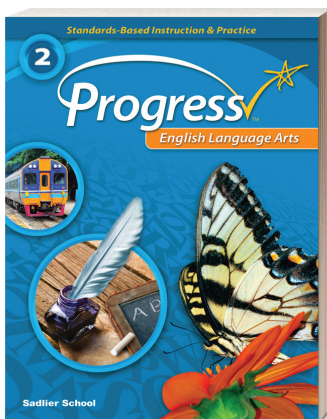


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to the

# Colorado

## Academic Standards in Reading, Writing & Communicating

### Second Grade

#### Contents

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## 1. Oral Expression and Listening

### Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

### Concepts and skills students master:

1. Discussions contribute and expand on the ideas of self and others

#### Second Grade Evidence Outcomes

Students can:

- a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)

- b. Contribute knowledge to a small group or class discussion to develop a topic

- c. Maintain focus on the topic

- d. 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. (CCSS: SL.2.5)

- e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)

- f. Use content-specific vocabulary to ask questions and provide information

#### Sadlier Progress English Language Arts, Grade 2

**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

# 1. Oral Expression and Listening

## Prepared Graduates:

- Demonstrate skill in inferential and evaluative listening

## Concepts and skills students master:

2. New information can be learned and better dialogue created by listening actively

### Second Grade Evidence Outcomes

Students can:

- a. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (CCSS: SL.2.1)

- i. 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). (CCSS: SL.2.1a)

- ii. Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)

- iii. Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)

- b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2)

### Sadlier Progress English Language Arts, Grade 2

**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

Second Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 2

- c. 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. (CCSS: SL.2.3)

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

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

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

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

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

## 2. Reading for All Purposes

### Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

### Concepts and skills students master:

1. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text

#### Second Grade Evidence Outcomes

Students can:

#### a. Use Key Ideas and Details to:

- i. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences
- ii. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (CCSS: RL.2.1)
- iii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
- iv. Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)

#### b. Use Craft and Structure to:

- i. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)

#### 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

Second Grade Evidence Outcomes

- ii. Read high-frequency words with accuracy and speed

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- iii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5)

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- iv. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6)

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- v. Identify how word choice (sensory details, figurative language) enhances meaning in poetry

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c. Use Integration of Knowledge and Ideas to:

- i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)

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- ii. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9)

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Sadlier Progress English Language Arts, Grade 2

**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

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

**Language: Shades of Meaning** (word choice)—p. 222

SEE ALSO

Introducing Unit 9/Home Connect—pp. 199–200

Unit 9 Review—pp. 223–224

**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

Second Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 2

d. Use Range of Reading and Level of Text Complexity to:

- i. 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. (CCSS: RL.2.10)

**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

**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

Second Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 2

**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

e. Compare formal and informal uses of English. (CCSS: L.2.3a)

## 2. Reading for All Purposes

**Prepared Graduates:**

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

**Concepts and skills students master:**

2. Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text

Second Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 2

Students can:

a. Use Key Ideas and Details to:

- i. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (CCSS: RI.2.1)

**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

- ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2)

**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

- iii. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS: RI.2.3)

**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



Second Grade Evidence Outcomes

- iv. Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud

b. Use Craft and Structure to:

- i. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (CCSS: RI.2.4)

- ii. 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. (CCSS: RI.2.5)

- iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6)

- iv. Read text to perform a specific task (such as follow a recipe, play a game)

c. Use Integration of Knowledge and Ideas to:

- i. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7)

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**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

**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

Second Grade Evidence Outcomes

- ii. Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)

- iii. Compare and contrast the most important points presented by two texts on the same topic. (CCSS: RI.2.9)

d. Use Range of Reading and Level of Text Complexity to:

- i. Adjust reading rate according to type of text and purpose for reading
- ii. 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. (CCSS: RI.2.10)

Sadlier Progress English Language Arts, Grade 2

**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

**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

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

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

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

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

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

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

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

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

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

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

**Unit 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

Second Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 2

**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

- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)

