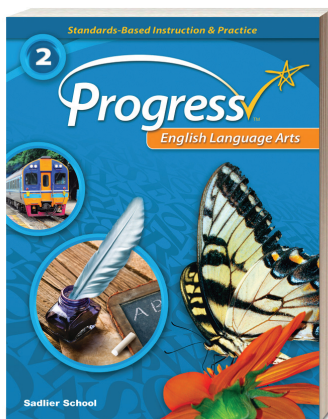


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to

# Arizona's College and Career Ready Standards – English Language Arts

## Grade 2

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800-221-5175

## Reading Standards for Literature

### GRADE 2 STUDENTS:

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **(2.RL.1)**
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **(2.RL.2)**
3. Describe how characters in a story respond to major events and challenges. **(2.RL.3)**

#### Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **(2.RL.4)**
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **(2.RL.5)**
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **(2.RL.6)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Unit 1 Reading Literature: Key Ideas and Details

##### Understanding Key Story Details: "The Pizza Pain" (Realistic Fiction)—pp. 12–17

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: "Bo Lends a Paw" (Fantasy)—pp. 33–34  
Unit 1 Review—pp. 39–40  
Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

##### Determining a Story's Central Message: "Leon and Max" (Fable)—pp. 18–23

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: "Bo Lends a Paw" (Fantasy)—pp. 33–34  
Unit 1 Review—pp. 39–40  
Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

##### Understanding Character Actions: "The Mad Glad Mystery" (Adventure Story)—pp. 24–29

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: "Bo Lends a Paw" (Fantasy)—pp. 33–34  
Unit 1 Review—pp. 39–40  
Performance Task—Online

#### Unit 5 Reading Literature: Craft and Structure

##### Understanding Rhythm and Meaning: "The Strange Tale of Cat R. Pillar" (Poetry)—pp. 104–109

SEE ALSO

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

#### Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

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

#### Unit 5 Reading Literature: Craft and Structure

##### Understanding Character Point of View: "Squirrel and Frog Outsmart Fox" (Play)—pp. 116–121

SEE ALSO

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

## Reading Standards for Literature

### GRADE 2 STUDENTS:

#### Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **(2.RL.7)**

8. (Not applicable to literature) **(2.RL.8)**

9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. **(2.RL.9)**

#### Range of Reading and Level of Text Complexity

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.. **(2.RL.10)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 199–201

Close Reading: “Coyote and Turtle” (Folktale)/“Mr. Rabbit and Mr.

Fox”—pp. 217–220

Unit 9 Review—pp. 223–224

Performance Task—Online

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Comparing and Contrasting Stories:** “Mantis and the Fire Trick: An African Folktale” (Folktale)—pp. 208–213

**Connect Across Texts:** Compare and Contrast Texts—p. 221

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 199–201

Close Reading: “Coyote and Turtle” (Folktale)/“Mr. Rabbit and Mr.

