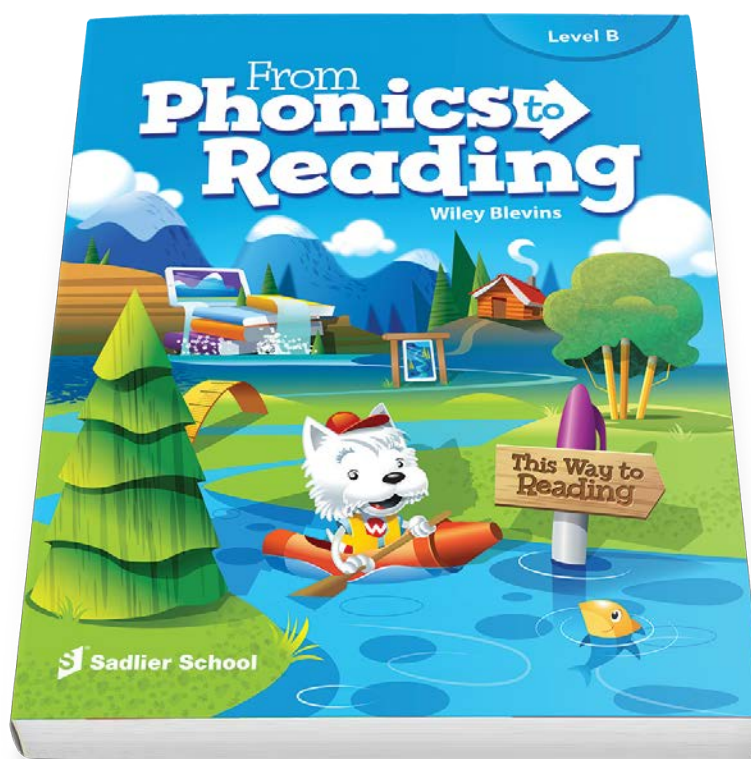


From Phonics to Reading

Correlation to the Arkansas English Language Arts Standards – 2016

Grade 2



Key Aligned Content

Reading Standards: Foundational Skills 2

Additional Aligned Content

Reading Standards for Literature 13

Reading Standards for Informational Text . . . 16

Writing Standards 19

Speaking & Listening Standards 24

Language Standards 28

Key Aligned Content

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 2 ELA Standards	From Phonics to Reading, Level B
Print Concepts	
RF.2.1 Demonstrate understanding of the organization and basic features of print.	This standard is taught in Grades K-1 and should be reinforced as needed.
RF.2.1.A Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.	Related content <u>TEACHER'S EDITION</u> Independent/Partner Work <ul style="list-style-type: none"> Reread Connected Text and Write (write a paragraph)—TE pp. T64, T74, T94, T126, T270
RF.2.1.B Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	This standard is taught in Kindergarten and should be reinforced as needed.
RF.2.1.C Understand that words are separated by spaces in print.	This standard is taught in Kindergarten and should be reinforced as needed.
RF.2.1.D Recognize and name all upper- and lowercase letters of the alphabet.	This standard is taught in Kindergarten and should be reinforced as needed.
Phonological Awareness	
RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	This standard is taught in Grade 1 and should be reinforced as needed.
RF.2.2.A Distinguish vowels (long, short, variant) in spoken single-syllable words.	<u>STUDENT BOOK/TEACHER'S EDITION</u> Lessons Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words <ul style="list-style-type: none"> Lesson 1 Short Vowels—pp. 9–18 <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 10 Long a—pp. 103–112 Lesson 12 Long e—pp. 123–132 Lesson 13 Vowel Team Syllables—pp. 133–142 Lesson 14 Long i—pp. 143–152 Lesson 15 Long o—pp. 153–162 Lesson 16 Long u—pp. 163–172 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 24 Short oo and Long oo—pp. 247–256 <p>Lesson Activities</p> <p>Introduction</p> <ul style="list-style-type: none"> Learn and Blend/Blend It (review short or long vowels/decode regularly spelled one-syllable words)—pp. 9, 103, 123, 133, 143, 153, 163, 247 <p>Build Fluency</p> <ul style="list-style-type: none"> Speed Drill (underline short or long vowel spellings/read regularly spelled one-syllable words)—pp. 11, 105, 125, 135, 145, 155, 165, 249 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text/Interact with the Text (read/circle regularly spelled one-syllable words with short or long vowel spellings)—pp. 12, 106, 126, 136, 146, 156, 166, 250
<p>RF.2.2.B</p> <p>Delete phonemes in the initial, medial, and final positions of spoken words including blends.</p>	<p>See Grade 1</p> <p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Phonemic Manipulation: Delete Sounds (delete sounds to make new words)—TE pp. 231, 273, 331, 345 Phonemic Manipulation: Delete Syllables (delete syllables to make new words)—TE pp. 359, 373, 387 Phonemic Manipulation: Delete and Add Syllables (delete syllables to make new words)—TE p. 403
<p>RF.2.2.C</p> <p>Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p>
<p>RF.2.2.D</p> <p>Segmenting spoken one-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p>

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
RF.2.2.E Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).	This standard is taught in Grade 1 and should be reinforced as needed.
RF.2.2.F Add or substitute individual sounds (phonemes) in simple spoken words to make new words.	This standard is taught in Grade 1 and should be reinforced as needed.
RF.2.2.G Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/.	This standard is taught in Grade 1 and should be reinforced as needed.

