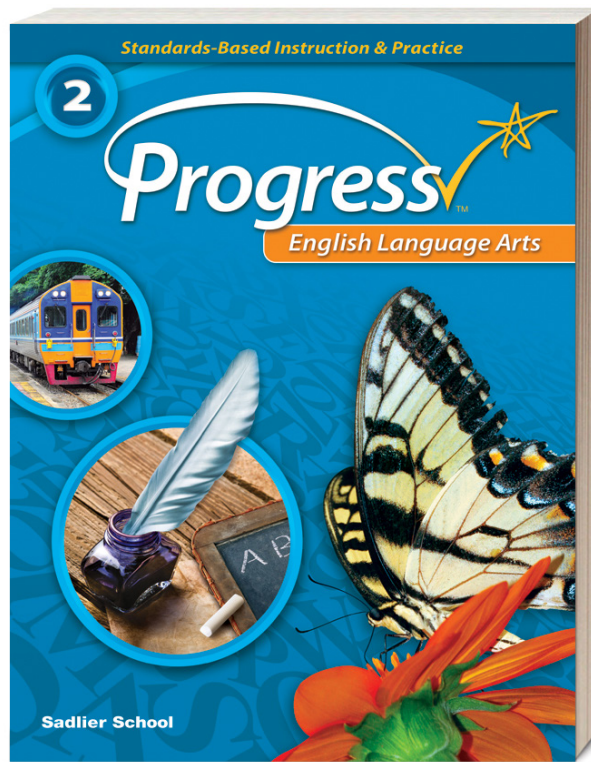


Progress English Language Arts

Correlation to the New York State Next Generation
English Language Arts Learning Standards REVISED JANUARY 2017

Grade 2



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2ND GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 2R

Grade 2 ELA Standards

Progress English Language Arts, Grade 2

Key Ideas and Details

<p>2R1:</p>	<p>Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Understanding Key Story Details: “The Pizza Pain” (Realistic Fiction)—pp. 12–17</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: “Bo Lends a Paw” (Fantasy)—pp. 33–34 Unit 1 Review—pp. 39–40 Performance Task—Online</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions: “Prairie Dogs and Their Homes” (Magazine Article)—pp. 58–63</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 55–57 Close Reading: “At Home in a Cave” (Magazine Article)—pp. 79–82 Unit 3 Review—pp. 85–86 Performance Task—Online</p>
<p>2R2:</p>	<p>Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Determining a Story’s Central Message: “Leon and Max” (Fable)—pp. 18–23</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: “Bo Lends a Paw” (Fantasy)—pp. 33–34 Unit 1 Review—pp. 39–40 Performance Task—Online</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Identifying Topics: “Jacques Cousteau” (Biography)—pp. 64–69</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 55–57 Close Reading: “At Home in a Cave” (Magazine Article)—pp. 79–82 Unit 3 Review—pp. 85–86 Performance Task—Online</p>
<p>2R3:</p>	<p>In literary texts, describe how characters respond to major events and challenges. (RL)</p> <hr/> <p>In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Understanding Character Actions: “The Mad Glad Mystery” (Adventure Story)—pp. 24–29</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: “Bo Lends a Paw” (Fantasy)—pp. 33–34 Unit 1 Review—pp. 39–40 Performance Task—Online</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Describing Connections Between Ideas: “Make Wild Animal Homes” (Procedural Text)—pp. 70–75</p> <p style="text-align: right;"><i>continued</i></p>

2ND GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 2R

Grade 2 ELA Standards

Progress English Language Arts, Grade 2

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

Craft and Structure

2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)

Unit 5 Reading Literature: Craft and Structure
Understanding Rhythm and Meaning: “The Strange Tale of Cat R. Pillar” (Poetry)—pp. 104-109

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

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

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

2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)

Unit 5 Reading Literature: Craft and Structure
Describing Story Structure: “Benny and the Sea Monster” (Realistic Fiction)—pp. 110-115

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

2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)

Unit 5 Reading Literature: Craft and Structure
Understanding Character Point of View: “Squirrel and Frog Outsmart Fox” (Play)—pp. 116-121

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

Unit 7 Reading Informational Text: Craft and Structure
Using Text Features: “Subway—Way to Go!” (Magazine Article)—pp. 162-167
Determining an Author’s Purpose: “New Ways to Solve an Old Problem” (Opinion Piece)—pp. 168-173

continued

2ND GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 2R

Grade 2 ELA Standards

Progress English Language Arts, Grade 2

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

Integration of Knowledge and Ideas

2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

SEE ALSO
Introducing Unit 9/Home Connect/Essential Question—pp. 199-201
Close Reading: “Coyote and Turtle” (Folktale)/“Mr. Rabbit and Mr. Fox”—pp. 217-220
Unit 9 Review—pp. 223-224
Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&RL)