Fox”—pp. 217–220

Unit 9 Review—pp. 223–224

Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11

**Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 35–36

**Understanding Key Story Details:** “The Pizza Pain” (Realistic Fiction)—pp. 12–17

**Determining a Story’s Central Message:** “Leon and Max” (Fable)—pp. 18–23

**Understanding Character Actions:** “The Mad Glad Mystery” (Adventure Story)—pp. 24–29

**Foundational Skills Read Together:** “Lunch or Not?”—p. 30

**Foundational Skills Reader:** “The Big Meal Deal” (Short Vowels; Long Vowels (CVCe Vowel teams)—pp. 31–32

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question—p. 37

**Close Reading:** “Bo Lends a Paw” (Fantasy)—pp. 33–34

**Unit 1 Review:** “Ting’s Sleepy Morning”—pp. 39–40

#### Unit 5 Reading Literature: Craft and Structure

**Introducing Unit 5/Home Connect/Essential Question**—pp. 101–103

**Craft and Structure:** Comprehension Check—pp. 105, 107, 109, 111, 113, 115, 117, 119, 121, 127–128

**Understanding Rhythm and Meaning:** “The Strange Tale of Cat R. Pillar” (Poetry)—pp. 104–109

## Reading Standards for Literature

GRADE 2 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

**Describing Story Structure:** “Benny and the Sea Monster” (Realistic Fiction)—pp. 110–115  
**Understanding Character Point of View:** “Squirrel and Frog Outsmart Fox” (Play)—pp. 116–121  
**Foundational Skills Read Together:** “A School for Fish?”—p. 122  
**Foundational Skills Reader:** “Dawn’s Pet” (vowel teams *oo, ul, ow, au*)—pp. 123–124  
**Close Reading:** “Making Tracks” (Mystery)—pp. 125–128  
**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question—p. 129  
**Unit 5 Review:** “A Bug for Dee”—pp. 131–132

### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Introducing Unit 9/Home Connect/Essential Question**—pp. 199–201  
**Integration of Knowledge and Ideas:** Comprehension Check—pp. 203, 205, 207, 209, 211, 213, 219–220  
**Using Words and Illustrations:** “Coyote and the Fire Quest: A Native American Folktale” (Folktale)—pp. 202–207  
**Comparing and Contrasting Stories:** “Mantis and the Fire Trick: An African Folktale” (Folktale)—pp. 208–213  
**Foundational Skills Read Together:** “How the Camel Got Her Hump”—p. 214  
**Foundational Skills Reader:** “The Smallest Cat” (suffixes *-ful, -less, -ness, -ly, -er, -est*)—pp. 215–216  
**Close Reading:** “Coyote and Turtle” (Folktale)/“Mr. Rabbit and Mr. Fox”—pp. 217–220  
**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question—p. 221  
**Unit 9 Review:** “Anansi’s Long Legs”—pp. 223–224

### Performance Task 1

**Part 1: Literary Analysis**—pp. 147–149  
**Part 2: Narrative Writing**—pp. 147, 150

### Performance Task 2

**Part 1: Literary Analysis**—pp. 271–273  
**Part 2: Narrative Writing**—pp. 271, 274

## Reading Standards for Informational Text

GRADE 2 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

### Key Ideas and Details

1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. **(2.RI.1)**

**Unit 3 Reading Informational Text: Key Ideas and Details**  
**Asking and Answering Questions:** “Prairie Dogs and Their Homes” (Magazine Article)—pp. 58–63

SEE ALSO

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

## Reading Standards for Informational Text

### GRADE 2 STUDENTS:

2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. **(2.RI.2)**

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **(2.RI.3)**

### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **(2.RI.4)**

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. **(2.RI.5)**

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **(2.RI.6)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

**Unit 3 Reading Informational Text: Key Ideas and Details**  
**Identifying Topics:** “Jacques Cousteau” (Biography)—pp. 64–69

SEE ALSO

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

**Unit 3 Reading Informational Text: Key Ideas and Details**  
**Describing Connections Between Ideas:** “Make Wild Animal Homes” (Procedural Text)—pp. 70–75

SEE ALSO

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

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

SEE ALSO

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

**Unit 7 Reading Informational Text: Craft and Structure**  
**Using Text Features:** “Subway—Way to Go!” (Magazine Article)—pp. 162–167

SEE ALSO

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

**Unit 7 Reading Informational Text: Craft and Structure**  
**Determining an Author’s Purpose:** “New Ways to Solve an Old Problem” (Opinion Piece)—pp. 168–173

SEE ALSO

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

## Reading Standards for Informational Text

### GRADE 2 STUDENTS:

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **(2.RI.7)**

#### **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

8. Describe how reasons support specific points the author makes in a text. **(2.RI.8)**

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

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

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 239–241

Close Reading: “How Boston Got More Land” (Magazine Article) / “Goodbye, Swamp” (Opinion Piece)—pp. 263–266

Unit 11 Review—pp. 269–270

Performance Task—Online

9. Compare and contrast the most important points presented by two texts on the same topic. **(2.RI.9)**

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Comparing and Contrasting Texts:** “Colonial Children Were Lucky!” (Opinion Piece)—pp. 254–259

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 239–241

Close Reading: “How Boston Got More Land” (Magazine Article) / “Goodbye, Swamp” (Opinion Piece)—pp. 263–266