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<p><u>STUDENT BOOK/TEACHER’S EDITION</u></p> <p>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels—pp. 9–18 • Lesson 2 Closed Syllables—pp. 19–28 • Lesson 3 Consonant + le Syllables—pp. 29–38 • Lesson 4 l-Blends, r-Blends, s-Blends—pp. 39–48 • Lesson 5 Final Blends—pp. 49–58 <p>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 6 Final e—pp. 61–70 • Lesson 7 Final e Syllables—pp. 71–80 • Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90 • Lesson 9 Consonant Digraphs (wh, ph, ng, nk)—pp. 91–100 <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 10 Long a—pp. 103–112 • Lesson 11 Open Syllables—pp. 113–122 • Lesson 12 Long e—pp. 123–132 • Lesson 13 Vowel Team Syllables—pp. 133–142 • Lesson 14 Long i—pp. 143–152 • Lesson 15 Long o—pp. 153–162 • Lesson 16 Long u—pp. 163–172 • Lesson 17 Consonant + le Syllables—pp. 173–182 <p>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 18 r-Controlled Vowel /är/—pp. 185–194 • Lesson 19 r-Controlled Vowel /ûr/—pp. 195–204 <p style="text-align: right;"><i>continued</i></p>
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READING STANDARDS: FOUNDATIONAL SKILLS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<ul style="list-style-type: none"> Lesson 20 r-Controlled Vowel /ôr/—pp. 205–214 Lesson 21 r-Controlled Vowel /âr/—pp. 215–224 Lesson 22 r-Controlled Vowel Syllables—pp. 225–234 Lesson 23 Consonant + le Syllables—pp. 235–244 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 24 Short oo and Long oo—pp. 247–256 Lesson 25 Diphthong /ou/—pp. 257–266 Lesson 26 Diphthong /oi/—pp. 267–276 Lesson 27 Complex Vowel /ô/—pp. 277–286 Lesson 28 Vowel Team Syllables—pp. 287–296 <p>Unit 6 Syllable Types Review</p> <ul style="list-style-type: none"> Lesson 29 Review Syllable Types—pp. 299–308 Lesson 30 Final Stable Syllables—pp. 309–318
<p>RF.2.3.A</p> <p>Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Lessons</p> <p>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 1 Short Vowels (e, ea)—pp. 9–18 <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 10 Long a (a, ai, a_e, ay, ea, eigh)—pp. 103–112 Lesson 12 Long e (e, e_e, ee, ea, y, ey, ie, ei)—pp. 123–132 Lesson 13 Vowel Team Syllables—pp. 133–142 Lesson 14 Long i (i, i_e, igh, y, ie)—pp. 143–152 Lesson 15 Long o (oa, ow, o_e, oe, o)—pp. 153–162 Lesson 16 Long u (u, u_e, ew, ue, iew)—pp. 163–172 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 24 Short oo and Long oo—pp. 247–256 <p>Lesson Activities</p> <p>Build Fluency</p> <ul style="list-style-type: none"> Speed Drill (underline short or long vowel spellings)—pp. 11, 105, 125, 135, 145, 155, 165, 175, 249 <p>Word Study</p> <ul style="list-style-type: none"> Silent Letters (kn, wr, gn, mb)—p. 141 Homophones—p. 180 <p><u>TEACHER'S EDITION</u> Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> Word Study: Silent Letters (kn, wr, gn, mb)—TE p. 141 Word Study: Homophones—TE p. 181

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 2 ELA Standards	From Phonics to Reading, Level B
<p>RF.2.3.B Know the letter/sound correspondences, including distinguishing long and short vowel sounds.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Lessons Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 1 Short Vowels—pp. 9–18 <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 10 Long a—pp. 103–112 Lesson 12 Long e—pp. 123–132 Lesson 13 Vowel Team Syllables—pp. 133–142 Lesson 14 Long i—pp. 143–152 Lesson 15 Long o—pp. 153–162 Lesson 16 Long u—pp. 163–172 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 24 Short oo and Long oo—pp. 247–256 <p>Lesson Activities Introduction</p> <ul style="list-style-type: none"> Learn and Blend/Blend It (review short or long vowels/decode regularly spelled one-syllable words)—pp. 9, 103, 123, 133, 143, 153, 163, 247 <p>Build Fluency</p> <ul style="list-style-type: none"> Speed Drill (underline short or long vowel spellings/read regularly spelled one-syllable words)—pp. 11, 105, 125, 135, 145, 155, 165, 249 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text/Interact with the Text (read/circle regularly spelled one-syllable words with short or long vowel spellings)—pp. 12, 106, 126, 136, 146, 156, 166, 250
<ul style="list-style-type: none"> diphthongs (e.g., oi, oy, ou, ow) 	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 25 Diphthong /ou/ (ou, ow)—pp. 257–266 Lesson 26 Diphthong /oi/ (oi, oy)—pp. 267–276
<ul style="list-style-type: none"> r-controlled vowels (e.g., er, ir, ur, ar, or) 	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 4 Review r-Controlled Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 18 r-Controlled Vowel /är/ (ar)—pp. 185–194 Lesson 19 r-Controlled Vowel /ûr/ (er, ir, ur)—pp. 195–204 Lesson 20 r-Controlled Vowel /ôr/ (or, ore, oar)—pp. 205–214 Lesson 21 r-Controlled Vowel /âr/ (are, air, ear)—pp. 215–224 Lesson 22 r-Controlled Vowel Syllables—pp. 225–234

