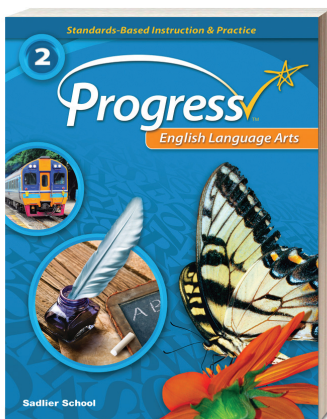


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to the

# English Language Arts

## Georgia Standards of Excellence (GSE)

## Grade 2

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## Reading Literary

RL

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Key Ideas and Details

ELAGSE2RL1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

**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

ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**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

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

**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

#### Craft and Structure

ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**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

ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.

**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

ELAGSE2RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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

SEE ALSO

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

## Reading Literary

RL

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Integration of Knowledge and Ideas

ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### 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

ELAGSE2RL8 (Not applicable to literature).

ELAGSE2RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### 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

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

ELAGSE2RL10 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.

#### 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

## Reading Literary

RL

### 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

## Reading Informational

RI

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Key Ideas and Details

ELAGSE2RI1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

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

SEE ALSO

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

ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

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

SEE ALSO

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

ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

SEE ALSO

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

#### Craft and Structure

ELAGSE2RI4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

**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

ELAGSE2RI5 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.

**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

ELAGSE2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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

SEE ALSO

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

## Reading Informational

RI

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Integration of Knowledge and Ideas

ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

#### 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

ELAGSE2RI8 Describe how reasons support specific points the author makes in a text.

#### 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

ELAGSE2RI9 Compare and contrast the most important points presented by two texts on the same topic.

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

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

SEE ALSO

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

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

ELAGSE2RI10 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.

#### 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

## Reading Informational

RI

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

**Introducing Unit 7/Home Connect/Essential Question**—pp. 145–147

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Reading Foundational

RF

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Print Concepts

Kindergarten and 1<sup>st</sup> grade only.

#### Phonological Awareness

Kindergarten and 1<sup>st</sup> grade only.

#### Phonics and Word Recognition

ELAGSE2RF3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.

c. Decode regularly spelled two-syllable words with long vowels.

d. Decode words with common prefixes and suffixes.

e. Identify words with inconsistent but common spelling-sound correspondences.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## Reading Foundational

RF

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Fluency

ELAGSE2RF4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- d. Recognize and read grade-appropriate irregularly spelled words.

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

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

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

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

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

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

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

**Foundational Skills Reader:** "New York City" (Fluency: Use content)—pp. 175–176

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

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

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

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

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

**Foundational Skills Reader:** "New York City" (Fluency: Use content)—pp. 175–176

#### 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

## Writing

## W

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Text Types and Purposes

**ELAGSE2W1** 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.

**ELAGSE2W2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**ELAGSE2W3** 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.

#### Production and Distribution of Writing

**ELAGSE2W4** (Begins in grade 3).

**ELAGSE2W5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  
a. May include prewriting.

**ELAGSE2W6** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

**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

**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

## Writing

## W

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Research to Build and Present Knowledge

ELAGSE2W7 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).

See also **Home Connect:** (using technology/Internet, also online activities: [sadlierconnect.com](http://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

ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question.

**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

ELAGSE2W9 (Begins in grade 4).

#### Range of Writing

ELAGSE2W10 (Begins in grade 3).

## Speaking and Listening

## SL

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Comprehension and Collaboration

ELAGSE2SL1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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

ELAGSE2SL2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ELAGSE2SL3 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Speaking and Listening

SL

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Presentation of Knowledge and Ideas

- ELAGSE2SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- ELAGSE2SL5 With guidance and support, 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.
- ELAGSE2SL6 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.)

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

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

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

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

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

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

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

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

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

## Language

## L

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### Conventions of Standard English

ELAGSE2L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- g. Creates documents with legible handwriting.

ELAGSE2L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.

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

**Language:** Collective Nouns—p. 50

SEE ALSO

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

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

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

SEE ALSO

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

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

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

SEE ALSO

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

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

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

SEE ALSO

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

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

**Language:** Adjectives—pp. 140–141

**Language:** Adverbs—pp. 142–143

SEE ALSO

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

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

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

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

SEE ALSO

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

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

## Language

### STANDARDS

- b. Use commas in greetings and closings of letters.

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- c. Use an apostrophe to form contractions and frequently occurring possessives.

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- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

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- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

- ELAGSE2L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Compare formal and informal uses of English.

### Vocabulary Acquisition and Use

- ELAGSE2L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.

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  - 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*).

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

#### **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

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

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

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

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

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

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

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

## Language

## L

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2
<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><b>Unit 7 Reading Informational Text: Craft and Structure</b> <b>Language:</b> Compound Words—p. 182</p> <p>SEE ALSO Introducing Unit 7/Home Connect—pp. 153–154 Unit 7 Review—p. 183</p> <p><b>Writing Handbook</b> <b>Step 4: Editing:</b> Editing Checklist (use a dictionary)—p. 283</p> <p><b>Glossary</b>—pp. 285–288</p>
<p>ELAGSE2L5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p><b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b> <b>Language:</b> Real-Life Word Meanings—p. 268</p> <p>SEE ALSO Introducing Unit 11/Home Connect—pp. 239–240 Unit 11 Review—pp. 269–270</p> <p><b>Unit 9 Reading Literature: Integration of Knowledge and Ideas</b> <b>Language:</b> Shades of Meaning—p. 222</p> <p>SEE ALSO Introducing Unit 9/Home Connect—pp. 199–100 Unit 9 Review—pp. 223–224</p>
<p>ELAGSE2L6 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><b>Words to Know</b>—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 58, 60, 62, 64, 66, 68, 70, 72, 74, 104, 106, 108, 110, 112, 114, 116, 118, 120, 156, 158, 160, 162, 164, 166, 168, 170, 172, 202, 204, 206, 208, 210, 212, 242, 244, 246, 248, 250, 252, 254, 256, 258</p> <p><b>Unit 1 Reading Literature: Key Ideas and Details</b> <b>Language:</b> Related Words—p. 38</p> <p><b>Unit 3 Reading Informational Text: Key Ideas and Details</b> <b>Language:</b> Context Clues—p. 84</p> <p><b>Unit 5 Reading Literature: Craft and Structure</b> <b>Language:</b> Prefixes—p. 130</p> <p><b>Unit 7 Reading Informational Text: Craft and Structure</b> <b>Determining Word Meanings:</b> “Who Helps in Your Community?” (Informational Text)—pp. 156–161 <b>Language:</b> Compound Words—p. 182</p> <p><b>Unit 9 Reading Literature: Integration of Knowledge and Ideas</b> <b>Language:</b> Shades of Meaning—p. 222</p> <p><b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b> <b>Language:</b> Real-Life Word Meanings—p. 268</p> <p><b>Writing Handbook</b> <b>Step 3: Revising:</b> Revising Checklist (Word Choice)—p. 281</p>