Unit 11 Review—pp. 269–270

Performance Task—Online

#### Range of Reading and Level of Text Complexity

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. **(2.RI.10)**
- a. By the end of year, read and comprehend functional 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. **(AZ.2.RI.10)**

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

**Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55

**Key Ideas and Details:** Comprehension Check—pp. 59, 61, 63, 65, 67, 69, 71, 73, 75, 81–82

**Asking and Answering Questions:** “Prairie Dogs and Their Homes” (Magazine Article)—pp. 58–63

**Identifying Topics:** “Jacques Cousteau” (Biography)—pp. 64–69

**Describing Connections Between Ideas:** “Make Wild Animal Homes” (Procedural Text)—pp. 70–75

**Foundational Skills Read Together:** “Animals That Carry Their Homes”—p. 76

**Foundational Skills Reader:** “Moving Day!” (vowel teams *oi*, *oy*, *ow*, *ou*)—pp. 77–78

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

## Reading Standards for Informational Text

### GRADE 2 STUDENTS:

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question—p. 83

**Unit 3 Review:** “Weaver Bird Nests”—pp. 85–86

**Unit 7 Reading Informational Text: Craft and Structure**  
**Introducing Unit 7/Home Connect/Essential Question**—pp. 145–147

**Craft and Structure:** Comprehension Check—pp. 157, 159, 161, 163, 165, 167, 169, 171, 173, 179–180

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

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

**Determining an Author’s Purpose:** “New Ways to Solve an Old Problem” (Opinion Piece)—pp. 168–173

**Foundational Skills Read Together:** “Our Town Is the Best!”—p. 174

**Foundational Skills Reader:** “New York City” (two-syllable long vowel words; prefixes *un-* and *re-*)—pp. 175–176

**Close Reading:** “Ben Franklin, Outstanding Citizen” (Biography)—pp. 177–180

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question—p. 181

**Unit 7 Review:** “Please Be Kind”—pp. 183–184

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Introducing Unit 11/Home Connect/Essential Question**—pp. 239–241

**Integration of Knowledge and Ideas:** Comprehension Check—pp. 237, 241, 245, 253–254

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

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

**Comparing and Contrasting Texts:** “Colonial Children Were Lucky!” (Opinion Piece)—pp. 254–259

**Foundational Skills Read Together:** “Schools in Colonial Times”—p. 260

**Foundational Skills Reader:** “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261–262

**Close Reading:** “How Boston Got More Land” (Magazine Article)/“Goodbye, Swamp” (Opinion Piece)—pp. 263–266

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question—p. 267

**Unit 11 Review:** “Welcome to Boston!”—pp. 269–270

## Reading Standards: Foundational Skills

### GRADE 2 STUDENTS:

### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - b. Know spelling-sound correspondences for additional common vowel teams.
  - c. Decode regularly spelled two-syllable words with long vowels.
  - d. Decode words with common prefixes and suffixes.
  - e. Identify words with inconsistent but common spelling-sound correspondences.
  - f. Recognize and read grade-appropriate irregularly spelled words. **(2.RF.3)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Unit 1 Reading Literature: Key Ideas and Details