Find Evidence—pp. 12, 13, 14, 16, 18, 19, 20, 22, 24, 25, 26, 28, 58, 59, 60, 62, 64, 65, 66, 68, 70, 71, 72, 74, 104, 105, 106, 108, 110, 111, 112, 114, 116, 117, 118, 120, 156, 157, 158, 160, 162, 163, 164, 166, 168, 169, 170, 242, 243, 244, 246, 248, 249, 250, 252, 254, 255, 256, 258

Comprehension Check (support answers with relevant reasons)—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 35-36, 59, 61, 63, 65, 67, 69, 71, 73, 75, 81-82, 105, 107, 109, 111, 113, 115, 117, 119, 121, 127-128, 157, 159, 161, 163, 165, 167, 169, 171, 173, 179-180, 203, 205, 207, 209, 211, 213, 219-220, 243, 245, 247, 249, 251, 253, 255, 257, 259, 265-266

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

continued

2ND GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 2R

Grade 2 ELA Standards	Progress English Language Arts, Grade 2
	<p>SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 239–241 Close Reading: “How Boston Got More Land” (Magazine Article)/“Goodbye, Swamp” (Opinion Piece)—pp. 263–266 Unit 11 Review—pp. 269–270 Performance Task—Online</p>
<p>2R9:</p>	<p>Make connections between self and text (texts and other people/world). (RI&RL)</p> <p>Unit 1 Reading Literature: Key Ideas and Details Home Connect Ways to Help Your Child (feel/make connections)—p. 10 Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 37 Reading Selections Determining a Story’s Central Message: “Leon and Max” (Fable)—pp. 18–23 Understanding Character Actions: “The Mad Glad Mystery” (Adventure Story)—pp. 24–29 Foundational Skills Read Together: “Lunch or Not?”—p. 30 Foundational Skills Reader: “The Big Meal Deal” (Short Vowels; Long Vowels (CVCe Vowel teams)—pp. 31–32 Close Reading: “Bo Lends a Paw” (Fantasy)—pp. 33–34 Unit 1 Review: “Ting’s Sleepy Morning”—pp. 39–40 Additional Practice (online) Little Peach (Folktales) Cleaning Up Earth Park (Fantasy) Mama’s Little Helpers (Realistic Fiction)</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Home Connect Ways to Help Your Child (feel/make connections)—p. 56 Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 83 Reading Selections Asking and Answering Questions: “Prairie Dogs and Their Homes” (Magazine Article)—pp. 58–63 Identifying Topics: “Jacques Cousteau” (Biography)—pp. 64–69 Describing Connections Between Ideas: “Make Wild Animal Homes” (Procedural Text)—pp. 70–75 Foundational Skills Read Together: “Animals That Carry Their Homes”—p. 76 Foundational Skills Reader: “Moving Day!” (vowel teams oi, oy, ow, ou)—pp. 77–78</p> <p style="text-align: right;"><i>continued</i></p>

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2ND GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 2R

Grade 2 ELA Standards

Progress English Language Arts, Grade 2

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

Additional Practice (online)

- Ant City (Informational Text)
- Take the Wild Walk! (Brochure)
- Beavers Build a Home (Explanatory Text)

Unit 5 Reading Literature: Craft and Structure

Home Connect

Ways to Help Your Child (feel/make connections)—p. 102

Connect Across Texts

Compare and Contrast Texts/Return to the Essential Question—p. 129

Reading Selections

- Understanding Rhythm and Meaning: “The Strange Tale of Cat R. Pillar” (Poetry)—pp. 104–109
- Describing Story Structure: “Benny and the Sea Monster” (Realistic Fiction)—pp. 110–115
- Understanding Character Point of View: “Squirrel and Frog Outsmart Fox” (Play)—pp. 116–121
- Foundational Skills Read Together: “A School for Fish?”—p. 122
- Foundational Skills Reader: “Dawn’s Pet” (vowel teams oo, ul, ow, au)—pp. 123–124
- Close Reading: “Making Tracks” (Mystery)—pp. 125–128
- Unit 5 Review: “A Bug for Dee”—pp. 131–132

Additional Practice (online)

- Wild Dog and Lion (Folktale)
- Mariposa’s Mix-Up (Fantasy)
- Nature Is Nearby (Poem)

