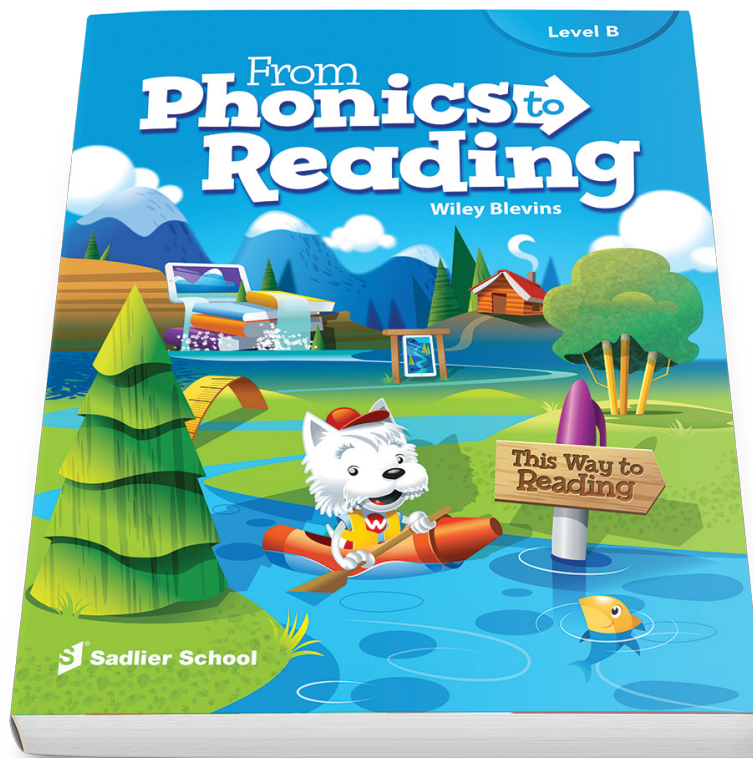


From Phonics to Reading

Correlation to the Common Core State Standards for English Language Arts

Grade 2



Key Aligned Content

Reading: Foundational Skills . . . 2

Additional Aligned Content

Reading: Literature 9
 Reading: Informational Text . . . 12
 Writing 16
 Speaking & Listening 18
 Language 22

Key Aligned Content

READING: FOUNDATIONAL SKILLS	
Grade 2 ELA Standards	From Phonics to Reading, Level B
Phonics and Word Recognition	
<p>CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 1 Short Vowels—pp. 9–18 Lesson 2 Closed Syllables—pp. 19–28 Lesson 3 Consonant + le Syllables—pp. 29–38 Lesson 4 l-Blends, r-Blends, s-Blends—pp. 39–48 Lesson 5 Final Blends—pp. 49–58 <p>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 6 Final e—pp. 61–70 Lesson 7 Final e Syllables—pp. 71–80 Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90 Lesson 9 Consonant Digraphs (wh, ph, ng, nk)—pp. 91–100 <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 10 Long a—pp. 103–112 Lesson 11 Open Syllables—pp. 113–122 Lesson 12 Long e—pp. 123–132 Lesson 13 Vowel Team Syllables—pp. 133–142 Lesson 14 Long i—pp. 143–152 Lesson 15 Long o—pp. 153–162 Lesson 16 Long u—pp. 163–172 Lesson 17 Consonant + le Syllables—pp. 173–182 <p>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 18 r-Controlled Vowel /är/—pp. 185–194 Lesson 19 r-Controlled Vowel /ûr/—pp. 195–204 Lesson 20 r-Controlled Vowel /ôr/—pp. 205–214 Lesson 21 r-Controlled Vowel /âr/—pp. 215–224 Lesson 22 r-Controlled Vowel Syllables—pp. 225–234 Lesson 23 Consonant + le Syllables—pp. 235–244 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 24 Short oo and Long oo—pp. 247–256 Lesson 25 Diphthong /ou/—pp. 257–266 Lesson 26 Diphthong /oi/—pp. 267–276 Lesson 27 Complex Vowel /ô/—pp. 277–286 Lesson 28 Vowel Team Syllables—pp. 287–296 <p>Unit 6 Syllable Types Review</p> <ul style="list-style-type: none"> Lesson 29 Review Syllable Types—pp. 299–308 Lesson 30 Final Stable Syllables—pp. 309–318