**Foundational Skills Read Together:** "Lunch or Not?" (long and short vowels)—p. 30

**Foundational Skills Reader:** "The Big Meal Deal" (Short Vowels; Long Vowels (CVCe vowel teams))—pp. 31–32

#### Unit 3 Reading Informational Text: Key Ideas and Details

**Foundational Skills Read Together:** "Animals That Carry Their Homes" (vowel teams *oi, oy, ow, ou*)—p. 76

**Foundational Skills Reader:** "Moving Day!" (vowel teams *oi, oy, ow, ou*)—pp. 77–78

#### Unit 5 Reading Literature: Craft and Structure

**Foundational Skills Read Together:** "A School for Fish?" (vowel teams *oo, ul, ow, au*)—p. 122

**Foundational Skills Reader:** "Dawn's Pet" (vowel teams *oo, ul, ow, au*)—pp. 123–124

#### Unit 7 Reading Informational Text: Craft and Structure

**Foundational Skills Read Together:** "Our Town Is the Best!" (two-syllable words with long vowels)—p. 174

**Foundational Skills Reader:** "New York City" (two-syllable long vowel words)—pp. 175–176

#### Unit 7 Reading Informational Text: Craft and Structure

**Foundational Skills Read Together:** "Our Town Is the Best!" (prefixes *un* and *re*)—p. 174

**Foundational Skills Reader:** "New York City" (prefixes *un-* and *re-*)—pp. 175–176

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Foundational Skills Read Together:** "How the Camel Got Her Hump" (suffixes *-ful, -less, -ness, -ly, -er, -est*)—p. 214

**Foundational Skills Reader:** "The Smallest Cat" (suffixes *-ful, -less, -ness, -ly, -er, -est*)—pp. 215–216

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Foundational Skills Read Together:** "Schools in Colonial Times" (inconsistent but common spellings; irregular spellings)—p. 260

**Foundational Skills Reader:** "Colonial Schools" (inconsistent but common spellings; irregular spellings)—pp. 261–262

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Foundational Skills Read Together:** "Schools in Colonial Times" (inconsistent but common spellings; irregular spellings)—p. 260

**Foundational Skills Reader:** "Colonial Schools" (inconsistent but common spellings; irregular spellings)—pp. 261–262



## Reading Standards: Foundational Skills

### GRADE 2 STUDENTS:

#### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.
  - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **(2.RF.4)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### **Unit 1 Reading Literature: Key Ideas and Details**

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

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

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

#### **Unit 5 Reading Literature: Craft and Structure**

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

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Foundational Skills Reader:** “The Smallest Cat” (Fluency: Read with expression)—pp. 215–216

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Foundational Skills Reader:** “Colonial Schools” (Fluency: Read words with special print)—pp. 261–262

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

**Language:** Context Clues—p. 84

#### SEE ALSO

Introducing Unit 3/Home Connect—pp. 55–56  
Unit 3 Review—pp. 85–86

#### **Unit 7 Reading Informational Text: Craft and Structure**

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

## Writing Standards

### GRADE 2 STUDENTS:

#### Text Types and Purposes

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. **(2.W.1)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Use a Chart to Plan Your Opinion Piece/Draft Your Opinion Piece**—pp. 188–191

**Unit 8 Review:** Revise/Publish Your Opinion Piece—p. 198

#### SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 185–187

## Writing Standards

### GRADE 2 STUDENTS:

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. **(2.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. **(2.W.3)**

### Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). **(2.W.4)**
  - a. With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes/experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. **(AZ.2.W.4.)**
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **(2.W.5)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

**Unit 4 Text Types and Purposes: Write Informational Texts**  
**Read a Student Model/Use a Chart to Draft an Observation Log/Draft Your Observation Log**—pp. 90–93  
**Unit 8 Review: Revise/Publish Your Observation Log**—p. 100

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 87–89

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**  
**Read a Student Model/Use a Chart to Plan the Report/Draft Your Report**—pp. 228–231  
**Unit 10 Review: Revise/Publish Your Research Report**—p. 238

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 225–227

**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

**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

**Unit 4 Text Types and Purposes: Write Informational Texts**  
**Read a Student Model/Use a Chart to Draft an Observation Log/Draft Your Observation Log**—pp. 90–93  
**Unit 8 Review: Revise/Publish Your Observation Log**—p. 100

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 87–89

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**  
**Read a Student Model/Use a Chart to Plan the Report/Draft Your Report**—pp. 228–231  
**Unit 10 Review: Revise/Publish Your Research Report**—p. 238

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 225–227

**Writing Handbook**  
**Step 1: Planning**—pp. 278–279  
**Step 2: Drafting**—p. 280  
**Step 3: Revising**—pp. 281–282  
**Step 4: Editing**—pp. 283–284  
**Step 5: Producing, Publishing, and Presenting**—p. 284