**Writing Handbook**

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

**Glossary**—pp. 285–288

## 2. Reading for All Purposes

### Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

### Concepts and skills students master:

3. Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology

#### Second Grade Evidence Outcomes

Students can:

- a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)

- i. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)

- ii. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)

- iii. Read multisyllabic words accurately and fluently

- iv. Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c)

- v. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)

#### 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

Second Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 2
<p>vi. Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e)</p>	<p><b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b>  <b>Foundational Skills Read Together:</b> “Schools in Colonial Times” (inconsistent but common spellings; irregular spellings)—p. 260  <b>Foundational Skills Reader:</b> “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261–262</p>
<p>vii. Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.2.3f)</p>	<p><b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b>  <b>Foundational Skills Read Together:</b> “Schools in Colonial Times” (inconsistent but common spellings; irregular spellings)—p. 260  <b>Foundational Skills Reader:</b> “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261–262</p>
<p>b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)</p> <p>i. Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)</p>	<p><b>Unit 1 Reading Literature: Key Ideas and Details</b>  <b>Foundational Skills Reader:</b> “The Big Meal Deal” (Fluency: Read with purpose and understanding)—pp. 31–32</p>
<p>ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)</p>	<p><b>Unit 3 Reading Informational Text: Key Ideas and Details</b>  <b>Foundational Skills Reader:</b> “Moving Day!” (Fluency: Use punctuation)—pp. 77–78</p>
<p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)</p>	<p><b>Unit 5 Reading Literature: Craft and Structure</b>  <b>Foundational Skills Reader:</b> “Dawn’s Pet” (Fluency: Read in phrases)—pp. 123–124</p>
<p>c. 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. (CCSS: L.2.4)</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)</p>	<p><b>Unit 9 Reading Literature: Integration of Knowledge and Ideas</b>  <b>Foundational Skills Reader:</b> “The Smallest Cat” ((Fluency: Read with expression)—pp. 215–216</p>
<p>ii. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)</p>	<p><b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b>  <b>Foundational Skills Reader:</b> “Colonial Schools” (Fluency: Read words with special print)—pp. 261–262</p> <p><b>Unit 7 Reading Informational Text: Craft and Structure</b>  <b>Foundational Skills Reader:</b> “New York City” (Fluency: Use context)—pp. 175–176</p> <p><b>Unit 3 Reading Informational Text: Key Ideas and Details</b>  <b>Language:</b> Context Clues—p. 84</p> <p>SEE ALSO  Introducing Unit 3/Home Connect—pp. 55–56  Unit 3 Review—pp. 85–86</p>

Second Grade Evidence Outcomes

- ii. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (CCSS: L.2.4b)

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- iii. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (CCSS: L.2.4c)

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- iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (CCSS: L.2.4d)

d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)

- i. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*). (CCSS: L.2.5a)

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- ii. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (CCSS: L.2.5b)

- e. 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*). (CCSS: L.2.6)

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**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

**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

**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

Second Grade Evidence Outcomes

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**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

### 3. Writing and Composition

**Prepared Graduates:**

- Implement the writing process successfully to plan, revise, and edit written work

**Concepts and skills students master:**

1. Exploring the writing process helps to plan and draft a variety of literary genres

Second Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 2

Students can:

- a. 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. (CCSS: W.2.1)

- b. 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. (CCSS: W.2.3)

- c. Organize ideas using pictures, graphic organizers, or story maps

- d. Write simple, descriptive poems

- e. Write with precise nouns, active verbs, and descriptive adjectives

- f. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts

- g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)

**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

**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



### 3. Writing and Composition

**Prepared Graduates:**

- Implement the writing process successfully to plan, revise, and edit written work

**Concepts and skills students master:**

- 2. Exploring the writing process helps to plan and draft a variety of simple informational texts

Second Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 2

Students can:

- a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2)

**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

- b. Write letters and “how-to’s” (procedures, directions, recipes) that follow a logical order and appropriate format

- c. Organize informational texts using main ideas and specific supporting details

- d. Organize ideas using a variety of pictures, graphic organizers or bulleted lists