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Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<ul style="list-style-type: none"> additional common vowel teams (e.g., ei, ie, igh) 	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 13 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—pp. 133-142 Lesson 14 Long i (igh)—pp. 143-152 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 28 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie)—pp. 287-296
<ul style="list-style-type: none"> regularly-spelled one-syllable words 	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 1 Short Vowels—pp. 9-18 Lesson 2 Closed Syllables—pp. 19-28 Lesson 3 Consonant + le Syllables—pp. 29-38 Lesson 4 l-Blends, r-Blends, s-Blends—pp. 39-48 Lesson 5 Final Blends—pp. 49-58 <p>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 6 Final e—pp. 61-70 Lesson 7 Final e Syllables—pp. 71-80 Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81-90 Lesson 9 Consonant Digraphs (wh, ph, ng, nk)—pp. 91-100 <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 10 Long a—pp. 103-112 Lesson 11 Open Syllables—pp. 113-122 Lesson 12 Long e—pp. 123-132 Lesson 13 Vowel Team Syllables—pp. 133-142 Lesson 14 Long i—pp. 143-152 Lesson 15 Long o—pp. 153-162 Lesson 16 Long u—pp. 163-172 Lesson 17 Consonant + le Syllables—pp. 173-182 <p>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 18 r-Controlled Vowel /är/—pp. 185-194 Lesson 19 r-Controlled Vowel /ûr/—pp. 195-204 Lesson 20 r-Controlled Vowel /ôr/—pp. 205-214 Lesson 21 r-Controlled Vowel /âr/—pp. 215-224 Lesson 22 r-Controlled Vowel Syllables—pp. 225-234 Lesson 23 Consonant + le Syllables—pp. 235-244 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 24 Short oo and Long oo—pp. 247-256 Lesson 25 Diphthong /ou/—pp. 257-266 <p><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<ul style="list-style-type: none"> • Lesson 26 Diphthong /oi/—pp. 267–276 • Lesson 27 Complex Vowel /ô/—pp. 277–286 • Lesson 28 Vowel Team Syllables—pp. 287–296
RF.2.3.C Recognize and read grade-appropriate irregularly-spelled words.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context (read grade-appropriate regularly and irregularly spelled words)—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
RF.2.3.D Decode words with common prefixes and suffixes.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> • “Reading Big Words” Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26 • More “Reading Big Words” Strategy (look for prefix, suffix, and known base word when reading a new word)—p. 36 • Suffixes (-y, -ly)—p. 150 • Prefixes (un-, re-, dis-)—p. 170 • Comparative Suffixes (-er, -est)—p. 192 • Suffixes (-ful, -less)—p. 202 • Suffixes (-ful, -less, -y, -ly)—p. 254 • Prefixes (un-, re-, dis-, pre-, mis-)—p. 274 • Related Words (words with the same base word/add a suffix)—p. 306 • More Related Words (add prefix or suffix to base word to make related words)—p. 316 <p><u>TEACHER'S EDITION</u></p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: “Reading Big Words” Strategy—TE p. 27 • Word Study: More “Reading Big Words” Strategy—TE p. 37 • Word Study: Suffixes (-y, -ly)—TE p. 151 • Word Study: Prefixes (un-, re-, dis-)—TE p. 171 • Word Study: Comparative Suffixes (-er, -est)—TE p. 193 • Word Study: Suffixes—TE p. 203 • Word Study: Suffixes (-ful, -less, -y, -ly)—TE p. 255 • Word Study: Prefixes (un-, re-, dis-, pre-, mis-)—TE p. 275 • Word Study: Related Words—TE p. 307 • Word Study: More Related Words—TE p. 317 <p>“Reading Big Words” Strategy</p> <ul style="list-style-type: none"> • Step 1 (prefixes)—p. 332 • Step 2 (suffixes)—p. 332

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Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
RF.2.3.E Decode words that follow the six syllable types.	
<ul style="list-style-type: none"> closed syllable 	STUDENT BOOK/TEACHER'S EDITION Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words <ul style="list-style-type: none"> Lesson 2 Closed Syllables—pp. 19–28
<ul style="list-style-type: none"> open syllable 	STUDENT BOOK/TEACHER'S EDITION Unit 3 Review Long Vowels; Transition to Longer Words <ul style="list-style-type: none"> Lesson 11 Open Syllables—pp. 113–122
<ul style="list-style-type: none"> vowel-consonant-e 	STUDENT BOOK/TEACHER'S EDITION Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words <ul style="list-style-type: none"> Lesson 6 Final e—pp. 61–70 Lesson 7 Final e Syllables—pp. 71–80
<ul style="list-style-type: none"> vowel teams 	STUDENT BOOK/TEACHER'S EDITION Unit 3 Review Long Vowels; Transition to Longer Words <ul style="list-style-type: none"> Lesson 13 Vowel Team Syllables—pp. 133–142 Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words <ul style="list-style-type: none"> Lesson 28 Vowel Team Syllables—pp. 287–296
<ul style="list-style-type: none"> r-controlled 	STUDENT BOOK/TEACHER'S EDITION <ul style="list-style-type: none"> Lesson 18 r-Controlled Vowel /är/—pp. 185–194 Lesson 19 r-Controlled Vowel /ûr/—pp. 195–204 Lesson 20 r-Controlled Vowel /ôr/—pp. 205–214 Lesson 21 r-Controlled Vowel /âr/—pp. 215–224 Lesson 22 r-Controlled Vowel Syllables—pp. 225–234
<ul style="list-style-type: none"> consonant-le 	STUDENT BOOK/TEACHER'S EDITION Unit 3 Review Long Vowels; Transition to Longer Words <ul style="list-style-type: none"> Lesson 17 Consonant + le Syllables—pp. 173–182
RF.2.3.F Decode regularly-spelled two-syllable words with long vowels.	STUDENT BOOK/TEACHER'S EDITION Lessons Unit 3 Review Long Vowels; Transition to Longer Words <ul style="list-style-type: none"> Lesson 10 Long a—pp. 103–112 Lesson 12 Long e—pp. 123–132 Lesson 13 Vowel Team Syllables—pp. 133–142 Lesson 14 Long i—pp. 143–152 Lesson 15 Long o—pp. 153–162 Lesson 16 Long u—pp. 163–172 <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 2 ELA Standards	From Phonics to Reading, Level B
	<p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 24 Short oo and Long oo—pp. 247–256 <p>Lesson Activities</p> <p>Introduction</p> <ul style="list-style-type: none"> Learn and Blend/Blend It: Transition to Longer Words (decode multisyllabic long vowel words/break apart and sound out using knowledge of syllable types and common spelling patterns)—pp. 103, 113, 123, 133, 143, 153, 163, Daily Practice: Build Fluency (read two-syllable words with long vowels each day)—pp. 103, 113, 123, 133, 143, 153, 163, <p>Build Fluency</p> <ul style="list-style-type: none"> Speed Drill (read regularly spelled one- and two-syllable words with long vowel spelling patterns)—pp. 105, 115, 125, 135, 145, 155, 165 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text/Interact with the Text (read/circle one- and two-syllable words with long vowel spellings)—pp. 106, 116, 126, 136, 146, 156, 166 Decodable Passage (decode two-syllable words with long vowel spellings)—pp. 109, 119, 129, 139, 149, 159, 169 <p>Cumulative Assessment</p> <ul style="list-style-type: none"> Fluency Check (read two-syllable words with long vowel spellings for accuracy and fluency)—pp. 112, 122, 132, 142, 152, 162, 172
Fluency	
RF.2.4 Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	
RF.2.4.A Read grade-level text with purpose and understanding.	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected 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 Decodable Passage—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 <p><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<p>TEACHER'S EDITION</p> <p>Read Children's Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> • Unit 1—TE pp. 7 and 8: <i>Oscar Otter</i> by Nathaniel Benchley, <i>Thump and Plunk</i> by Janice May Udry, <i>The Little Red Hen</i> by Paul Galdone, <i>A Birthday Basket for Tia</i> by Pat Mora, <i>Amelia Bedelia's First Apple Pie</i> by Herman Parish • Unit 2—TE pp. 59 and 60: <i>Sea Full of Sharks</i> by Betsy Maestro, <i>Chester's Way</i> by Kevin Henkes, <i>Osa's Pride</i> by Ann Grifalconi, <i>Pancakes, Pancakes!</i> by Eric Carle, <i>The Tale of Rabbit and Coyote</i> by Tony Johnston • Unit 3—TE pp. 101 and 102: <i>The Lace Snail</i> by Betsy Byars, <i>Never Tease a Weasel</i> by Jean Conder Soule, <i>Roll Over!</i> by Mordicai Gerstein, <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett, <i>Excuse Me! Certainly</i> by Louis Slobodkin • Unit 4—TE pp. 183 and 184: <i>The Berenstain Bears and the Sitter</i> by Stan and Jan Berenstain, <i>Alligator Arrived with Apples: A Potluck Alphabet Feast</i> by Crescent Dragonwagon, <i>Before We Eat: From Farm to Table</i> by Pat Brisson, <i>The Uncorker of Ocean Bottles</i> by Michelle Cuevas, <i>Over and Under the Pond</i> by Kate Messner • Unit 5—TE pp. 245 and 246: <i>Baseball Ballerina</i> by Kathryn Cristaldi, <i>The Cow Who Wouldn't Come Down</i> by Paul Brett Johnson, <i>Too Much Noise</i> by Ann McGovern, <i>The Boy of the Three-Year Nap</i> by Dianne Snyder, <i>The Truth About the Moon</i> by Clayton Bess, <i>Good News</i> by Barbara Brenner, <i>My Great-Aunt Arizona</i> by Gloria M. Houston, <i>Watch the Stars Come Out</i> by Riki Levinson • Unit 6—TE pp. 297 and 298: <i>Punctuation Celebration</i> by Elsa Knight Bruno, <i>Picture Day Perfection</i> by Deborah Diesen, <i>The Boy Who Loved Words</i> by Roni Schotter, <i>Officer Buckle and Gloria</i> by Peggy Rathmann, <i>Pete the Cat and the Treasure Map</i> by James Dean <p>[Day 2] Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask questions to check comprehension)—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 <p>[Day 4] Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage (ask questions to check comprehension)—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