## Writing Standards

### GRADE 2 STUDENTS:

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **(2.W.6)**

### Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **(2.W.7)**

8. Recall information from experiences or gather information from provided sources to answer a question. **(2.W.8)**

9. (W.2.9 begins in grade 4) **(2.W.9)**

### Range of Writing

10. (W.2.10 begins in grade 3) **(2.W.10)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Writing Handbook

**Step 1: Planning:** Research Tip (use the Internet)—p. 278

**Step 2: Drafting** (use a computer to write)—p. 280

**Step 5: Producing, Publishing, and Presenting** (use a computer)—p. 284

*See also Home Connect:* (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226 (researching on the Internet), 240 (online news)

**Unit 4 Text Types and Purposes: Write Informational Texts**  
**Read a Student Model/Use a Chart to Draft an Observation Log/Draft Your Observation Log**—pp. 90–93

**Unit 8 Review:** Revise/Publish Your Observation Log—p. 100

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 87–89

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use a Chart to Plan the Report/Draft Your Report**—pp. 228–231

**Unit 10 Review:** Revise/Publish Your Research Report—p. 238

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 225–227

**Unit 6 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Student Model/Plan Your Nonfictional Narrative/Create Your Nonfictional Narrative** (recount an amazing experience in nature)—pp. 136–139

**Unit 6 Review:** Revise/Publish Your Nonfictional Narrative—p. 146

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 133–135

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Read a Student Model/Use a Chart to Plan the Report/Draft Your Report**—pp. 228–231

**Speaking and Listening:** Return to the Essential Question (how do writers gather and present information?)—p. 236

**Unit 10 Review:** Revise/Publish Your Research Report—p. 238

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 225–227

#### Writing Handbook

**Step 1: Planning:** Research Tip (gather information)—p. 278

## Speaking and Listening Standards

### GRADE 2 STUDENTS:

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **(2.SL.1)**
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **(2.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. **(2.SL.3)**

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class/remember rules for being a good speaker and listener)—pp. 37, 79, 129, 181, 217, 267

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

*See also Home Connect* (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (*Did I:* Add to what others said?)—pp. 37, 79, 129, 181, 217, 267

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

*See also Home Connect* (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

*See also Home Connect* (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

*See also Home Connect* (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

**Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions:** "Prairie Dogs and Their Homes" (Magazine Article)—pp. 58–63

## Speaking and Listening Standards

### GRADE 2 STUDENTS:

### Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **(2.SL.4)**
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. **(2.SL.5)**
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.) **(2.SL.6)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

See also **Home Connect** (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

See also **Home Connect** (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42 (make up stories), 56, 88, 102, 134, 154, 186, 200, 226, 240

### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

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

See also **Home Connect** (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10 (sketch pictures), 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

**Speaking and Listening:** Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236

See also **Home Connect** (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42, 56, 88, 102, 134, 154, 186, 200, 226, 240

## Language Standards

### GRADE 2 STUDENTS:

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., *group*).
  - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - c. Use reflexive pronouns (e.g., *myself, ourselves*).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). **(2.L.1)**
  - g. Write multiple sentences in an order that supports a main idea or story. **(AZ.2.L.1)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Collective Nouns—p. 50

SEE ALSO  
Introducing Unit 2/Home Connect—pp. 39–40  
Unit 2 Review—pp. 53–54

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Irregular Proper Nouns—pp. 48–49

SEE ALSO  
Introducing Unit 2/Home Connect—pp. 39–40  
Unit 2 Review—pp. 53–54

#### Unit 8 Text Types and Purposes: Write Opinion Pieces

**Language:** Reflexive Pronouns—pp. 192–193

SEE ALSO  
Introducing Unit 8/Home Connect—pp. 185–186  
Unit 8 Review—pp. 197–198

#### Unit 4 Text Types and Purposes: Write Informational Texts

**Language:** Irregular Past-Tense Verbs—p. 94

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

#### Unit 6 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Adjectives—pp. 140–141

**Language:** Adverbs—pp. 142–143

SEE ALSO  
Introducing Unit 6/Home Connect—pp. 133–134  
Unit 6 Review—pp. 145–146