Unit 7 Reading Informational Text: Craft and Structure

Home Connect

Ways to Help Your Child (feel/make connections)—p. 154

Connect Across Texts

Compare and Contrast Texts/Return to the Essential Question—p. 181

Reading Selections

- Determining Word Meanings: “Who Helps in Your Community?” (Informational Text)—pp. 156–161
- Using Text Features: “Subway—Way to Go!” (Magazine Article)—pp. 162–167
- Determining an Author’s Purpose: “New Ways to Solve an Old Problem” (Opinion Piece)—pp. 168–173

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2ND GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 2R

Grade 2 ELA Standards

Progress English Language Arts, Grade 2

	<p>Foundational Skills Read Together: “Our Town Is the Best!”—p. 174</p> <p>Foundational Skills Reader: “New York City” (two-syllable long vowel words; prefixes un- and re-)—pp. 175–176</p> <p>Close Reading: “Ben Franklin, Outstanding Citizen” (Biography)—pp. 177–180</p> <p>Unit 7 Review: “Please Be Kind”—pp. 183–184</p> <p>Additional Practice (online)</p> <p>The First Playgrounds (Explanatory Text)</p> <p>Life in the Firehouse (Magazine Article)</p> <p>Helping in Your Community (Opinion Piece)</p> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas</p> <p>Home Connect</p> <p>Ways to Help Your Child (feel/make connections)—p. 200</p> <p>Connect Across Texts</p> <p>Compare and Contrast Texts/Return to the Essential Question—p. 221</p> <p>Reading Selections</p> <p>Using Words and Illustrations: “Coyote and the Fire Quest: A Native American Folktale” (Folktale)—pp. 202–207</p> <p>Comparing and Contrasting Stories: “Mantis and the Fire Trick: An African Folktale” (Folktale)—pp. 208–213</p> <p>Foundational Skills Read Together: “How the Camel Got Her Hump”—p. 214</p> <p>Foundational Skills Reader: “The Smallest Cat” (suffixes -ful, -less, -ness, -ly, -er, -est)—pp. 215–216</p> <p>Close Reading: “Coyote and Turtle” (Folktale)/“Mr. Rabbit and Mr. Fox”—pp. 217–220</p> <p>Unit 9 Review: “Anansi’s Long Legs”—pp. 223–224</p> <p>Additional Practice (online)</p> <p>Who Took the Cupcakes? (Mystery)/Where Is Justin? (Mystery)</p> <p>The Fox and the Cat (Fable)/The Fist That Were Too Clever (Fable)</p> <p>The Day the Earth Shook (Fable)/The Day the School Did Not Close (Realistic Fiction)</p>
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2ND GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 2R

Grade 2 ELA Standards	<i>Progress English Language Arts, Grade 2</i>
	<p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</p> <p>Home Connect Ways to Help Your Child (feel/make connections)—p. 240</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 267</p> <p>Reading Selections Using Images to Understand Text: “Toys and Games in Colonial Times” (Magazine Article)—pp. 242–245 Finding Supporting Reasons: “Toys and Games Are Better Today (Opinion Piece)—pp. 248–253 Comparing and Contrasting Texts: “Colonial Children Were Lucky!” (Opinion Piece)—pp. 254–259 Foundational Skills Read Together: “Schools in Colonial Times”—p. 260 Foundational Skills Reader: “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261–262 Close Reading: “How Boston Got More Land” (Magazine Article)/“Goodbye, Swamp” (Opinion Piece)—pp. 263–266 Unit 11 Review: “Welcome to Boston!”—pp. 269–270</p> <p>Additional Practice (online) The Red Bluff Schoolhouse (Museum Brochure) Old Colonial Village Opens in Springfield (Newspaper Article)/Life in Colonial Village (Interview) George Washington’s Guide to Good Manners (Informational Text)/George Knows Best (Opinion Piece)</p>

2ND GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 2RF

Grade 2 ELA Standards

Progress English Language Arts, Grade 2

Print Concepts

2RF1: *There is not a grade 2 standard for this concept. Please see preceding grades for more information.*

Phonological Awareness

2RF2: *There is not a grade 2 standard for this concept. Please see preceding grades for more information.*

Phonics and Word Recognition

2RF3: Know and apply phonics and word analysis skills in decoding words.

2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).