READING: FOUNDATIONAL SKILLS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p>CCSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Lessons Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 1 Short Vowels—pp. 9–18 <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 10 Long a—pp. 103–112 Lesson 12 Long e—pp. 123–132 Lesson 13 Vowel Team Syllables—pp. 133–142 Lesson 14 Long i—pp. 143–152 Lesson 15 Long o—pp. 153–162 Lesson 16 Long u—pp. 163–172 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 24 Short oo and Long oo—pp. 247–256 <p>Lesson Activities Introduction</p> <ul style="list-style-type: none"> Learn and Blend/Blend It (review short or long vowels/decode regularly spelled one-syllable words)—pp. 9, 103, 123, 133, 143, 153, 163, 247 <p>Build Fluency</p> <ul style="list-style-type: none"> Speed Drill (underline short or long vowel spellings/read regularly spelled one-syllable words)—pp. 11, 105, 125, 135, 145, 155, 165, 249 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text/Interact with the Text (read/circle regularly spelled one-syllable words with short or long vowel spellings)—pp. 12, 106, 126, 136, 146, 156, 166, 250
<p>CCSS.ELA-LITERACY.RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 13 Vowel Team Syllables—pp. 133–142 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 28 Vowel Team Syllables—pp. 287–296
<p>CCSS.ELA-LITERACY.RF.2.3.C Decode regularly spelled two-syllable words with long vowels.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Lessons Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 10 Long a—pp. 103–112 Lesson 12 Long e—pp. 123–132 Lesson 13 Vowel Team Syllables—pp. 133–142 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONAL SKILLS	
Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<ul style="list-style-type: none"> • Lesson 14 Long i—pp. 143–152 • Lesson 15 Long o—pp. 153–162 • Lesson 16 Long u—pp. 163–172 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 24 Short oo and Long oo—pp. 247–256 <p>Lesson Activities</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It: Transition to Longer Words (decode multisyllabic long vowel words/break apart and sound out using knowledge of syllable types and common spelling patterns)—pp. 103, 113, 123, 133, 143, 153, 163, • Daily Practice: Build Fluency (read two-syllable words with long vowels each day)—pp. 103, 113, 123, 133, 143, 153, 163, <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill (read regularly spelled one- and two-syllable words with long vowel spelling patterns)—pp. 105, 115, 125, 135, 145, 155, 165 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text (read/circle one- and two-syllable words with long vowel spellings)—pp. 106, 116, 126, 136, 146, 156, 166 • Decodable Passage (decode two-syllable words with long vowel spellings)—pp. 109, 119, 129, 139, 149, 159, 169 <p>Cumulative Assessment</p> <ul style="list-style-type: none"> • Fluency Check (read two-syllable words with long vowel spellings for accuracy and fluency)—pp. 112, 122, 132, 142, 152, 162, 172
<p>CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • “Reading Big Words” Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26 • More “Reading Big Words” Strategy (look for prefix, suffix, and known base word when reading a new word)—p. 36 • Suffixes (-y, -ly)—p. 150 • Prefixes (un-, re-, dis-)—p. 170 • Comparative Suffixes (-er, -est)—p. 192 • Suffixes (-ful, -less)—p. 202 • Suffixes (-ful, -less, -y, -ly)—p. 254 • Prefixes (un-, re-, dis-, pre-, mis-)—p. 274 • Related Words (words with the same base word/add a suffix)—p. 306 • More Related Words (add prefix or suffix to base word to make related words)—p. 316 <p style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONAL SKILLS	
Grade 2 ELA Standards	From Phonics to Reading, Level B
	<p>TEACHER'S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: "Reading Big Words" Strategy—TE p. 27 • Word Study: More "Reading Big Words" Strategy—TE p. 37 • Word Study: Suffixes (-y, -ly)—TE p. 151 • Word Study: Prefixes (un-, re-, dis-)—TE p. 171 • Word Study: Comparative Suffixes (-er, -est)—TE p. 193 • Word Study: Suffixes—TE p. 203 • Word Study: Suffixes (-ful, -less, -y, -ly)—TE p. 255 • Word Study: Prefixes (un-, re-, dis-, pre, mis-)—TE p. 275 • Word Study: Related Words—TE p. 307 • Word Study: More Related Words—TE p. 317 <p>"Reading Big Words" Strategy</p> <ul style="list-style-type: none"> • Step 1 (prefixes)—p. 332 • Step 2 (suffixes)—p. 332
<p>CCSS.ELA-LITERACY.RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Lessons</p> <p>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels (e, ea)—pp. 9-18 <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 10 Long a (a, ai, a_e, ay, ea, igh)—pp. 103-112 • Lesson 12 Long e (e, e_e, ee, ea, y, ey, ie, ei)—pp. 123-132 • Lesson 13 Vowel Team Syllables—pp. 133-142 • Lesson 14 Long i (i, i_e, igh, y, ie)—pp. 143-152 • Lesson 15 Long o (oa, ow, o_e, oe, o)—pp. 153-162 • Lesson 16 Long u (u, u_e, ew, ue, iew)—pp. 163-172 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 24 Short oo and Long oo—pp. 247-256 <p>Lesson Activities</p> <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill (underline short or long vowel spellings)—pp. 11, 105, 125, 135, 145, 155, 165, 175, 249 <p>Word Study</p> <ul style="list-style-type: none"> • Silent Letters (kn, wr, gn, mb)—p. 141 • Homophones—p. 180 <p>TEACHER'S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Silent Letters (kn, wr, gn, mb)—TE p. 141 • Word Study: Homophones—TE p. 181

