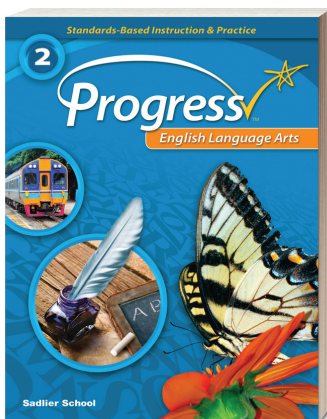


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Language Arts

Florida Standards (LAFS)

Grade: 2

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Strand: Reading Standards for Literature

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Cluster 1: Key Ideas and Details

LAFS.2.RL.1.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure

LAFS.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

Strand: Reading Standards for Literature

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Cluster 3: Integration of Knowledge and Ideas

LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.2.RL.4.10 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

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

Strand: Reading Standards for Literature

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

Strand: Reading Standards: Foundational Skills

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Cluster 3: Phonics and Word Recognition

LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Cognitive Complexity: Level 1: Recall

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

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

Strand: Reading Standards: Foundational Skills

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2
<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p>Unit 3 Reading Informational Text: Key Ideas and Details Foundational Skills Read Together: “Animals That Carry Their Homes” (vowel teams <i>oi, oy, ow, ou</i>)—p. 76 Foundational Skills Reader: “Moving Day!” (vowel teams <i>oi, oy, ow, ou</i>)—pp. 77–78</p>
<p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p>Unit 5 Reading Literature: Craft and Structure Foundational Skills Read Together: “A School for Fish?” (vowel teams <i>oo, ul, ow, au</i>)—p. 122 Foundational Skills Reader: “Dawn’s Pet” (vowel teams <i>oo, ul, ow, au</i>)—pp. 123–124</p>
<p>d. Decode words with common prefixes and suffixes.</p>	<p>Unit 7 Reading Informational Text: Craft and Structure Foundational Skills Read Together: “Our Town Is the Best!” (two-syllable words with long vowels/prefixes <i>un</i> and <i>re</i>)—p. 174 Foundational Skills Reader: “New York City” (two-syllable long vowel words; prefixes <i>un-</i> and <i>re-</i>)—pp. 175–176</p>
<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Unit 7 Reading Informational Text: Craft and Structure Foundational Skills Read Together: “Our Town Is the Best!” (two-syllable words with long vowels/prefixes <i>un</i> and <i>re</i>)—p. 174 Foundational Skills Reader: “New York City” (two-syllable long vowel words; prefixes <i>un-</i> and <i>re-</i>)—pp. 175–176</p>
<p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Foundational Skills Read Together: “How the Camel Got Her Hump” (suffixes <i>-ful, -less, -ness, -ly, -er, -est</i>)—p. 214 Foundational Skills Reader: “The Smallest Cat” (suffixes <i>-ful, -less, -ness, -ly, -er, -est</i>)—pp. 215–216</p>
<p>Cluster 4: Fluency</p> <p>LAFS.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>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</p>

Strand: Reading Standards: Foundational Skills

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2
<p>a. Read grade-level text with purpose and understanding.</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Foundational Skills Reader: “The Big Meal Deal” (Fluency: Read with purpose and understanding)—pp. 31–32</p>
<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Unit 3 Reading Informational Text: Key Ideas and Details Foundational Skills Reader: “Moving Day!” (Fluency: Use punctuation)—pp. 77–78</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Unit 5 Reading Literature: Craft and Structure Foundational Skills Reader: “Dawn’s Pet” (Fluency: Read in phrases)—pp. 123–124</p>
<p></p>	<p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Foundational Skills Reader: “The Smallest Cat” (Fluency: Read with expression)—pp. 215–216</p>
<p></p>	<p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Foundational Skills Reader: “Colonial Schools” (Fluency: Read words with special print)—pp. 261–262</p>
<p></p>	<p>Unit 7 Reading Informational Text: Craft and Structure Foundational Skills Reader: “New York City” (Fluency: Use context)—pp. 175–176</p>

Strand: Reading Standards for Informational Text

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2
<p>Cluster 1: Key Ideas and Details</p>	
<p>LAFS.2.RI.1.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</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>LAFS.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</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>LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</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>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>

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Cluster 2: Craft and Structure

LAFS.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

LAFS.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

LAFS.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

Cluster 3: Integration of Knowledge and Ideas

LAFS.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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

LAFS.2.RI.3.8 Describe how an author reasons to support specific points in a text.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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

Strand: Reading Standards for Informational Text

STANDARDS

LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.2.RI.4.10 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

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

Strand: Reading Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

Strand: Writing Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Cluster 1: Text Types and Purposes

LAFS.2.W.1.1 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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 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

Strand: Writing Standards

STANDARDS

LAFS.2.W.1.3 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Production and Distribution of Writing

LAFS.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge

LAFS.2.W.3.7 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).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

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 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

Strand: Writing Standards

STANDARDS	
LAFS.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

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

Strand: Standards for Speaking and Listening

STANDARDS	
Cluster 1: Comprehension and Collaboration	
LAFS.2.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
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.

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 <i>See also Home Connect</i> (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 (<i>Did I:</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

Strand: Standards for Speaking and Listening

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2
<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><i>See also Home Connect</i> (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>LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267</p>
<p>LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Speaking and Listening: Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236</p>
<p>Cluster 2: Presentation of Knowledge and Ideas</p>	<p><i>See also Home Connect</i> (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>LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267</p>
<p>LAFS.2.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when</p>	<p>Speaking and Listening: Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236</p>
	<p><i>See also Home Connect</i> (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>Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267</p>
	<p>Speaking and Listening: Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 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><i>See also Home Connect</i> (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>Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 37, 79, 129, 181, 217, 267</p>
	<p>Speaking and Listening: Return to the Essential Question (small group or class discussion)—pp. 52, 98, 144, 196, 236</p>
	<p><i>See also Home Connect</i> (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</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>

Strand: Standards for Speaking and Listening

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2
<p>appropriate to clarify ideas, thoughts, and feelings.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>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</p>
<p>LAFS.2.SL.2.6 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 on pages 26 and 27 for specific expectations.)</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>Speaking and Listening: Return to the Essential Question (small group or class discussion)—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>

Strand: Language Standards

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2
<p>Cluster 1: Conventions of Standard English</p>	
<p>LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	
<p>a. Demonstrate legible printing skills.</p>	
<p>b. Use collective nouns (e.g., <i>group</i>).</p>	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Collective Nouns—p. 50</p> <p>SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 53–54</p>
<p>c. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Irregular Proper Nouns—pp. 48–49</p> <p>SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 53–54</p>
<p>d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Reflexive Pronouns—pp. 192–193</p> <p>SEE ALSO Introducing Unit 8/Home Connect—pp. 185–186 Unit 8 Review—pp. 197–198</p>
<p>e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>Unit 4 Text Types and Purposes: Write Informational Texts Language: Irregular Past-Tense Verbs—p. 94</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 87–88 Unit 4 Review—pp. 99–100</p>

Strand: Language Standards

STANDARDS

- f. Use adjectives and adverbs, and choose between them depending on what is to be modified.

- g. 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*).

LAFS.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Cognitive Complexity: Level 1: Recall

- 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.

Cluster 2: Knowledge of Language

LAFS.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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 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

Strand: Language Standards

STANDARDS

- a. Compare formal and informal uses of English.

Cluster 3: Vocabulary Acquisition and Use

LAFS.2.L.3.4 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- 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.

LAFS.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

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

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 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

Strand: Language Standards

STANDARDS

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

LAFS.2.L.3.6 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*).

Cognitive Complexity: Level 1: Recall

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

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