Foundational Skills Read Together

“Lunch of Not?” (short and long vowel sounds in one-syllable words)—p. 30
 “Animals That Carry Their Homes” (vowel teams oi, oy, ow, or ou.)—p. 76
 “A School for Fish?” (vowel teams oo, ui, aw, or au)—p. 122

Foundational Skills Reader

“The Big Meal Deal!” (short and long vowel sounds in one-syllable words/vowel teams)—pp. 31-32
 “Moving Day!” (vowel teams oi, oy, ow, or ou)—pp. 77-78
 “Dawn’s Pet” (vowel teams oo, ui, aw, au)—pp. 123-124

Fluency (online)

Additional Practice
 Passage 1: Long and Short Vowel Sounds
 Passage 2: Vowel Teams oo, ui, aw, au

Foundational Skills (online)

Additional Practice
 Worksheets 1 & 2: Short Vowels and Long Vowels
 Worksheets 3 & 4: Vowel Teams

2ND GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 2RF

Grade 2 ELA Standards	Progress English Language Arts, Grade 2
<p>2RF3b: Decode short and long vowel sounds in two-syllable words.</p>	<p>Foundational Skills Read Together “Lunch of Not?” (short and long vowel sounds in two-syllable words)—p. 30</p> <p>Foundational Skills Reader “The Big Meal Deal!” (short and long vowel sounds in two-syllable words)—pp. 31-32</p> <p>Fluency (online) Additional Practice Passage 3: Two-Syllable Words with Long Vowels</p> <p>Foundational Skills (online) Additional Practice Worksheets 5 & 6: Two-Syllable Words with Long Vowels</p>
<p>2RF3c: Decode regularly spelled two-syllable words.</p>	<p>Foundational Skills Read Together “Our Town Is the Best!” (two-syllable words with long vowels)—p. 174</p> <p>Foundational Skills Reader “New York City” (two-syllable words with long vowels), pp. 175-176</p> <p>Fluency (online) Additional Practice Passage 3: Two-Syllable Words with Long Vowels</p> <p>Foundational Skills (online) Additional Practice Worksheets 5 & 6: Two-Syllable Words with Long Vowels</p>
<p>2RF3d: Recognize and identify root words and common suffixes and prefixes.</p>	<p>Language Related Words (base words)—p. 38</p> <p>Foundational Skills Read Together “Our Town Is the Best!” (prefixes un, re-)—p. 174 “How the Camel Got Her Hump” (decode text with suffixes -ful, -less, -ness, -ly, -er, and -est)—TE/SE p. 214</p> <p>Foundational Skills Reader “New York City” (prefixes un, re-)—pp. 175-176 “The Smallest Cat” (-ful, -less, -ness, -ly, -er, -est)—pp. 215-216</p> <p>Fluency (online) Additional Practice Passage 4: Prefixes and Suffixes</p> <p style="text-align: right;"><i>continued</i></p>

2ND GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 2RF

Grade 2 ELA Standards		Progress English Language Arts, Grade 2
		<p>Foundational Skills (online) Additional Practice Worksheet 7: Prefixes Worksheet 8: Suffixes</p>
2RF3e:	Read all common high-frequency words by sight.	<p>Foundational Skills Read Together “School in Colonial Times” (high-frequency words: one, they, sewing, often)—TE/SE p. 260</p> <p>Foundational Skills Reader “Colonial Schools” (irregularly spelled/high frequency words: guess, lose, were)—TE/SE pp. 261–262</p> <p>Fluency (online) Additional Practice Passage 5: Irregularly Spelled Words</p> <p>Foundational Skills (online) Additional Practice Worksheets 11 & 12: Irregularly Spelled Words (high-frequency words: answer, would, both, want, could, your, their, many, only, very, again, kind, most, picture, through, does, learn, move, should, work)</p> <p>*In addition to activities cited above, students practice reading by sight common high-frequency words embedded in all reading selections.</p>

Fluency

2RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.	
2RF4a:	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>Foundational Skills Reader “The Big Meal Deal!” (Fluency: Read with purpose and understanding)—pp. 31–32 “Moving Day!” (Fluency: Use punctuation)—pp. 77–78 “Dawn’s Pet” (Fluency: Read in phrases)—pp. 123–124 “New York City” (Fluency: Use context)—pp. 175–176 “The Smallest Cat” (Fluency: Read with expression)—pp. 215–216 “Colonial Schools” (Fluency: Read words with special print)—TE/SE pp. 261–262</p>
2RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>Language Context Clues—p. 84</p> <p>Foundational Skills Reader “New York City” (Fluency: Use context)—pp. 175–176</p>