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p>RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected 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 Decodable Passage—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 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (chorally read selection aloud)—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 Decodable Passage (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 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Reread Connected Text and Write (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 Build Fluency (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 <p>Home-School Connection</p> <ul style="list-style-type: none"> Build Fluency (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
<p>RF.2.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (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 Decodable Passage (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

Additional Aligned Content

READING STANDARDS FOR LITERATURE

Grade 2 ELA Standards

From Phonics to Reading, Level B

Key Ideas and Details

RL.2.1

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

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Connected Text—pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302
- Decodable Passage—pp. 15, 25, 35, 55, 67, 97, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293

TEACHER'S EDITION

Read Connected Text

- Connected Text (ask and answer questions to check comprehension/find details in text)—TE pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302
- Decodable Passage (ask and answer questions to check comprehension/find details in text)—TE pp. 16, 26, 36, 56, 68, 98, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294

RL.2.2

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

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Connected Text: Fable—"Lion and Mouse" (lesson or moral)—p. 176

TEACHER'S EDITION

Read Connected Text

- Connected Text: Fable—"Lion and Mouse" (recount story/moral of the story)—TE p. 176

Independent/Partner Work

- Reread Connected Text and Write (write a new moral or lesson for the story)—TE p. 176

RL.2.3

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

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Connected Text: Poems—"Off on a Trip," p. 42; "Would You Like?" p. 116; "Scarecrow Joe," p. 156; "Star Party," p. 188; "A Silly Poem," p. 238; "Around We Go," p. 260
- Connected Text: Stories—"A Ride into the Wild," p. 146; "A Laughing Game," p. 198; "Mark and the Tigers," p. 228
- Decodable Passage: Stories—pp. 25, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293

Writing Extension

- Write About It (describe characters and events in stories)—pp. 27, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295

continued

READING STANDARDS FOR LITERATURE

Grade 2 ELA Standards	From Phonics to Reading, Level B
	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Decodable Passage (describe and analyze characters, action, and ideas in the story)—TE pp. 26, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (describe the characters and action in the story)—TE pp. 27, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295
Craft and Structure	
<p>RL.2.4</p> <p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text: Poems—"Off on a Trip," p. 42; "Would You Like?" p. 116; "Scarecrow Joe," p. 156; "Star Party," p. 188; "A Silly Poem," p. 238; "Around We Go," p. 260 Connected Text: Stories—"A Ride into the Wild," p. 146; "A Laughing Game," p. 198; "Mark and the Tigers," p. 228 Decodable Passage: Poem—"A Year of Seasons," p. 97 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text: Poems (use of words/rhymes)—TE pp. 42, 116, 156, 188, 238, 260 Decodable Passage: Poem (use of words/rhymes)—TE pp. "A Year of Seasons"—p. 98; Connected Text: Stories (how words supply meaning)—TE pp. 146, 198, 228
<p>RL.2.5</p> <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	N/A
<p>RL.2.6</p> <p>Acknowledge differences in the <i>perspectives</i> of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	N/A
Integration of Knowledge and Ideas	
<p>RL.2.7</p> <p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Decodable Passage (illustrations)—pp. 15, 25, 35, 55, 67, 97, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293

READING STANDARDS FOR LITERATURE

Grade 2 ELA Standards	From Phonics to Reading, Level B
RL.2.8 (RL.2.8 not applicable to literature)	
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	N/A