#### Unit 10 Research to Build and Present Knowledge: Write Research Reports

**Language:** Simple Sentences—pp. 232–233

**Language:** Compound Sentences—pp. 234–235

SEE ALSO  
Introducing Unit 10/Home Connect—pp. 225–226  
Unit 10 Review—pp. 2237–238

#### 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

## Language Standards

### GRADE 2 STUDENTS:

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize holidays, product names, and geographic names.
  - b. Use commas in greetings and closings of letters.
  - c. Use an apostrophe to form contractions and frequently occurring possessives.
  - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
  - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **(2.L.2)**

### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Compare formal and informal uses of English. **(2.L.3)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### **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

#### **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Language: Names of Holidays and Places**—p. 51

SEE ALSO

Introducing Unit 2/Home Connect—pp. 39–40

Unit 2 Review—pp. 53–54

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Language: Commas in Letters**—pp. 194–195

SEE ALSO

Introducing Unit 8/Home Connect—pp. 185–186

Unit 8 Review—pp. 197–198

#### **Unit 4 Text Types and Purposes: Write Informational Texts**

**Language: Apostrophes**—p. 96

SEE ALSO

Introducing Unit 4/Home Connect—pp. 87–88

Unit 4 Review—pp. 99–100

#### **Writing Handbook**

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

#### **Writing Handbook**

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

**Glossary**—pp. 285–288

## Language Standards

### GRADE 2 STUDENTS:

### Vocabulary Acquisition and Use

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.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - 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*).
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **(2.L.4)**
5. Demonstrate understanding of word relationships and nuances in word meanings.
  - a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
  - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). **(2.L.5)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### **Unit 3 Reading Informational Text: Key Ideas and Details** **Language:** Context Clues—p. 84

SEE ALSO  
Introducing Unit 3/Home Connect—pp. 55–56  
Unit 3 Review—pp. 85–86

#### **Unit 5 Reading Literature: Craft and Structure** **Language:** Prefixes—p. 130

SEE ALSO  
Introducing Unit 5/Home Connect—pp. 101–102  
Unit 5 Review—pp. 131–132

#### **Unit 7 Reading Informational Text: Craft and Structure** **Foundational Skills Read Together:** “Our Town Is the Best!” (prefixes *un* and *re*)—p. 174 **Foundational Skills Reader:** “New York City” (prefixes *un-* and *re-*)—pp. 175–176

#### **Unit 1 Reading Literature: Key Ideas and Details** **Language:** Related Words—p. 38

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

#### **Unit 7 Reading Informational Text: Craft and Structure** **Language:** Compound Words—p. 182

SEE ALSO  
Introducing Unit 7/Home Connect—pp. 153–154  
Unit 7 Review—p. 183

#### **Writing Handbook** **Step 4: Editing:** Editing Checklist (use a dictionary)—p. 283

#### **Glossary**—pp. 285–288

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Language:** Real-Life Word Meanings—p. 268

SEE ALSO  
Introducing Unit 11/Home Connect—pp. 239–240  
Unit 11 Review—pp. 269–270

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Language:** Shades of Meaning—p. 222

SEE ALSO  
Introducing Unit 9/Home Connect—pp. 199–100  
Unit 9 Review—pp. 223–224



## Language Standards

### GRADE 2 STUDENTS:

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*). **(2.L.6)**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 58, 60, 62, 64, 66, 68, 70, 72, 74, 104, 106, 108, 110, 112, 114, 116, 118, 120, 156, 158, 160, 162, 164, 166, 168, 170, 172, 202, 204, 206, 208, 210, 212, 242, 244, 246, 248, 250, 252, 254, 256, 258

#### **Unit 1 Reading Literature: Key Ideas and Details**

**Language:** Related Words—p. 38

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

**Language:** Context Clues—p. 84

#### **Unit 5 Reading Literature: Craft and Structure**

**Language:** Prefixes—p. 130

#### **Unit 7 Reading Informational Text: Craft and Structure**

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

**Language:** Compound Words—p. 182

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Language:** Shades of Meaning—p. 222

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Language:** Real-Life Word Meanings—p. 268

#### **Writing Handbook**

**Step 3: Revising:** Revising Checklist (Word Choice)—p. 281