelling/WordStudy</b></p> <ul style="list-style-type: none"> <li>• Word Study: Abbreviations—TE p. 213</li> </ul>
(h) Use correct spelling for commonly used sight words, including compound words and regular plurals.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read-Spell-Write—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Compound Words—pp. 160, 264</li> <li>• Irregular Plurals (add -s or -es to end of most nouns)—p. 232</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Sound-Spelling/WordStudy</b></p> <ul style="list-style-type: none"> <li>• Word Study: Compound Words—TE p. 161, 265</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Irregular Plurals (also regular plurals)—TE p. 232</li> </ul>
(i) Use commas in salutation and closing of a letter.	<p>Models</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Decodable Passage:</b> Letter (commas in salutation and closing of a letter)—p. 55</li> <li>• <b>Connected Text:</b> Letter (commas in salutation and closing of a letter)—pp. 280, 302</li> </ul>
(j) Use past and present verbs.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (nouns/verbs)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Text</b> (nouns/verbs)—pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>
(k) Use adjectives correctly.	<p><u>TEACHER'S EDITION</u>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Extend</b> (expand on one sentence by adding descriptive details/adjectives)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> </ul>