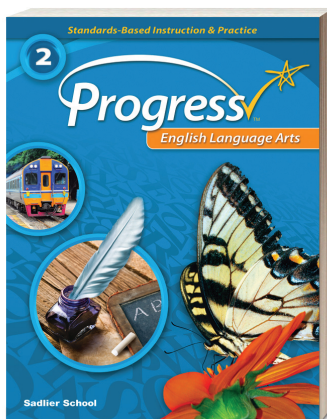


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Pennsylvania

Core Standards for

English Language Arts

Grade 2

Contents

1.1	Foundational Skills	2
1.2	Reading Informational Text	3
1.3	Reading Literature	8
1.4	Writing	13
1.5	Speaking and Listening	22

1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

ENGLISH LANGUAGE ARTS STANDARDS

Phonics and Word Recognition

- CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Decode two-syllable words with long vowels and words with common prefixes and suffixes.
 - Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
 - Read grade-appropriate irregularly spelled words.

Fluency

- CC.1.1.2.E Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 1 Reading Literature: Key Ideas and Details

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

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

Unit 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 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details: Main Idea

- CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Key Ideas and Details: Text Analysis

- CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.

Craft and Structure: Text Structure

- CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.

Craft and Structure: Vocabulary

- CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

SEE ALSO

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

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

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

SEE ALSO

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

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

SEE ALSO

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

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Integration of Knowledge and Ideas: Diverse Media

- CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.

Integration of Knowledge and Ideas: Evaluating Arguments

- CC.1.2.2.H Describe how reasons support specific points the author makes in a text.

Integration of Knowledge and Ideas: Analysis Across Texts

- CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.

Vocabulary Acquisition and Use

- CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

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

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

Unit 11 Review—pp. 269–270

Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

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

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

Unit 11 Review—pp. 269–270

Performance Task—Online

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 1 Reading Literature: Key Ideas and Details

Language: Related Words—p. 38

Unit 3 Reading Informational Text: Key Ideas and Details

Language: Context Clues—p. 84

Unit 5 Reading Literature: Craft and Structure

Language: Prefixes—p. 130

Unit 7 Reading Informational Text: Craft and Structure

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

Language: Compound Words—p. 182

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Shades of Meaning—p. 222

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Real-Life Word Meanings—p. 268

Writing Handbook

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

Unit 1 Reading Literature: Key Ideas and Details

Language: Related Words—p. 38

SEE ALSO

Introducing Unit 1/Home Connect—pp. 9–10

Unit 1 Review—pp. 39–40

Unit 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

Language: Compound Words—p. 182

SEE ALSO

Introducing Unit 7/Home Connect—pp. 153–154

Unit 7 Review—p. 183

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Range of Reading

CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 1 Reading Literature: Key Ideas and Details

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

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

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

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

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

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

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

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

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

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

Unit 5 Reading Literature: Craft and Structure

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

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

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

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

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

Foundational Skills Read Together: “A School for Fish?”—p. 122

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

Close Reading: “Making Tracks” (Mystery)—pp. 125–128

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question—p. 129

Unit 5 Review: “A Bug for Dee”—pp. 131–132

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

Integration of Knowledge and Ideas: Comprehension Check—pp. 203, 205, 207, 209, 211, 213, 219–220

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

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

Foundational Skills Read Together: “How the Camel Got Her Hump”—p. 214

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details: Theme

- CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.

Key Ideas and Details: Text Analysis

- CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Key Ideas and Details: Literary Elements

- CC.1.3.2.C Describe how characters in a story respond to major events and challenges.

Craft and Structure: Point of View

- CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Craft and Structure: Text Structure

- CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 1 Reading Literature: Key Ideas and Details

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

SEE ALSO

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

Unit 1 Reading Literature: Key Ideas and Details

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

SEE ALSO

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

Unit 1 Reading Literature: Key Ideas and Details

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

SEE ALSO

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

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

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

Unit 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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Craft and Structure: Vocabulary

- CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Integration of Knowledge and Ideas: Sources of Information

- CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

Integration of Knowledge and Ideas: Text Analysis

- CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.