Range of Reading and Level of Text Complexity

RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Connected Text—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
- Decodable Passage—“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

TEACHER'S EDITION

Read Children’s Books (trade books that reinforce newly learned skills)

- **Unit 1**—TE pp. 7 and 8: *Oscar Otter* by Nathaniel Benchley, *Thump and Plunk* by Janice May Udry, *The Little Red Hen* by Paul Galdone, *A Birthday Basket for Tia* by Pat Mora, *Amelia Bedelia’s First Apple Pie* by Herman Parish
- **Unit 2**—TE pp. 59 and 60: *Sea Full of Sharks* by Betsy Maestro, *Chester’s Way* by Kevin Henkes, *Osa’s Pride* by Ann Grifalconi, *Pancakes, Pancakes!* by Eric Carle, *The Tale of Rabbit and Coyote* by Tony Johnston
- **Unit 3**—TE pp. 101 and 102: *The Lace Snail* by Betsy Byars, *Never Tease a Weasel* by Jean Conder Soule, *Roll Over!* by Mordicai Gerstein, *Cloudy with a Chance of Meatballs* by Judi Barrett, *Excuse Me! Certainly* by Louis Slobodkin

continued

READING STANDARDS FOR LITERATURE

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<ul style="list-style-type: none"> • Unit 4—TE pp. 183 and 184: <i>The Berenstain Bears and the Sitter</i> by Stan and Jan Berenstain, <i>Alligator Arrived with Apples: A Potluck Alphabet Feast</i> by Crescent Dragonwagon, <i>Before We Eat: From Farm to Table</i> by Pat Brisson, <i>The Uncorker of Ocean Bottles</i> by Michelle Cuevas, <i>Over and Under the Pond</i> by Kate Messner • Unit 5—TE pp. 245 and 246: <i>Baseball Ballerina</i> by Kathryn Cristaldi, <i>The Cow Who Wouldn't Come Down</i> by Paul Brett Johnson, <i>Too Much Noise</i> by Ann McGovern, <i>The Boy of the Three-Year Nap</i> by Dianne Snyder, <i>The Truth About the Moon</i> by Clayton Bess, <i>Good News</i> by Barbara Brenner, <i>My Great-Aunt Arizona</i> by Gloria M. Houston, <i>Watch the Stars Come Out</i> by Riki Levinson • Unit 6—TE pp. 297 and 298: <i>Punctuation Celebration</i> by Elsa Knight Bruno, <i>Picture Day Perfection</i> by Deborah Diesen, <i>The Boy Who Loved Words</i> by Roni Schotter, <i>Officer Buckle and Gloria</i> by Peggy Rathmann, <i>Pete the Cat and the Treasure Map</i> by James Dean

READING STANDARDS FOR INFORMATIONAL TEXT

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
Key Ideas and Details	
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask and answer questions to check comprehension/find details in text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (ask and answer questions to check comprehension/find details in text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315 <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS FOR INFORMATIONAL TEXT

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (identify main topic of a multiparagraph text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 Decodable Passage (identify main topic of a multiparagraph text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (procedural text)—“Yarn from Sheep’s Wool,” p. 84; “Start a Book Club,” p. 218 Decodable Passage (procedural text)—“How to Make Mud Pies,” p. 149; “Make a Card,” p. 169; “How to Make Lemonade,” p. 263
Craft and Structure	
<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (identify any difficult word/sound it out/use cues to confirm meaning in text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 Decodable Passage (identify any difficult word/sound it out/use cues to confirm meaning in text)—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
<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (title/bullet points/bold print/subheadings/numbered list)—pp. 32, 74, 84, 136, 218 Decodable Passage (title/numbered list)—pp. 149, 263
<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 Decodable Passage—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (identify main purpose of a text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 Decodable Passage (identify main purpose of a text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316

READING STANDARDS FOR INFORMATIONAL TEXT

Grade 2 ELA Standards	From Phonics to Reading, Level B
Integration of Knowledge and Ideas	
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> Decodable Passage (illustrations)—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315
RI.2.8 Describe how an author uses reasons to support particular points in a text.	<u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> Connected Text—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 Decodable Passage—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315 <u>TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> Connected Text (find details in text that support ideas)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 Decodable Passage (find details in text that support ideas)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	N/A
Range of Reading and Level of Text Complexity	
CSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> Connected Text (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 Decodable Passage (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

WRITING STANDARDS

Grade 2 ELA Standards

From Phonics to Reading, Level B

Text Types and Purposes

W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Interact with the Text (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

TEACHER'S EDITION

Read Connected Text

- Connected Text (opinion: tell why or why not)—TE pp. 22, 32, 42, 74, 166, 228, 238, 290, 302
- Decodable Passage (opinion: tell why or why not)—TE pp. 16, 26, 56, 78, 110, 120, 130, 160, 170, 180, 294, 316

Independent/Partner Work

- Reread Connected Text and Write—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?)

W.2.1.A

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

This standard begins in Grade 3.

W.2.1.B

Provide reasons that support the opinion.

This standard begins in Grade 3.

W.2.1.C

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

This standard begins in Grade 3.

W.2.1.D

Provide a concluding statement or section.

This standard begins in Grade 3.

W.2.1.E

Provide a concluding statement or section that follows from an argument presented.

This standard begins in Grade 6.

WRITING STANDARDS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> Interact with the Text (write about the text)—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 Writing Extension <ul style="list-style-type: none"> Write About It (reread the Decodable Passage then write about what they 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 </p> <p><u>TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> Interact with the Text (write about the text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 Writing Extension <ul style="list-style-type: none"> Write About It (write about what they learned in the Decodable Passage)—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 Independent/Partner Work <ul style="list-style-type: none"> Reread Connected Text and Write (use the Decodable Passage as a writing prompt then write their own or add a new paragraph/new ideas)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270 </p>
<p>W.2.2.A Introduce a topic and group related information; include illustrations when useful to aiding comprehension.</p>	<p>This standard begins in Grade 3.</p>
<p>W.2.2.B Develop the topic with facts, definitions, and details.</p>	<p>This standard begins in Grade 3.</p>
<p>W.2.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>This standard begins in Grade 3.</p>
<p>W.2.2.D Provide a concluding statement or section.</p>	<p>This standard begins in Grade 3.</p>
<p>W.2.2.E Establish and maintain a formal style.</p>	<p>This standard begins in Grade 6.</p>

WRITING STANDARDS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
W.2.2.F Provide a concluding statement or section related to the information or explanation presented.	This standard begins in Grade 4.
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure..	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> Write About It (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 <p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> Reread Connected Text and Write (add to the story/write a different ending)—TE pp. 146, 198, 228
W.2.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	This standard begins in Grade 3.
W.2.3.B Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	This standard begins in Grade 3.
W.2.3.C Use <i>temporal</i> words and phrases to signal event order.	This standard begins in Grade 3.
W.2.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.	This standard begins in Grade 4.
W.2.3.E Provide a conclusion that follows from the narrated experiences or events.	This standard begins in Grade 3.