READING: FOUNDATIONAL SKILLS

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p>CCSS.ELA-LITERACY.RF.2.3.F Recognize and read grade-appropriate irregularly spelled words</p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context (read grade-appropriate regularly and irregularly spelled words)—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310
<p>Fluency</p>	
<p>CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>CCSS.ELA-LITERACY.RF.2.4.A Read grade-level text with purpose and understanding.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316 <p>TEACHER'S EDITION Read Children's Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> • Unit 1—TE pp. 7 and 8: <i>Oscar Otter</i> by Nathaniel Benchley, <i>Thump and Plunk</i> by Janice May Udry, <i>The Little Red Hen</i> by Paul Galdone, <i>A Birthday Basket for Tia</i> by Pat Mora, <i>Amelia Bedelia's First Apple Pie</i> by Herman Parish • Unit 2—TE pp. 59 and 60: <i>Sea Full of Sharks</i> by Betsy Maestro, <i>Chester's Way</i> by Kevin Henkes, <i>Osa's Pride</i> by Ann Grifalconi, <i>Pancakes, Pancakes!</i> by Eric Carle, <i>The Tale of Rabbit and Coyote</i> by Tony Johnston • Unit 3—TE pp. 101 and 102: <i>The Lace Snail</i> by Betsy Byars, <i>Never Tease a Weasel</i> by Jean Conder Soule, <i>Roll Over!</i> by Mordicai Gerstein, <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett, <i>Excuse Me! Certainly</i> by Louis Slobodkin • Unit 4—TE pp. 183 and 184: <i>The Berenstain Bears and the Sitter</i> by Stan and Jan Berenstain, <i>Alligator Arrived with Apples: A Potluck Alphabet Feast</i> by Crescent Dragonwagon, <i>Before We Eat: From Farm to Table</i> by Pat Brisson, <i>The Uncorker of Ocean Bottles</i> by Michelle Cuevas, <i>Over and Under the Pond</i> by Kate Messner

READING: FOUNDATIONAL SKILLS	
Grade 2 ELA Standards	From Phonics to Reading, Level B
	<ul style="list-style-type: none"> • Unit 5—TE pp. 245 and 246: <i>Baseball Ballerina</i> by Kathryn Cristaldi, <i>The Cow Who Wouldn't Come Down</i> by Paul Brett Johnson, <i>Too Much Noise</i> by Ann McGovern, <i>The Boy of the Three-Year Nap</i> by Dianne Snyder, <i>The Truth About the Moon</i> by Clayton Bess, <i>Good News</i> by Barbara Brenner, <i>My Great-Aunt Arizona</i> by Gloria M. Houston, <i>Watch the Stars Come Out</i> by Riki Levinson • Unit 6—TE pp. 297 and 298: <i>Baseball Ballerina</i> by Kathryn Cristaldi, <i>The Cow Who Wouldn't Come Down</i> by Paul Brett Johnson, <i>Too Much Noise</i> by Ann McGovern, <i>The Boy of the Three-Year Nap</i> by Dianne Snyder, <i>The Truth About the Moon</i> by Clayton Bess, <i>Good News</i> by Barbara Brenner, <i>My Great-Aunt Arizona</i> by Gloria M. Houston, <i>Watch the Stars Come Out</i> by Riki Levinson <p>[Day 2] 4. Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask questions to check comprehension)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p>[Day 4] 3. Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage (ask questions to check comprehension)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316
<p>CCSS.ELA-LITERACY.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (chorally read selection aloud)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (chorally read passage to build oral reading fluency)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONAL SKILLS	
Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (reread text orally to a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302 • Build Fluency (reread passages orally with partners)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 12, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303 <p>Home-School Connection</p> <ul style="list-style-type: none"> • Build Fluency (read passage orally)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305
<p>CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (use context clues to confirm correct word)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (use context clues)—TE pp. 15-16, 25-26, 35-36, 45-46, 55-56, 67-68, 77-78, 87-88, 97-98, 109-110, 119-120, 129-130, 139-140, 149-150, 159-160, 169-170, 179-180, 191-192, 201-202, 211-212, 221-222, 231-232, 241-242, 253-254, 263-264, 273-274, 283-284, 293-294, 305-306, 315-316

Additional Aligned Content

READING: LITERATURE	
Grade 2 ELA Standards	From Phonics to Reading, Level B
Key Ideas and Details	
<p>CCSS.ELA-LITERACY.RL.2.1 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>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302 • Decodable Passage—pp. 15, 25, 35, 55, 67, 97, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask and answer questions to check comprehension/find details in text)—TE pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302 • Decodable Passage (ask and answer questions to check comprehension/find details in text)—TE pp. 16, 26, 36, 56, 68, 98, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294
<p>CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Fable—“Lion and Mouse” (lesson or moral)—p. 176 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Fable—“Lion and Mouse” (recount story/moral of the story)—TE p. 176 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (write a new moral or lesson for the story)—TE p. 176
<p>CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems—“Off on a Trip”—p. 42; “Would You Like?”—p. 116; “Scarecrow Joe”—p. 156; “Star Party”—p. 188; “A Silly Poem”—p. 238; “Around We Go”—p. 260 • Connected Text: Stories—“A Ride into the Wild”—p. 146; “A Laughing Game”—p. 198; “Mark and the Tigers”—p. 228 • Decodable Passage: Stories—pp. 25, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (describe characters and events in stories)—pp. 27, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295 <p style="text-align: right;"><i>continued</i></p>