Vocabulary Acquisition and Use: Strategies

- CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

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

Close Reading: “Making Tracks” (Mystery)—pp. 125–128

Unit 5 Review—pp. 131–132

Performance Task—Online

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

SEE ALSO

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

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

Fox”—pp. 217–220

Unit 9 Review—pp. 223–224

Performance Task—Online

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

SEE ALSO

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

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

Fox”—pp. 217–220

Unit 9 Review—pp. 223–224

Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Language: Related Words—p. 38

SEE ALSO

Introducing Unit 1/Home Connect—pp. 9–10

Unit 1 Review—pp. 39–40

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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Vocabulary Acquisition and Use

CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

Range of Reading

CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

Language: Compound Words—p. 182

SEE ALSO

Introducing Unit 7/Home Connect—pp. 153–154

Unit 7 Review—p. 183

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

Unit 1 Reading Literature: Key Ideas and Details

Language: Related Words—p. 38

Unit 3 Reading Informational Text: Key Ideas and Details

Language: Context Clues—p. 84

Unit 5 Reading Literature: Craft and Structure

Language: Prefixes—p. 130

Unit 7 Reading Informational Text: Craft and Structure

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

Language: Compound Words—p. 182

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Shades of Meaning—p. 222

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Real-Life Word Meanings—p. 268

Writing Handbook

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

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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

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

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

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

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

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

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

Unit 5 Reading Literature: Craft and Structure

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

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

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

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

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

Foundational Skills Read Together: “A School for Fish?”—p. 122

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

Close Reading: “Making Tracks” (Mystery)—pp. 125–128

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question—p. 129

Unit 5 Review: “A Bug for Dee”—pp. 131–132

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

Integration of Knowledge and Ideas: Comprehension Check—pp. 203, 205, 207, 209, 211, 213, 219–220

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

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

Foundational Skills Read Together: “How the Camel Got Her Hump”—p. 214

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

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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Performance Task 2

Part 1: Literary Analysis—pp. 271–273

Part 2: Narrative Writing—pp. 271, 274

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory

CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Informative/Explanatory: Focus

CC.1.4.2.B Identify and introduce the topic.

Informative/Explanatory: Content

CC.1.4.2.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 4 Text Types and Purposes: Write Informational Texts **Read a Student Model/Use a Chart to Draft an**

Observation Log/Draft Your Observation Log—pp. 90–93

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

SEE ALSO

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

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

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

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

SEE ALSO

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

Unit 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 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory: Organization

CC.1.4.2.D Group information and provide a concluding statement or section.

Informative/Explanatory: Style

CC.1.4.2.E Choose words and phrases for effect.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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 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 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory: Conventions of Language

CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns.
- Use commas and apostrophes appropriately.
- Spell words drawing on common spelling patterns.
- Consult reference material as needed.

Opinion/Argumentative

CC.1.4.2.G Write opinion pieces on familiar topics or texts.

Opinion/Argumentative: Focus

CC.1.4.2.H Identify the topic and state an opinion.

Opinion/Argumentative: Content

CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Names of Holidays and Places—p. 51

SEE ALSO

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

Unit 2 Review—pp. 53–54

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Commas in Letters—pp. 194–195

SEE ALSO

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

Unit 8 Review—pp. 197–198

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 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 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 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Opinion/Argumentative: Organization

- CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.

Opinion/Argumentative: Style

- CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.

Opinion/Argumentative: Conventions of Language

- CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns.
- Use commas and apostrophes appropriately.
- Spell words drawing on common spelling patterns.
- Consult reference material as needed.

Narrative

- CC.1.4.2.M Write narratives to develop real or imagined experiences or events.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Use a Chart to Plan Your Opinion Piece/Draft Your Opinion Piece—pp. 188–191
Unit 8 Review: Revise/Publish Your Opinion Piece—p. 198
SEE ALSO
Introducing Unit 8/Home Connect/Essential Question—pp. 185–187

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Use a Chart to Plan Your Opinion Piece/Draft Your Opinion Piece—pp. 188–191
Unit 8 Review: Revise/Publish Your Opinion Piece—p. 198
SEE ALSO
Introducing Unit 8/Home Connect/Essential Question—pp. 185–187

Unit 2 Text Types and Purposes: Write Nonfictional Narratives
Language: Names of Holidays and Places—p. 51
SEE ALSO
Introducing Unit 2/Home Connect—pp. 39–40
Unit 2 Review—pp. 53–54

Unit 8 Text Types and Purposes: Write Opinion Pieces
Language: Commas in Letters—pp. 194–195
SEE ALSO
Introducing Unit 8/Home Connect—pp. 185–186
Unit 8 Review—pp. 197–198

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 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Narrative: Focus

CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.