2ND GRADE WRITING STANDARDS | 2W

Grade 2 ELA Standards

Progress English Language Arts, Grade 2

Text Types and Purposes

<p>2W1:</p>	<p>Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.</p> <p>PLEASE NOTE: Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. For example, a student’s opinion could be “I like cupcakes.” A student’s claim could be “Cupcakes are the best snack.” A student’s argument could be “Cupcakes are the best snack because…” with supporting reasons and evidence.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Use a Chart to Plan Your Opinion Piece/Draft Your Opinion Piece—pp. 188–191 Unit 8 Review: Revise/Publish Your Opinion Piece—p. 198</p> <p>SEE ALSO Introducing Unit 8/Home Connect/Essential Question—pp. 185–187</p>
<p>2W2:</p>	<p>Write an informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.</p>	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Read a Student Model/Use a Chart to Draft an Observation Log/Draft Your Observation Log—pp. 90–93 Unit 8 Review: Revise/Publish Your Observation Log—p. 100</p> <p>SEE ALSO Introducing Unit 4/Home Connect/Essential Question—pp. 87–89</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use a Chart to Plan the Report/ Draft Your Report—pp. 228–231 Unit 10 Review: Revise/Publish Your Research Report—p. 238</p> <p>SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 225–227</p>
<p>2W3:</p>	<p>Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.</p>	<p>Unit 2 Text Types and Purposes: Write Fictional Narratives Read a Student Model/Plan Your Fictional Narrative/ Create Your Fictional Narrative—pp. 44–47 Unit 2 Review: Revise/Publish Your Fictional Narrative—p. 54</p> <p>SEE ALSO Introducing Unit 2/Home Connect/Essential Question—pp. 41–43</p> <p>Unit 6 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Plan Your Nonfictional Narrative/ Create Your Nonfictional Narrative—pp. 136–139 Unit 6 Review: Revise/Publish Your Nonfictional Narrative—p. 146</p> <p>SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 133–135</p>

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2ND GRADE WRITING STANDARDS | 2W

Grade 2 ELA Standards	Progress English Language Arts, Grade 2
<p>2W4:</p>	<p>Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).</p> <p>Unit 2 Text Types and Purposes: Write Fictional Narratives Read a Student Model/Plan Your Fictional Narrative/ Create Your Fictional Narrative—pp. 44–47 Unit 2 Review: Revise/Publish Your Fictional Narrative—p. 54 SEE ALSO Introducing Unit 2/Home Connect/Essential Question—pp. 41–43</p> <p>Unit 6 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Plan Your Nonfictional Narrative/ Create Your Nonfictional Narrative—pp. 136–139 Unit 6 Review: Revise/Publish Your Nonfictional Narrative—p. 146 SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 133–135</p> <p>Performance Task 1 Part 1: Literary Analysis (read the selection, answer questions, then write a personal response)—pp. 147–149 Part 2: Narrative Writing (reread the selection then write a related story)—pp. 147, 150</p> <p>Performance Task 2 Part 1: Literary Analysis (read the selection, answer questions, then write a personal response)—pp. 271–273 Part 2: Narrative Writing (review the selection then write a related story)—pp. 271, 274</p>
<p>W5:</p>	<p><i>Begins in Grade 4</i></p>

Research to Build and Present Knowledge

<p>2W6:</p>	<p>Develop questions and participate in shared research and explorations to answer questions and to build knowledge.</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use a Chart to Plan the Report/ Draft Your Report (Finding Sources and Organizing Information; Using Key Ideas, Facts, and Definitions)—pp. 228–231 Unit 10 Review: Revise/Publish Your Research Report—p. 238 SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 225–227</p> <p style="text-align: right;"><i>continued</i></p>
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2ND GRADE WRITING STANDARDS | 2W

Grade 2 ELA Standards	Progress English Language Arts, Grade 2
	<p>Writing Handbook Step 1 Planning Research Tip (gather information)—p. 278</p>
<p>2W7:</p>	<p>Recall and represent relevant information from experiences or gather information from provided sources to answer a question.</p> <p>Unit 6 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Plan Your Nonfictional Narrative/ Create Your Nonfictional Narrative (recount an amazing experience in nature)—pp. 136–139 Unit 6 Review: Revise/Publish Your Nonfictional Narrative—p. 146 SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 133–135</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use a Chart to Plan the Report/ Draft Your Report—pp. 228–231 Speaking and Listening: Return to the Essential Question (gather and present information?)—p. 236 Unit 10 Review: Revise/Publish Your Research Report—p. 238 SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 225–227</p> <p>Writing Handbook Step 1 Planning Research Tip (gather information)—p. 278</p>