READING: LITERATURE	
Grade 2 ELA Standards	From Phonics to Reading, Level B
	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage (describe and analyze characters, action, and ideas in the story)—TE pp. 26, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (describe the characters and action in the story)—TE pp. 27, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295
Craft and Structure	
<p>CCSS.ELA-LITERACY.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.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems—"Off on a Trip"—p. 42; "Would You Like?"—p. 116; "Scarecrow Joe"—p. 156; "Star Party"—p. 188; "A Silly Poem"—p. 238; "Around We Go"—p. 260 • Connected Text: Stories—"A Ride into the Wild"—p. 146; "A Laughing Game"—p. 198; "Mark and the Tigers"—p. 228 • Decodable Passage: Poem—"A Year of Seasons"—p. 97 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems (use of words/rhymes)—TE pp. 42, 116, 156, 188, 238, 260 • Decodable Passage: Poem (use of words/rhymes)—TE pp. "A Year of Seasons"—p. 98; • Connected Text: Stories (how words supply meaning)—TE pp. 146, 198, 228
<p>CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	N/A
<p>CCSS.ELA-LITERACY.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.</p>	N/A

READING: LITERATURE	
Grade 2 ELA Standards	From Phonics to Reading, Level B
Integration of Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Decodable Passage (story illustrations)—pp. 15, 25, 35, 55, 67, 97, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293
<p>CCSS.ELA-LITERACY.RL.2.8 (RL.2.8 not applicable to literature)</p>	
<p>CCSS.ELA-LITERACY.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	N/A
Range of Reading and Level of Text Complexity	
<p>CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—Story: “Ben’s Tips for Good Health,” p. 12; Story: “The Joke Book,” p. 22; Poem: “Off on a Trip,” p. 42; Riddles: “Want More Riddles?” p. 52; Poem: “Would You Like?” p. 116; Story: “A Ride into the Wild,” p. 146; Poem: “Scarecrow Joe,” p. 156; Riddles: “A Few More Riddles!” p. 166; Fable: “Lion and Mouse,” p. 176; Poem: “Star Party,” p. 188; Story: “A Laughing Game,” p. 198; Story: “Mark and the Tigers,” p. 228; Poem: “A Silly Poem,” p. 238; Riddles: “More Riddles,” p. 250; Poem: “Around We Go,” p. 260; Letter: “Squawk and Talk,” p. 280; Story: “The Dog Wash,” p. 290; Letter: “Dear Uncle Robert,” p. 302 Decodable Passage—“The Big Log,” p. 17; “A Nutty Picnic,” p. 27; “Riddle Time,” p. 37; “Dear Grandma,” p. 57; “A Place in Space,” p. 69; “A Year of Seasons,” p. 99; “Nate, Don’t Be Late!” p. 111; “A Piece of Cheese,” p. 131; “A Show on the Road,” p. 161; “At the Stable,” p. 181; “Sparky,” p. 193; “A Roar at the Door!” p. 213; “Watching Birds,” p. 243; “Moose on the Loose,” p. 255; “My Dog, Rex,” p. 285; “The Mural,” p. 295 <p>TEACHER'S EDITION Read Children’s Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> Unit 1—TE pp. 7 and 8: <i>Oscar Otter</i> by Nathaniel Benchley, <i>Thump and Plunk</i> by Janice May Udry, <i>The Little Red Hen</i> by Paul Galdone, <i>A Birthday Basket for Tia</i> by Pat Mora, <i>Amelia Bedelia’s First Apple Pie</i> by Herman Parish <p style="text-align: right;"><i>continued</i></p>