WRITING STANDARDS

Grade 2 ELA Standards

From Phonics to Reading, Level B

Production and Distribution of Writing

W.2.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

This standard begins in Grade 3.

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Interact with the Text (discuss with a partner then write about the text)—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

TEACHER'S EDITION

[Day 5] **3. Writing Extension**

- Write About It (get feedback from partners)—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

W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.

Related content

TEACHER'S EDITION

Learning Center

- Computer games/digital tools—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, 310

Research to Build and Present Knowledge

W.2.7

Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report; record science observations).

Related content

TEACHER'S EDITION

Unit Opener

- Read Children's Books (children's literature/library books that apply specific phonics skills)—TE pp. 7 & 8, 59 & 60, 101 & 102, 183 & 184, 245 & 246, 297 & 298

W.2.8

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

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Connected Text/Interact with the Text—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
- Decodable Passage—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

continued

WRITING STANDARDS

Grade 2 ELA Standards	From Phonics to Reading, Level B
	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (recall information to answer questions/ relate to personal experience)—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 Decodable Passage (recall information)—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
<p>W.2.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	This standard begins in Grade 4.
<p>W.2.9.A Apply Grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	This standard begins in Grade 4.
<p>W.2.9.B Apply Grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).</p>	This standard begins in Grade 4.

Range of Writing

<p>W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> Write About It (write a story using lesson words)—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 <p>Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (write about the text)—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 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (reread the Decodable Passage then write about what they learned)—pp. 17, 27, 37, 47, 57, 69, 79, 89, <p style="text-align: right;"><i>continued</i></p>
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WRITING STANDARDS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<p>99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</p> <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (write about 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 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (write about what they learned in the Decodable Passage)—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 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Reread Connected Text and Write (use the Decodable Passage as a writing prompt then write their own or add a new paragraph/new 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, 312

SPEAKING AND LISTENING STANDARDS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
Comprehension and Collaboration	
<p>SL.2.1 Participate in <i>collaborative conversations</i> with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups..</p> <p>SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><i>continued</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> Build Fluency (read to a partner)/Spell It (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 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Use in Context (read finished sentences to a partner)—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 <p>Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (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 <p>TEACHER'S EDITION Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Blend It (reread lines to a partner)—TE pp. 11, 21, 31, 41, 51, <p><i>continued</i></p>

SPEAKING AND LISTENING STANDARDS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p>SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> 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 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Extend (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 Use in Context (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 Review (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 <p>Build Fluency</p> <ul style="list-style-type: none"> Speed Drill (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 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (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 Decodable Passage (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 <p>Word Sort</p> <ul style="list-style-type: none"> Open Sort (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 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> Word Study (practice word study skill with 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 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (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 <p>Cumulative Assessment</p> <ul style="list-style-type: none"> Fluency Check (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 <p style="text-align: right;"><i>continued</i></p>

SPEAKING AND LISTENING STANDARDS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<p>Learning Center</p> <ul style="list-style-type: none"> Work with partners—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 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Reread Connected Text and Write (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 Spell Words/Build Fluency (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 Sort Words/Build Fluency (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
<p>SL.2.1.D Explain their own ideas and understanding in light of the discussion.</p>	<p>This standard begins in Grade 3.</p>
<p>SL.2.2 <i>Recount</i> or describe key ideas or details from a text read aloud, information presented orally, or through other media.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (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 Decodable Passage (recount or describe key ideas from 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
<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (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 Decodable Passage (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

SPEAKING AND LISTENING STANDARDS

Grade 2 ELA Standards

From Phonics to Reading, Level B

Presentation of Knowledge and Ideas

SL.2.4

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

TEACHER'S EDITION

High-Frequency Words

- Extend (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

SL.2.5

Create audio recordings of stories or poems; add drawings or other *visual displays* to stories or *recounts* of experiences when appropriate to clarify ideas, thoughts, and feelings.

STUDENT BOOK/TEACHER'S EDITION

Dear Family

- Extend the Learning (draw a picture of a word that uses a featured skill)—pp. 183 & 184

SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Interact with the Text (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

Word Sort

- Sort It Out (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

Writing Extension

- Write About It (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

TEACHER'S EDITION

Read Connected Text

- Connected Text (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
- Decodable Passage (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

LANGUAGE STANDARDS

Grade 2 ELA Standards

From Phonics to Reading, Level B

Conventions of Standard English

L.2.1

Demonstrate command of the conventions of *standard English* grammar and usage as appropriate for Grade 2 when writing or speaking.

L.2.1.A

Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.

This standard begins in Grade 3.

L.2.1.B

Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group).

STUDENT BOOK/TEACHER'S EDITION

Lessons

Unit 4 Review r-Controlled Vowels; Transition to Longer Words

- Lesson 22 r-Controlled Vowel Syllables: Read Connected Text (collective noun: herd)—p. 231

Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words

- Lesson 24 Short oo and Long oo: Blend It (collective noun: group)—p. 247
- Lesson 25 Diphthong /ou/: Read Connected Text (collective nouns: crowds/crowd)—p. 260

Lesson Activities

Word Study

- Irregular Plurals—p. 232
- More Irregular Plurals—p. 284

TEACHER'S EDITION

Word Study

- Irregular Plurals—TE p. 232
- More Irregular Plurals—TE p. 284

Sound-Spelling/Word Study

- Word Study: Irregular Plurals—TE p. 237
- Word Study: Make Irregular Plurals—TE p. 285

L.2.1.C

Form and use regular and irregular verbs.