2ND GRADE SPEAKING AND LISTENING STANDARDS | 2SL

Grade 2 ELA Standards

Progress English Language Arts, Grade 2

Comprehension and Collaboration

2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.	
	2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.	<p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267</p> <p>Speaking and Listening Return to the Essential Question (remember rules for being a good speaker and listener)—pp. 52, 98, 144, 196, 236 Did I: Listen quietly to others? Raise my hand before speaking? Let others finish speaking?—p. 52 See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240</p>
	2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.	<p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267</p> <p>Speaking and Listening Return to the Essential Question—pp. 52, 98, 144, 196, 236 Did I: Add to what others said?—p. 52 Return to the Essential Question (added to another's ideas)—p. 196</p>
	2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.	<p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267</p> <p>Speaking and Listening Return to the Essential Question—pp. 52, 98, 144, 196, 236 See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240</p>
	2SL1d: Consider individual differences when communicating with others.	<p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267</p> <p style="text-align: right;"><i>continued</i></p>

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2ND GRADE SPEAKING AND LISTENING STANDARDS | 2SL

Grade 2 ELA Standards		Progress English Language Arts, Grade 2
		<p>Speaking and Listening Return to the Essential Question—pp. 52, 98, 144, 196, 236</p> <p>See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240</p>
2SL2:	Recount or describe key ideas or details of diverse texts and formats.	<p>Summarize—pp. 9, 18, 20, 37, 50, 53, 54, 62, 63, 81, 82, 94, 130, 146, 167, 215, 218, 219, 220, 221, 226, 228, 230</p> <p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Return to the Essential Question—pp. 50, 94, 138, 188, 226</p> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Analyzing the Effects of Visuals: “Theseus and the Minotaur” (Greek Myth/Graphic Novel)—pp. 194-199</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 283</p> <p>See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240</p>
2SL3:	Develop and answer questions about what a speaker says; agree or disagree with the speaker’s point of view, providing a reason(s).	<p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267</p> <p>Speaking and Listening Return to the Essential Question (questions asked or heard/agree or disagree organizer)—pp. 98, 144, 236</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions: “Prairie Dogs and Their Homes” (Magazine Article)—pp. 58-63</p> <p>See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240</p>

2ND GRADE SPEAKING AND LISTENING STANDARDS | 2SL

Grade 2 ELA Standards

Progress English Language Arts, Grade 2

Presentation of Knowledge and Ideas

<p>2SL4:</p>	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267</p> <p>Speaking and Listening Return to the Essential Question (questions asked or heard/agree or disagree organizer)—pp. 98, 144, 236</p> <p>See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240</p>
<p>2SL5:</p>	<p>Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.</p>	<p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Using Words and Illustrations: “Coyote and the Fire Quest: A Native American Folktale” (Folktale)—pp. 202–207</p> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting (add photographs or illustrations/use diagrams, charts, graphs, and maps)—p. 284 Digital Connection (find images on the Internet)—p. 284</p> <p>See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240</p>
<p>2SL6:</p>	<p>Express thoughts, feelings, and ideas clearly, adapting language according to context.</p>	<p>Speaking and Listening Return to the Essential Question—pp. 52, 98, 144, 196, 236</p> <p>See also Home Connect (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240</p>

2ND GRADE LANGUAGE STANDARDS | 2L

Grade 2 ELA Standards

Progress English Language Arts, Grade 2

Conventions of Academic English/Language for Learning

ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*

*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Core Conventions Skills for Grades Prekindergarten→2:

- Produce upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.

KINDERGARTEN
Letter Formation
Print Letters Aa, Bb, Cc—p. 215
Print Letters Dd, Ee, Ff—p. 216
Print Letters Gg, Hh, Ii—p. 217
Print Letters Jj, Kk, Ll—p. 218
Print Letters Mm, Nn, Oo—p. 219
Print Letters Pp, Qq, Rr—p. 220
Print Letters Ss, Tt, Uu—p. 221
Print Letters Vv, Ww, Xx—p. 222
Print Letters Yy, Zz—p. 223
Print Letters My Name—p. 224

- Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

KINDERGARTEN
Words to Know (part of speech and definition for each word provided in the TE)—TE/SE pp. 22, 24, 26, 58, 60, 62, 94, 96, 98, 130, 132, 134, 166, 168, 170, 200, 202, 204
Language Development
Build Language—Unit 1 (nouns, action verbs), TE/SE pp. 19; Unit 2 (nouns, verbs), TE/SE pp. 40–41; Unit 9 (action verbs, verbs with similar meanings), 163; Unit 10 (action verbs, verbs with similar meanings): 182–183