READING: LITERATURE

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<ul style="list-style-type: none"> • Unit 2—TE pp. 59 and 60: <i>Sea Full of Sharks</i> by Betsy Maestro, <i>Chester’s Way</i> by Kevin Henkes, <i>Osa’s Pride</i> by Ann Grifalconi, <i>Pancakes, Pancakes!</i> by Eric Carle, <i>The Tale of Rabbit and Coyote</i> by Tony Johnston • Unit 3—TE pp. 101 and 102: <i>The Lace Snail</i> by Betsy Byars, <i>Never Tease a Weasel</i> by Jean Conder Soule, <i>Roll Over!</i> by Mordicai Gerstein, <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett, <i>Excuse Me! Certainly</i> by Louis Slobodkin • Unit 4—TE pp. 183 and 184: <i>The Berenstain Bears and the Sitter</i> by Stan and Jan Berenstain, <i>Alligator Arrived with Apples: A Potluck Alphabet Feast</i> by Crescent Dragonwagon, <i>Before We Eat: From Farm to Table</i> by Pat Brisson, <i>The Uncorker of Ocean Bottles</i> by Michelle Cuevas, <i>Over and Under the Pond</i> by Kate Messner • Unit 5—TE pp. 245 and 246: <i>Baseball Ballerina</i> by Kathryn Cristaldi, <i>The Cow Who Wouldn’t Come Down</i> by Paul Brett Johnson, <i>Too Much Noise</i> by Ann McGovern, <i>The Boy of the Three-Year Nap</i> by Dianne Snyder, <i>The Truth About the Moon</i> by Clayton Bess, <i>Good News</i> by Barbara Brenner, <i>My Great-Aunt Arizona</i> by Gloria M. Houston, <i>Watch the Stars Come Out</i> by Riki Levinson • Unit 6—TE pp. 297 and 298: <i>Baseball Ballerina</i> by Kathryn Cristaldi, <i>The Cow Who Wouldn’t Come Down</i> by Paul Brett Johnson, <i>Too Much Noise</i> by Ann McGovern, <i>The Boy of the Three-Year Nap</i> by Dianne Snyder, <i>The Truth About the Moon</i> by Clayton Bess, <i>Good News</i> by Barbara Brenner, <i>My Great-Aunt Arizona</i> by Gloria M. Houston, <i>Watch the Stars Come Out</i> by Riki Levinson

READING: INFORMATIONAL TEXT

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
Key Ideas and Details	
<p>CCSS.ELA-LITERACY.RI.2.1 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>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315 <p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask and answer questions to check <p style="text-align: right;"><i>continued</i></p>

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READING: INFORMATIONAL TEXT	
Grade 2 ELA Standards	From Phonics to Reading, Level B
	<p>comprehension/find details in text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</p> <ul style="list-style-type: none"> • Decodable Passage (ask and answer questions to check comprehension/find details in text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
<p>CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify main topic of a multiparagraph text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (identify main topic of a multiparagraph text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
<p>CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (procedural text)—“Yarn from Sheep’s Wool,” p. 84; “Start a Book Club,” p. 218 • Decodable Passage (procedural text)—“How to Make Mud Pies,” p. 149; “Make a Card,” p. 169; “How to Make Lemonade,” p. 263
<p>Craft and Structure</p>	
<p>CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage—pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify any difficult word/sound it out/use cues to confirm meaning in text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (identify any difficult word/sound it out/use cues to confirm meaning in text)—TE pp. 45–46, 77–78, 87–88, 119–120, 139–140, 149–150, 169–170, 201–202, 221–222, 231–232, 263–264, 273–274, 305–306, 315–316

READING: INFORMATIONAL TEXT	
Grade 2 ELA Standards	From Phonics to Reading, Level B
<p>CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (title/bullet points/numbered list)—pp. 32, 84, 136, 218 • Decodable Passage (title/numbered list)—pp. 149, 263
<p>CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify main purpose of a text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (identify main purpose of a text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
<p>Integration of Knowledge and Ideas</p>	
<p>CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage (text illustrations)—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315
<p>CCSS.ELA-LITERACY.RI.2.8 Describe how reasons support specific points the author makes in a text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (find details in text that support ideas)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 <p style="text-align: right;"><i>continued</i></p>

READING: INFORMATIONAL TEXT	
Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p>CCSS.ELA-LITERACY.RI.2.8 Describe how reasons support specific points the author makes in a text.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (find details in text that support ideas)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (find details in text that support ideas)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
<p>CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>N/A</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>CSS.ELA-LITERACY.RI.1.10 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.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (informational texts)—How-To List: "A Happy Baby," p. 32; Article: "Pine Cones," p. 64; Invitation: "Surprise Party!" p. 74; Bulleted List: "Yarn from Sheep's Wool," p. 84; Essay: "Whale Watching," p. 94; Announcement: "Hay Bale Maze," p. 106; Article: "Busy as a Beaver," p. 126; Bulleted List: "Breakfast Time," p. 136; Email: "Florida Trip," p. 208; How-To List: "Start a Book Club," p. 218; Announcement: "Toy Drive!" p. 270; Article: "Mission to Mars," p. 312 • Decodable Passage (informational texts)—"Block Party," p. 47; "A Place for Wildlife," p. 79; "A Horse's Tail," p. 89; "Animals on the Go," p. 121; "Fireboats," p. 141; "How to Make Mud Pies," p. 151; "Make a Card," p. 171; "Escape from Danger," p. 203; "Bears," p. 223; "The Dairy Farm," p. 233; "How to Make Lemonade," p. 265; "The Compost Heap," p. 275; "Robots," p. 307; "Creature Features," p. 317