Narrative: Content

CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Plan Your Nonfictional

Narrative/Create Your Nonfictional Narrative—pp. 136–139

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

SEE ALSO

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

Unit 2 Text Types and Purposes: Write Fictional Narratives

Read a Student Model/Plan Your Fictional

Narrative/Create Your Fictional Narrative—pp. 44–47

Unit 2 Review: Revise/Publish Your Fictional Narrative—p. 54

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 41–43

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Plan Your Nonfictional

Narrative/Create Your Nonfictional Narrative—pp. 136–139

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

SEE ALSO

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

Unit 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Narrative: Organization

- CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

Narrative: Style

- CC.1.4.2.Q Choose words and phrases for effect.

Narrative: Conventions of Language

- CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns.
- Use commas and apostrophes appropriately.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 2 Text Types and Purposes: Write Fictional Narratives
Read a Student Model/Plan Your Fictional Narrative/Create Your Fictional Narrative—pp. 44–47
Unit 2 Review: Revise/Publish Your Fictional Narrative—p. 54

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 41–43

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Plan Your Nonfictional Narrative/Create Your Nonfictional Narrative—pp. 136–139

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

SEE ALSO

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

Unit 2 Text Types and Purposes: Write Fictional Narratives
Read a Student Model/Plan Your Fictional Narrative/Create Your Fictional Narrative—pp. 44–47
Unit 2 Review: Revise/Publish Your Fictional Narrative—p. 54

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 41–43

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Plan Your Nonfictional Narrative/Create Your Nonfictional Narrative—pp. 136–139

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

SEE ALSO

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Names of Holidays and Places—p. 51

SEE ALSO

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

Unit 2 Review—pp. 53–54

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Commas in Letters—pp. 194–195

SEE ALSO

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

Unit 8 Review—pp. 197–198

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

- Spell words drawing on common spelling patterns.
- Consult reference material as needed.

Production and Distribution of Writing: Writing Process

- CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Technology and Publication

- CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

Conducting Research

- CC.1.4.2.V Participate in individual or shared research and writing projects.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

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

Writing Handbook

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

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

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

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

Unit 4 Text Types and Purposes: Write Informational Texts

Read a Student Model/Use a Chart to Draft an

Observation Log/Draft Your Observation Log—pp. 90–93

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

SEE ALSO

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

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

Read a Student Model/Use a Chart to Plan the

Report/Draft Your Report—pp. 228–231

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

SEE ALSO

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Credibility, Reliability, and Validity of Source

CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.

Range of Writing

CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Plan Your Nonfictional Narrative/Create Your Nonfictional Narrative (recount an amazing experience in nature)—pp. 136–139
Unit 6 Review: Revise/Publish Your Nonfictional Narrative—p. 146

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

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

Read a Student Model/Use a Chart to Plan the Report/Draft Your Report—pp. 228–231
Speaking and Listening: Return to the Essential Question (how do writers gather and present information?)—p. 236
Unit 10 Review: Revise/Publish Your Research Report—p. 238

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

Writing Handbook

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

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 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 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Use a Chart to Plan Your Opinion Piece/Draft Your Opinion Piece—pp. 188–191
Unit 8 Review: Revise/Publish Your Opinion Piece—p. 198
SEE ALSO
Introducing Unit 8/Home Connect/Essential Question—pp. 185–187

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

Performance Task 1
Part 1: Literary Analysis—pp. 147–149
Part 2: Narrative Writing—pp. 147, 150
Part 3: Research Simulation—pp. 147, 151–152

Performance Task 2
Part 1: Literary Analysis—pp. 271–273
Part 2: Narrative Writing—pp. 271, 274
Part 3: Research Simulation—pp. 271, 275–276

*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening exercises, and Unit Review questions at the end of each unit.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Comprehension and Collaboration: Collaborative Discussion

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

Comprehension and Collaboration: Critical Listening

CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Comprehension and Collaboration: Evaluating Information

CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Comprehension and Collaboration: Purpose, Audience, and Task

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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

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

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

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (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

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

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Presentation of Knowledge and Ideas: Context

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Integration of Knowledge and Ideas: Multimedia

CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

Conventions of Standard English

CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

See also **Home Connect** (Conversation Starters/Activities/On the Go/Ways to Help Your Child)—pp. 10, 42 (make up stories), 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

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Irregular Proper Nouns—pp. 48–49

Language: Collective Nouns—p. 50

SEE ALSO

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

Unit 2 Review—pp. 53–54

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 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

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 2

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