GRADE 1
Words to Know (part of speech and definition for each word provided in the TE)—pp. 14, 16, 18, 20, 22, 24, 58, 60, 62, 64, 66, 68, 102, 104, 106, 108, 110, 112, 150, 152, 154, 156, 158, 160, 194, 196, 198, 200, 202, 234, 236, 238, 240, 242, 244

GRADE 2
Words to Know (part of speech and definition for each word provided in the TE)—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 58, 60, 62, 64, 66, 68, 70, 72, 74, 104, 106, 108,

continued

2ND GRADE LANGUAGE STANDARDS | 2L

Grade 2 ELA Standards	Progress English Language Arts, Grade 2
	110, 112, 114, 116, 118, 120, 156, 158, 160, 162, 164, 166, 168, 170, 172, 202, 204, 206, 208, 210, 212, 242, 244, 246, 248, 250, 252, 254, 256, 258
<ul style="list-style-type: none"> Use common, proper, and possessive nouns. 	GRADE 1 Language Common and Proper Nouns—p. 48 Possessive Nouns—p. 49
<ul style="list-style-type: none"> Use collective nouns (e.g., group). 	GRADE 2 Language Collective Nouns (group)—p. 50
<ul style="list-style-type: none"> Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). 	KINDERGARTEN Language Development Build Language (form plurals)—Unit 1, TE/SE p. 19; Unit 2, TE/SE pp. 40–41
<ul style="list-style-type: none"> Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). 	GRADE 2 Language Irregular Plural Nouns—pp. 48–49
<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). 	GRADE 1 Language Plurals—p. 80 Verbs—p. 93
<ul style="list-style-type: none"> Understand and use interrogatives (question words—e.g., who, what, where, when, why, how). 	KINDERGARTEN Language Development Build Language (interrogatives)—Unit 5, TE/SE p. 91
<ul style="list-style-type: none"> Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 	KINDERGARTEN Language Development Build Language (prepositions)—Unit 7, TE/SE p. 127; Unit 8, TE/SE pp. 148–149
<ul style="list-style-type: none"> Produce and expand complete sentences in shared language activities. 	KINDERGARTEN Language Development Build Language—Unit 1, TE/SE pp. 19; Unit 2, TE/SE pp. 40–41; Unit 3, TE/SE p. 55; Unit 4, TE/SE pp. 76–77; Unit 5, TE/SE p. 91; Unit 6, TE/SE pp. 112–113; Unit 7, TE/SE p. 127; Unit 8, TE/SE pp. 148–149; Unit 9, TE/SE p. 163; Unit 10, TE/SE pp. 182–183; Unit 11, TE/SE p. 197

2ND GRADE LANGUAGE STANDARDS | 2L

Grade 2 ELA Standards	Progress English Language Arts, Grade 2
	<p>GRADE 2 Language Simple Sentences—pp. 232–233 Compound Sentences—pp. 234–235</p>
<ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything) → Use reflexive pronouns (e.g., myself, ourselves). 	<p>GRADE 1 Language Pronouns—p. 136</p> <p>GRADE 2 Language Reflexive Pronouns—pp. 192–193</p>
<ul style="list-style-type: none"> Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 	<p>GRADE 1 Language Verbs—p. 93</p>
<ul style="list-style-type: none"> Use frequently occurring adjectives. → Use adjectives or adverbs appropriately. 	<p>GRADE 1 Language Adjectives—p. 137</p>
<ul style="list-style-type: none"> Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally). 	<p>GRADE 1 Language Conjunctions—p. 185</p>
<ul style="list-style-type: none"> Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie). 	<p>KINDERGARTEN Language Development Build Language—Unit 1, TE/SE pp. 19; Unit 2, TE/SE p. 40; Unit 9, TE/SE p. 163; Unit 10, TE/SE p. 182</p> <p>GRADE 1 Language Sentences—pp. 224–225</p>