WRITING	
Grade 2 ELA Standards	From Phonics to Reading, Level B
Text Types and Purposes	
<p>CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (write about the text)—“A Few More Riddles!” (express an opinion: choose a riddle then write why it is the best), p. 166; “Start a Book Club” (express an opinion: choose a favorite kind of book then write why), p. 218; “More Riddles” (express an opinion: choose a riddle then write why they like it best), p. 250 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (opinion: tell why or why not)—TE pp. 22, 32, 42, 74, 166, 228, 238, 290, 302 Decodable Passage (opinion: tell why or why not)—TE pp. 16, 26, 56, 78, 110, 120, 130, 160, 170, 180, 294, 316 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Reread Connected Text and Write—TE p. 32 (opinion: choose a tip then write why they think it is the best); TE p. 312 (opinion: why or why not vacation in space?)
<p>CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (write about the text)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (reread the Decodable Passage then write about what they learned)—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (write about the text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (write about what they learned in the Decodable Passage)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Reread Connected Text and Write (use the Decodable Passage as a writing prompt then write their own or add a new paragraph/new ideas)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270

WRITING	
Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p>CCSS.ELA-LITERACY.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> • Write About It (use lesson words to create a story)—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 <p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (add to the story/write a different ending)—TE pp. 146, 198, 228
Production and Distribution of Writing	
<p>CCSS.ELA-LITERACY.W.2.4 (W.2.4 begins in grade 3)</p>	
<p>CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss with a partner then write about the text)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p>TEACHER'S EDITION [Day 5] 3. Writing Extension</p> <ul style="list-style-type: none"> • Write About It (get feedback from partners)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317
<p>CCSS.ELA-LITERACY.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.</p>	<p>Related content</p> <p>TEACHER'S EDITION Learning Center</p> <ul style="list-style-type: none"> • Computer games/apps—TE pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310
Research to Build and Present Knowledge	
<p>CCSS.ELA-LITERACY.W.2.7 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).</p>	<p>TEACHER'S EDITION Unit Opener</p> <ul style="list-style-type: none"> • Read Children's Books (children's literature/library books that apply specific phonics skills)—TE pp. 7 & 8, 59 & 60, 101 & 102, 183 & 184, 245 & 246, 297 & 298

WRITING

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p>CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (recall information to answer questions/ relate to personal experience)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (recall information)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316
<p>CCSS.ELA-LITERACY.W.2.9 (W.2.9 begins in grade 4)</p>	

Range of Writing

<p>CCSS.ELA-LITERACY.W.2.10 (W.2.10 begins in grade 3)</p>	
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SPEAKING & LISTENING

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p>Comprehension and Collaboration</p>	
<p>CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways,</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> • Build Fluency (read to a partner)/Spell It (partners speak and write each word)—pp. pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context (read finished sentences to a partner)—pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, <p style="text-align: center;"><i>continued</i></p>

SPEAKING & LISTENING

Grade 2 ELA Standards

listening to others with care, speaking one at a time about the topics and texts under discussion)

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

From Phonics to Reading, Level B

175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311

Read Connected Text

- **Interact with the Text** (answer comprehension question to a partner)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312

TEACHER'S EDITION

Sound-Spelling/Blending

- **Blend It** (reread lines to a partner)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311

High-Frequency Words

- **Extend** (create oral sentences to say to a partner, adding descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311
- **Use in Context** (read sentences to a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313
- **Review** (read sentences to a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313

Build Fluency

- **Speed Drill** (reread words with a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312

Read Connected Text

- **Connected Text** (discuss answers to comprehension questions with a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312
- **Decodable Passage** (discuss answers to comprehension questions with a partner)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316

Word Sort

- **Open Sort** (discuss with partners ways to sort words)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313

continued

SPEAKING & LISTENING	
Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p>CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Sound-Spelling/Word Study Word Study (practice word study skill with a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</p> <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (get partner feedback)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317 <p>Cumulative Assessment</p> <ul style="list-style-type: none"> • Fluency Check (read word lists to partners)—TE pp. 18, 28, 38, 48, 58, 70, 80, 90, 100, 112, 122, 132, 142, 152, 162, 172, 182, 194, 204, 214, 224, 234, 244, 256, 266, 276, 286, 296, 308, 318 <p>Learning Center</p> <ul style="list-style-type: none"> • Work with partners—TE pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (reread to a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Spell Words/Build Fluency (work with a partner/reread to a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 12, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 • Sort Words/Build Fluency (work with a partner/read words on Fluency Check to a partner)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317
<p>CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (recall information from text read aloud to answer questions)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (recount or describe key ideas from text read aloud)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316

SPEAKING & LISTENING	
Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p>CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (recall information from text read aloud to answer questions)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (answer comprehension questions about text read aloud)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316
Presentation of Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (create and expand oral sentences by adding descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311
<p>CCSS.ELA-LITERACY.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Dear Family Letter</p> <ul style="list-style-type: none"> • Extend the Learning (draw a picture of a word that uses a featured skill)—pp. 183 & 184
<p>CCSS.ELA-LITERACY.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 here for specific expectations.)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (answer question to a partner then write a complete sentence about it)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (produce a complete sentence about how words work)—pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (reread the Decodable Passage then produce complete sentences about what was learned)—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p style="text-align: right;"><i>continued</i></p>