Representative applications

STUDENT BOOK/TEACHER'S EDITION

Word Study

- Three-Letter Blends (*sat*)—p. 98
- Compound Words (*wrote*)—p. 264

continued

LANGUAGE STANDARDS	
Grade 2 ELA Standards	From Phonics to Reading, Level B
	<p>High-Frequency Words</p> <ul style="list-style-type: none"> Use in Context (<i>sat</i>)—p. 196 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (<i>said</i>)—p. 74 Connected Text (<i>put</i>)—p. 84 Decodable Passage (<i>told</i>)—p. 159 Connected Text (<i>sat</i>)—p. 228 Decodable Passage (<i>said, took</i>)—p. 253 <p>Introduction</p> <ul style="list-style-type: none"> Reading in Context (<i>ate</i>)—p. 247 Reading in Context (<i>took</i>)—p. 309
<p>L.2.1.D</p> <p>Use reflexive pronouns (e.g., myself, ourselves).</p>	<p>Representative applications</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Decodable Passage (<i>herself</i>)—p. 87 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context (<i>myself</i>)—p. 196 <p>“Reading Big Words” Strategy</p> <ul style="list-style-type: none"> Step 5 (<i>yourself</i>)—p. 332
<p>L.2.1.E</p> <p>Use adjectives and adverbs and choose between them depending on what is modified.</p>	<p>Representative applications*</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write (adjectives)—<i>funny</i>, p. 20; <i>clean</i>, p. 174; <i>full</i>, p. 248 Read-Spell-Write (adverbs)—<i>even</i>, p. 134; <i>now</i>, p. 196; <i>very</i>, p. 288 <p>*Connected Text and Decodable Passage selections feature adjectives and adverbs in context.</p>
<ul style="list-style-type: none"> Use determiners, noun markers, to add specificity (e.g., a, an, the, many, few, each, every, this, that, these, those). 	<p>Representative applications*</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write—<i>many</i>, p. 72; <i>every</i> p. 144; <i>these</i>, p. 174; <i>those</i>, p. 226; <i>each</i>, p. 236
<p>L.2.1.F</p> <p>Use conjunctions to form compound subjects and predicates.</p>	<p><u>TEACHER'S EDITION</u></p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Extend (create oral sentences then write the sentences/combine two sentences using the conjunction <i>and</i>)—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

LANGUAGE STANDARDS	
Grade 2 ELA Standards	From Phonics to Reading, Level B
L.2.1.G Use prepositions correctly.	Representative applications* <u>STUDENT BOOK/TEACHER'S EDITION</u> High-Frequency Words <ul style="list-style-type: none"> Read-Spell-Write—to, p. 10; with, p. 124; through, p. 258; into, p. 310
L.2.1.H Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie. The little boy watched the movie in the afternoon. In the afternoon, the little boy watched the movie.).	<u>TEACHER'S EDITION</u> High-Frequency Words <ul style="list-style-type: none"> Extend (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
L.2.1.I Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.	This standard begins in Grade 4.
L.2.1.J Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).	This standard is taught in Kindergarten and should be reinforced as needed.
L.2.1.K Print all upper- and lowercase letters accurately. By the end of grade two, produce some cursive upper and lowercase letters.	See Kindergarten <u>STUDENT BOOK/TEACHER'S EDITION</u> Handwriting <ul style="list-style-type: none"> Trace and Write (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
L.2.2 Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 2 when writing.	
L.2.2.A Capitalize holidays, product names, and geographic names.	N/A
L.2.2.B Use an apostrophe to form contractions and frequently occurring possessives.	<u>STUDENT BOOK/TEACHER'S EDITION</u> Word Study <ul style="list-style-type: none"> Possessives (use an apostrophe)—p. 88 Contractions (use an apostrophe)—p. 110 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE STANDARDS	
Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<p>TEACHER'S EDITION</p> <p>Sound-Spelling/WordStudy</p> <ul style="list-style-type: none"> Word Study: Possessives (use an apostrophe)—TE p. 89 Word Study: Contractions (use an apostrophe)—TE p. 111 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write: Spell (contractions)—TE p. 114
<p>L.2.2.C</p> <p>Use commas in greetings and closings of letters.</p>	<p>Models</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Decodable Passage: Letter (commas in the greeting and closing)—p. 55 Connected Text: Letter (commas in the greeting and closing)—pp. 280, 302
<p>L.2.2.D</p> <p>Generalize learned spelling patterns when writing words (e.g., cage, badge, boy, boil).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> Spell It—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 <p>High-Frequency Words</p> <ul style="list-style-type: none"> 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 <p>Build Fluency</p> <ul style="list-style-type: none"> Speed Drill (underline featured spelling)—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 <p>Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (circle words with featured spelling)—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 <p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write: Spell—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 <p>Introduce Spelling Pattern</p> <ul style="list-style-type: none"> Learn and Blend/Corrective Feedback (common spelling patterns)—TE pp. 19, 29, 71, 113, 133, 173 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Cumulative Quick Check (review cards with sound-spellings)—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 <p><i>continued</i></p>

LANGUAGE STANDARDS	
Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<p>Build Fluency</p> <ul style="list-style-type: none"> Speed Drill (underline featured spelling)—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 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Cumulative Quick Check (review cards with sound-spellings)—TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314 <p>Word Sort</p> <ul style="list-style-type: none"> Closed Sort (sort words based on common spelling patterns)/Check and Discuss (check common spelling patterns)—TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314 <p>Learning Center</p> <ul style="list-style-type: none"> Spelling Patterns—TE pp. 155, 278 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Spell Words (complete Daily Practice Spell It activity with a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Guided Spelling/Dictation—TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314 Word Building (review sounds of each spelling)—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
<ul style="list-style-type: none"> Reference spelling patterns chart to clarify types of spelling patterns. 	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Word Sort</p> <ul style="list-style-type: none"> Sort It Out (build spelling pattern charts)—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 <p><u>TEACHER'S EDITION</u></p> <p>Word Sort</p> <ul style="list-style-type: none"> Closed Sort (sort words according to spelling patterns)—pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 169, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314