- e. Use relevant details when responding in writing to questions about texts

- f. State a focus when responding to a given question, and use details from text to support a given focus

- g. Apply appropriate transition words to writing

### 3. Writing and Composition

**Prepared Graduates:**

- Apply standard English conventions to effectively communicate with written language

**Concepts and skills students master:**

- 3. Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing

Second Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 2

Students can:

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)

- i. Use collective nouns (e.g., *group*). (CCSS: L.2.1a)

**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

- ii. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). (CCSS: L.2.1b)

**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

- iii. Use reflexive pronouns (e.g., *myself, ourselves*). (CCSS: L.2.1c)

**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

- iv. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). (CCSS: L.2.1d)

**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

- v. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)

**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

- vi. Apply accurate subject-verb agreement while writing

Second Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 2
<p>vii. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (CCSS: L.2.1f)</p>	<p><b>Unit 10 Research to Build and Present Knowledge: Write Research Reports</b>  <b>Language:</b> Simple Sentences—pp. 232–233  <b>Language:</b> Compound Sentences—pp. 234–235</p> <p>SEE ALSO                      Introducing Unit 10/Home Connect—pp. 225–226                      Unit 10 Review—pp. 2237–238</p>
<p>viii. Vary sentence beginning</p>	
<p>ix. Spell high-frequency words correctly</p>	
<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)</p>	
<p>i. Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)</p>	<p><b>Unit 2 Text Types and Purposes: Write Nonfictional Narratives</b>  <b>Language:</b> Names of Holidays and Places—p. 51</p> <p>SEE ALSO                      Introducing Unit 2/Home Connect—pp. 39–40                      Unit 2 Review—pp. 53–54</p>
<p>ii. Use commas in greetings and closings of letters. (CCSS: L.2.2b)</p>	<p><b>Unit 8 Text Types and Purposes: Write Opinion Pieces</b>  <b>Language:</b> Commas in Letters—pp. 194–195</p> <p>SEE ALSO                      Introducing Unit 8/Home Connect—pp. 185–186                      Unit 8 Review—pp. 197–198</p>
<p>iii. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)</p>	<p><b>Unit 4 Text Types and Purposes: Write Informational Texts</b>  <b>Language:</b> Apostrophes—p. 96</p> <p>SEE ALSO                      Introducing Unit 4/Home Connect—pp. 87–88                      Unit 4 Review—pp. 99–100</p>
<p>iv. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). (CCSS: L.2.2d)</p>	<p><b>Writing Handbook</b>  <b>Step 4: Editing:</b> Editing Checklist (use a dictionary)—p. 283</p>
<p>v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)</p>	<p><b>Writing Handbook</b>  <b>Step 4: Editing:</b> Editing Checklist (use a dictionary)—p. 283</p>
<p>c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)</p>	<p><b>Glossary</b>—pp. 285–288</p> <p><b>Writing Handbook</b>  <b>Step 3: Revising:</b> Revising Checklist—pp. 281–282  <b>Step 4: Editing:</b> Editing Checklist—p. 283</p>
<p>d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)</p>	<p><b>Words to Know</b>—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</p>
	<p><b>Unit 1 Reading Literature: Key Ideas and Details</b>  <b>Language:</b> Related Words—p. 38</p>

Second Grade Evidence Outcomes

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**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

## 4. Research and Reasoning

### Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

### Concepts and skills students master:

1. Reference materials help us locate information and answer questions

#### Second Grade Evidence Outcomes

Students can:

- a. Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page)
- b. Identify a specific question and gather information for purposeful investigation and inquiry
- c. Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type)
- d. Use a variety of multimedia sources to answer questions of interest
- e. Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)

#### 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** (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

## 4. Research and Reasoning

### Prepared Graduates:

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

### Concepts and skills students master:

2. Questions are essential to analyze and evaluate the quality of thinking

#### Second Grade Evidence Outcomes

Students can:

- 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). (CCSS: W.2.7)

- Ask primary questions of depth and breadth

- Acknowledge the need to treat all viewpoints fairly-mindedly

#### 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