SPEAKING & LISTENING

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (answer comprehension questions in complete sentences)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (answer comprehension questions in complete sentences)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316

LANGUAGE

Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
Conventions of Standard English	
<p>CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>CCSS.ELA-LITERACY.L.2.1.A Use collective nouns (e.g., <i>group</i>).</p>	<p>Representative applications STUDENT BOOK/TEACHER'S EDITION Unit 4 Review r-Controlled Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 22 r-Controlled Vowel Syllables: Read Connected Text (herd)—p. 231 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 24 Short oo and Long oo: Blend It (group)—p. 247 • Lesson 25 Diphthong /ou/: Read Connected Text (crowds/crowd)—p. 260
<p>CCSS.ELA-LITERACY.L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Irregular Plurals—p. 232 • More Irregular Plurals—p. 284 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE	
Grade 2 ELA Standards	From Phonics to Reading, Level B
	<p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Irregular Plurals—TE p. 232 More Irregular Plurals—TE p. 284 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> Word Study: Irregular Plurals—TE p. 237 Word Study: Make Irregular Plurals—TE p. 285
<p>CCSS.ELA-LITERACY.L.2.1.C Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Decodable Passage (<i>herself</i>)—p. 87 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context (<i>myself</i>)—p. 196 <p>“Reading Big Words” Strategy</p> <ul style="list-style-type: none"> Step 5 (<i>yourself</i>)—p. 332
<p>CCSS.ELA-LITERACY.L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i>, <i>hid</i>, <i>told</i>).</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Three-Letter Blends (<i>sat</i>)—p. 98 Compound Words (<i>wrote</i>)—p. 264 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Use in Context (<i>sat</i>)—p. 196 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (<i>said</i>)—p. 74 Connected Text (<i>put</i>)—p. 84 Decodable Passage (<i>told</i>)—p. 159 Connected Text (<i>sat</i>)—p. 228 Decodable Passage (<i>said</i>, <i>took</i>)—p. 253 <p>Introduction</p> <ul style="list-style-type: none"> Reading in Context (<i>ate</i>)—p. 247 Reading in Context (<i>took</i>)—p. 309
<p>CCSS.ELA-LITERACY.L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write (adjectives)—<i>funny</i>, p. 20; <i>clean</i>, p. 174; <i>full</i>, p. 248 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write (adverbs)—<i>even</i>, p. 134; <i>now</i>, p. 196; <i>very</i>, p. 288 <p>*Connected Text and Decodable Passage selections feature adjectives and adverbs in context.</p>

LANGUAGE	
Grade 2 ELA Standards	From Phonics to Reading, Level B
<p>CCSS.ELA-LITERACY.L.2.1.F 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>).</p>	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (create and expand oral sentences by adding descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311
<p>CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>CCSS.ELA-LITERACY.L.2.2.A Capitalize holidays, product names, and geographic names.</p>	N/A
<p>CCSS.ELA-LITERACY.L.2.2.B Use commas in greetings and closings of letters.</p>	<p>Models</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage: Letter (commas in the greeting and closing)—p. 55 • Connected Text: Letter (commas in the greeting and closing)—pp. 280, 302
<p>CCSS.ELA-LITERACY.L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Possessives (use an apostrophe)—p. 88 • Contractions (use an apostrophe)—p. 110 <p>TEACHER'S EDITION Sound-Spelling/WordStudy</p> <ul style="list-style-type: none"> • Word Study: Possessives (use an apostrophe)—TE p. 89 • Word Study: Contractions (use an apostrophe)—TE p. 111 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write: Spell (contractions)—TE p. 114
<p>CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> • Spell It—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE	
Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill (underline featured spelling)—pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (circle words with featured spelling)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write: Spell—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310 <p>Introduce Spelling Pattern</p> <ul style="list-style-type: none"> • Learn and Blend/Corrective Feedback (common spelling patterns)—TE pp. 19, 29, 71, 113, 133, 173 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Cumulative Quick Check (review cards with sound-spellings)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311 • Closed Sort (sort words based on common spelling patterns)—TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314 <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill (underline featured spelling)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Cumulative Quick Check (review cards with sound-spellings)—TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314 <p>Word Sort</p> <ul style="list-style-type: none"> • Closed Sort (sort words based on common spelling patterns)/Check and Discuss (check common spelling patterns)—TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314 <p>Learning Center</p> <ul style="list-style-type: none"> • Spelling Patterns—TE pp. 155, 278 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Spell Words (complete Daily Practice Spell It activity with a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, <p style="text-align: right;"><i>continued</i></p>