LANGUAGE STANDARDS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<ul style="list-style-type: none"> Consult reference materials, including beginning dictionaries as needed to check and correct spellings. 	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> Homographs (use a dictionary)—p. 222 <p><u>TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> Homographs (check a dictionary)—TE p. 222 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> Homographs (use a dictionary)—TE p. 223 More Irregular Plurals (check spellings in a dictionary)—TE p. 285 <p>Learning Center</p> <ul style="list-style-type: none"> Short Vowel Switch (confirm words in a print or online dictionary)—TE p. 10 Syllable Concentration (confirm words in a print or online dictionary)—TE pp. 30, 174 Spin and Spell (confirm words in a print or online dictionary)—TE p. 62 Spelling Patterns (confirm words in a print or online dictionary)—TE pp. 154, 248 Syllable Match-up (confirm words in a print or online dictionary)—TE p. 310

Knowledge of Language

<p>L.2.3</p> <p>Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.</p>	
<p>L.2.3.A</p> <p>Choose words and phrases for effect.</p>	<p>This standard begins in Grade 3.</p>
<p>L.2.3.B</p> <p>Recognize and observe differences between the conventions of spoken and written <i>standard English</i>.</p>	<p>This standard begins in Grade 3.</p>

LANGUAGE STANDARDS	
Grade 2 ELA Standards	From Phonics to Reading, Level B
Vocabulary Acquisition and Use	
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.	
L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> Connected Text (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 Decodable Passage (use context clues to confirm correct word)—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
L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	STUDENT BOOK/TEACHER'S EDITION Word Study <ul style="list-style-type: none"> "Reading Big Words" Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26 More "Reading Big Words" Strategy (look for prefix, suffix, and known base word when reading a new word)—p. 36 Prefixes (un-, re-, dis-)—p. 170 Prefixes (un-, re-, dis-, pre-, mis-)—p. 274 More Related Words (add prefix or suffix to base word to make related words)—p. 316 Related content Word Study <ul style="list-style-type: none"> Suffixes (-y, -ly)—p. 150 Comparative Suffixes (-er, -est)—p. 192 Suffixes (-ful, -less)—p. 202 Suffixes (-ful, -less, -y, -ly)—p. 254 Related Words (words with the same base word/add a suffix)—p. 306
L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	STUDENT BOOK/TEACHER'S EDITION Word Study <ul style="list-style-type: none"> Inflectional Ending -s—p. 16 Inflectional Ending -ing—p. 46 Inflectional Ending -ed—p. 56 Inflectional Endings (drop e)—p. 78 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE STANDARDS

Grade 2 ELA Standards	From Phonics to Reading, Level B
	<ul style="list-style-type: none"> • Inflectional Endings (double final consonant)—p. 120 • Inflectional Endings (change y to i)—p. 130 • Inflectional Endings with Spelling Changes—p. 242 • More Inflectional Endings with Spelling Changes—p. 294 • Related Words (same base word)—p. 306 • More Related Words (same base word)—p. 316 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE p. 17 • Word Study: Inflectional Ending -ing—TE p. 47 • Word Study: Inflectional Ending -ed—TE p. 57 • Word Study: Inflectional Endings (drop e)—TE p. 79 • Word Study: Inflectional Endings (double final consonant)—TE p. 121 • Word Study: Inflectional Endings (change y to i)—TE p. 131 • Word Study: Inflectional Endings with Spelling Changes—TE p. 243 • Word Study: More Inflectional Endings with Spelling Changes—TE p. 295 • Word Study: Related Words—TE p. 307 • Word Study: More Related Words—TE p. 317 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE p. 32 • Word Study: Inflectional Ending -ed—TE p. 132 • Word Study: Inflectional Ending -ing and -ed—TE p. 189 • Word Study: Inflectional Ending (Review)—TE p. 376 • Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434
<p>L.2.4.D</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> • Compound Words—pp. 160, 264 <p><u>TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> • Compound Words—TE pp. 160, 264 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Compound Words—TE pp. 161, 265
<p>L.2.5</p> <p>Demonstrate understanding of word relationships and <i>nuances</i> in word meanings.</p>	
<p>L.2.5.A</p> <p>Sort words into categories based on multiple attributes (e.g. A large apple can be categorized by its color, size, and as a fruit.) to gain a sense of the concept that</p> <p><i>continued</i></p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context (use real-life connections as clues to selecting a study word to complete the sentence)—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 <p><i>continued</i></p>

LANGUAGE STANDARDS	
Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
items can be categorized by more than one characteristic.	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> Extend (expand oral sentences by adding real-life connected 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 Use in Context (use study words to complete sentences with real-life connections)—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 <p>Home/School Connection</p> <ul style="list-style-type: none"> Build Fluency (write sentences reflecting home and school experiences with words containing target skills)—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 <p>Teacher Table: English Learners</p> <ul style="list-style-type: none"> Vocabulary (explain words with real-world connections with pictures and pantomime)—TE pp. 9, 29, 39, 49, 61, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309
<p>L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	N/A
<p>L.2.5.C Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> Extend (expand a sentence 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
<p>L.2.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	This standard is taught in Grade 1 and should be reinforced as needed.

LANGUAGE STANDARDS

Grade 2 ELA Standards

From Phonics to Reading, Level B

L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

STUDENT BOOK/TEACHER'S EDITION

Daily Practice (do one activity each day)

- Write About It (use unit 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

High-Frequency Words

- Use in Context (select a study word to complete the sentence)—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

Writing Extension

- Write About It (use words acquired through conversation/reading/responding to texts)—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

See also the following representative adjectives

High-Frequency Words

- Read-Spell-Write—funny, p. 20; clean, p. 174; full, p. 248

See also the following representative adverbs

High-Frequency Words

- Read-Spell-Write—even, p. 134; now, p. 196; very, p. 288

TEACHER'S EDITION

High-Frequency Words

- Extend (add 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
- Use in Context (use study words to complete sentences)—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

Teacher Table: English Language Learners

- Vocabulary—TE 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