2ND GRADE LANGUAGE STANDARDS | 2L

Grade 2 ELA Standards	Progress English Language Arts, Grade 2
<p>ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages).</p>	
<p>Core Punctuation and Spelling Skills for Grades Prekindergarten → 2:</p>	
	<ul style="list-style-type: none"> <li data-bbox="233 749 802 856">● Attempt to write symbols or letters to represent words. <li data-bbox="233 867 802 1402">● Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy). <li data-bbox="233 1413 802 1556">● Write a letter or letters for most consonant and short-vowel sounds (phonemes). <li data-bbox="233 1566 802 1749">● Consult reference materials as needed to check and correct spellings.
<p>KINDERGARTEN My Writing (use letter-sound correspondences to represent words)—pp. 38, 74, 110, 146, 181</p>	<p>KINDERGARTEN Phonics and Word Recognition Letter-Sound Practice—pp. 14–15, 50–51, 86–87, 122–123, 158–159, 192–193</p>
<p>GRADE 1 Writing Handbook Step 4: Editing: Editing Checklist (all words are spelled correctly)—pp. 267–268</p>	<p>GRADE 2 Foundational Skills Read Together “Schools in Colonial Times” (irregular spellings)—p. 260 Foundational Skills Reader “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261–26</p>
<p>KINDERGARTEN Phonics and Word Recognition Letter-Sound Practice—pp. 14–15, 50–51, 86–87, 122–123, 158–159, 192–193</p>	<p>GRADE 2 Writing Handbook Step 4: Editing Editing Checklist (use a dictionary)—p. 283 Glossary—pp. 285–288</p>

2ND GRADE LANGUAGE STANDARDS | 2L

Grade 2 ELA Standards		Progress English Language Arts, Grade 2
<ul style="list-style-type: none"> Recognize and name end punctuation. → Use end punctuation for sentences. Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays. Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. 		KINDERGARTEN Language Development Build Language (punctuation)—Unit 4 (period), TE/SE p. 77; Unit 6 (end punctuation: question mark, exclamation point), TE/SE p. 113 Home Connect (end punctuation)—p. 142 Foundational Skills Reader Foundational Skills Fluency Practice (punctuation marks)—Unit 11, TE/SE p. 196
		KINDERGARTEN Language Development Build Language—Unit 4 (capital letters), TE/SE p. 77 Foundational Skills Poem Focus on Print Concepts—Unit 5 (upper- and lowercase letters), TE/SE p. 84; Unit 9 (uppercase letters), TE/SE p. 156
		GRADE 1 Language Common and Proper Nouns—p. 48
		GRADE 2 Language Names of Holidays and Places—p. 51
		GRADE 1 Language Commas—p. 92
		GRADE 2 Language Commas in Letters—pp. 194-195
		GRADE 2 Language Apostrophes—p. 96

Knowledge of Language

2L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
2L3a:	Compare academic and conversational uses of English.	Speaking and Listening Did I? (classroom discussion rules)—p. 52

2ND GRADE LANGUAGE STANDARDS | 2L

Grade 2 ELA Standards

Progress English Language Arts, Grade 2

Vocabulary Acquisition and Use

2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.	
2L4a:	Use sentence-level context as a clue to the meaning of a word or phrase.	GRADE 2 Language Context Clues—p. 84
2L4b:	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	GRADE 2 Foundational Skills Read Together “Our Town Is the Best!” (prefixes un and re)—p. 174 Foundational Skills Reader “New York City” (prefixes un- and re-)—pp. 175–176
2L4c:	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	GRADE 2 Language Related Words (base word with letters added and changed: addition/additional)—p. 38
2L4d:	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	GRADE 2 Language Compound Words—p. 182
2L4e:	Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.	GRADE 2 Writing Handbook Step 4: Editing Editing Checklist (use a dictionary)—p. 283 Glossary —pp. 285–288
2L5:	Demonstrate understanding of word relationships and nuances in word meanings.	
2L5a:	Identify real-life connections between words and their use.	GRADE 2 Language Real-Life Word Meanings—p. 268
2L5b:	Use words for identification and description, making connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	GRADE 2 Language Real-Life Word Meanings—p. 268

2ND GRADE LANGUAGE STANDARDS | 2L

Grade 2 ELA Standards		Progress English Language Arts, Grade 2
2L5c:	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).	GRADE 2 Language Shades of Meaning—p. 222
2L6:	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., <i>When other kids are happy that makes me happy</i>).	GRADE 2 Words to Know —pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 58, 60, 62, 64, 66, 68, 70, 72, 74, 104, 106, 108, 110, 112, 114, 116, 118, 120, 156, 158, 160, 162, 164, 166, 168, 170, 172, 202, 204, 206, 208, 210, 212, 242, 244, 246, 248, 250, 252, 254, 256, 258 Language Related Words—p. 38 Context Clues—p. 84 Adjectives—p. 140 Adverbs—p. 142 Compound Words—p. 182 Shades of Meaning—p. 222 Real-Life Word Meanings—p. 268 Unit 7 Reading Informational Text: Craft and Structure Determining Word Meanings: “Who Helps in Your Community?” (Informational Text)—pp. 156-161 Writing Handbook Step 3 Revising: Revising Checklist (Word Choice)—p. 281 Glossary —pp. 285-288