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LANGUAGE	
Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
	<p>12, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Guided Spelling/Dictation—TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314 • Word Building (review sounds of each spelling)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306
<p>CCSS.ELA-LITERACY.L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> • Homographs (use a dictionary)—p. 222 <p><u>TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> • Homographs (check a dictionary)—TE p. 222 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Homographs (use a dictionary)—TE p. 223 • More Irregular Plurals (check spellings in a dictionary)—TE p. 285 <p>Learning Center</p> <ul style="list-style-type: none"> • Short Vowel Switch (confirm words in a print or online dictionary)—TE p. 10 • Syllable Concentration (confirm words in a print or online dictionary)—TE pp. 30, 174 • Spin and Spell (confirm words in a print or online dictionary)—TE p. 62 • Spelling Patterns (confirm words in a print or online dictionary)—TE pp. 154, 248 • Syllable Match-up (confirm words in a print or online dictionary)—TE p. 310
Knowledge of Language	
<p>CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>CCSS.ELA-LITERACY.L.2.3.A Compare formal and informal uses of English.</p>	N/A

LANGUAGE	
Grade 2 ELA Standards	From Phonics to Reading, Level B
Vocabulary Acquisition and Use	
<p>CCSS.ELA-LITERACY.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	
<p>CCSS.ELA-LITERACY.L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (use context clues to confirm correct word)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (use context clues to confirm correct word)—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316
<p>CCSS.ELA-LITERACY.L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • “Reading Big Words” Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26 • More “Reading Big Words” Strategy (look for prefix, suffix, and known base word when reading a new word)—p. 36 • Prefixes (un-, re-, dis-)—p. 170 • Prefixes (un-, re-, dis-, pre-, mis-)—p. 274 • More Related Words (add prefix or suffix to base word to make related words)—p. 316 <p>Related content</p> <ul style="list-style-type: none"> • Suffixes (-y, -ly)—p. 150 • Comparative Suffixes (-er, -est)—p. 192 • Suffixes (-ful, -less)—p. 202 • Suffixes (-ful, -less, -y, -ly)—p. 254 • Related Words (words with the same base word/add a suffix)—p. 306
<p>CCSS.ELA-LITERACY.L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s—p. 16 • Inflectional Ending -ing—p. 46 • Inflectional Ending -ed—p. 56 • Inflectional Endings (drop e)—p. 78 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE	
Grade 2 ELA Standards	From Phonics to Reading, Level B
	<ul style="list-style-type: none"> • Inflectional Endings (double final consonant)—p. 120 • Inflectional Endings (change y to i)—p. 130 • Inflectional Endings with Spelling Changes—p. 242 • More Inflectional Endings with Spelling Changes—p. 294 • Related Words (same base word)—p. 306 • More Related Words (same base word)—p. 316 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE p. 17 • Word Study: Inflectional Ending -ing—TE p. 47 • Word Study: Inflectional Ending -ed—TE p. 57 • Word Study: Inflectional Endings (drop e)—TE p. 79 • Word Study: Inflectional Endings (double final consonant)—TE p. 121 • Word Study: Inflectional Endings (change y to i)—TE p. 131 • Word Study: Inflectional Endings with Spelling Changes—TE p. 243 • Word Study: More Inflectional Endings with Spelling Changes—TE p. 295 • Word Study: Related Words—TE p. 307 • Word Study: More Related Words—TE p. 317 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE p. 32 • Word Study: Inflectional Ending -ed—TE p. 132 • Word Study: Inflectional Ending -ing and -ed—TE p. 189 • Word Study: Inflectional Ending (Review)—TE p. 376 • Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434
<p>CCSS.ELA-LITERACY.L.2.4.D</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Compound Words—pp. 160, 264 <p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Compound Words—TE pp. 160, 264 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Compound Words—TE pp. 161, 265
<p>CCSS.ELA-LITERACY.L.2.4.E</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	N/A

LANGUAGE	
Grade 2 ELA Standards	From Phonics to Reading, Level B
<p>CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>CCSS.ELA-LITERACY.L.2.5.A Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context (use real-life connections as clues to selecting a study word to complete the sentence)—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310 <p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (expand oral sentences by adding real-life connected descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311 • Use in Context (use study words to complete sentences with real-life connections)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 <p>Home/School Connection</p> <ul style="list-style-type: none"> • Build Fluency (write sentences reflecting home and school experiences with words containing target skills)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305 <p>Teacher Table: English Learners</p> <ul style="list-style-type: none"> • Vocabulary (explain words with real-world connections with pictures and pantomime)—TE pp. 9, 29, 39, 39, 61, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309
<p>CCSS.ELA-LITERACY.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	N/A

LANGUAGE	
Grade 2 ELA Standards	<i>From Phonics to Reading, Level B</i>
<p>CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> • Write About It (use unit words to create a story)—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context (select a study word to complete the sentence)—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (use words acquired through conversation/reading/responding to texts)—pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317 <p>See also the following representative adjectives</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write—<i>funny</i>, p. 20; <i>clean</i>, p. 174; <i>full</i>, p. 248 <p>See also the following representative adverbs</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write—<i>even</i>, p. 134; <i>now</i>, p. 196; <i>very</i>, p. 288 <p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (add descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311 • Use in Context (use study words to complete sentences)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 <p>Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> • Vocabulary—TE pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309