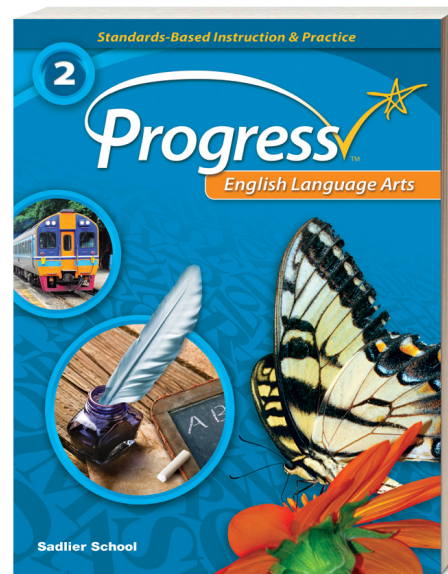


Standards-Based Instruction & Practice

## *Progress English Language Arts*

Correlation to the Gwinnett County AKS and the Georgia GSE: English Language Arts for Grade 2

Grade 2



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Progress English Language Arts Grade 2	Gwinnett Co. AKS: 2 <sup>nd</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 2
<p><b>Unit 1 Reading Literature: Key Ideas and Details</b></p>		
<ul style="list-style-type: none"> <li>Understanding Key Story Details: “The Pizza Pain” (Realistic Fiction)—pp. 12–17 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.A.1</b> ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p>	<p><b>ELAGSE2RL1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
<ul style="list-style-type: none"> <li>Determining a Story’s Central Message: “Leon and Max” (Fable)—pp. 18–23 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.A.2</b> recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p>	<p><b>ELAGSE2RL2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>
<ul style="list-style-type: none"> <li>Understanding Character Actions: “The Mad Glad Mystery” (Adventure Story)—pp. 24–29 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.A.3</b> describe how characters in a story respond to major events and challenges</p>	<p><b>ELAGSE2RL3</b> Describe how characters in a story respond to major events and challenges.</p>
<ul style="list-style-type: none"> <li>Foundational Skills Read Together: “Lunch or Not?”—p. 30</li> </ul>	<p><b>2LA.C.20.a</b> distinguish long and short vowels when reading regularly spelled one-syllable words</p>	<p><b>ELAGSE2RF3.a</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>
<ul style="list-style-type: none"> <li>Foundational Skills Reader: “The Big Meal Deal” (Short Vowels; Long Vowels; CVCe Vowel teams)—pp. 31–32 Directions: Cut and fold the book.</li> </ul>	<p><b>2LA.C.20.a</b> distinguish long and short vowels when reading regularly spelled one-syllable words <b>2LA.C.21.a</b> read on-level text with purpose and understanding</p>	<p><b>ELAGSE2RF3.a</b> Distinguish long and short vowels when reading regularly spelled one-syllable words. <b>ELAGSE2RF4.a</b> Read on-level text with purpose and understanding.</p>
<ul style="list-style-type: none"> <li>Close Reading: “Bo Lends a Paw” (Fantasy)—pp. 33–36 Comprehension Check</li> </ul>	<p><b>2LA.A.1</b> ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text <b>2LA.A.2</b> recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral <b>2LA.A.3</b> describe how characters in a story respond to major events and challenges <b>2LA.A.9</b> 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 by the end of grade 2</p>	<p><b>ELAGSE2RL1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>ELAGSE2RL2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>ELAGSE2RL3</b> Describe how characters in a story respond to major events and challenges. <b>ELAGSE2RL10</b> 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>
<ul style="list-style-type: none"> <li>Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question—p. 37</li> </ul>	<p><b>2LA.A.8</b> compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures <b>2LA.E.29</b> participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE2RL9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <b>ELAGSE2SL1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p><b>2LA.E.29.a</b> 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)</p> <p><b>2LA.E.29.b</b> build on others' talk in conversations by linking their comments to the remarks of others</p> <p><b>2LA.E.29.c</b> ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p><b>2LA.E.31</b> 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><b>ELAGSE2SL1.a</b> Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</p> <p><b>ELAGSE2SL1.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>ELAGSE2SL1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>ELAGSE2SL3</b> 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>
<ul style="list-style-type: none"> <li>Language: Related Words—p. 38 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>2LA.F.38.c</b> use a known root as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>)</p>	<p><b>ELAGSE2L4.c</b> 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>
<ul style="list-style-type: none"> <li>Unit 1 Review: “Ting’s Sleepy Morning”—pp. 39–40</li> </ul>	<p><b>2LA.A.1</b> ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p><b>2LA.A.2</b> recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p> <p><b>2LA.A.3</b> describe how characters in a story respond to major events and challenges</p> <p><b>2LA.C.20.a</b> distinguish long and short vowels when reading regularly spelled one-syllable words</p> <p><b>2LA.F.38.c</b> use a known root as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>)</p>	<p><b>ELAGSE2RL1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>ELAGSE2RL2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>ELAGSE2RL3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>ELAGSE2RF3.a</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><b>ELAGSE2L4.c</b> 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>

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**Unit 2 Text Types and Purposes: Write Fictional Narratives**

<ul style="list-style-type: none"> <li>Read a Student Model/Write a Fictional Narrative—pp. 44–47 Analyze a student model • Organize and draft a fictional narrative</li> </ul>	<p><b>2LA.D.24</b> write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure</p>	<p><b>ELAGSE2W3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
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<b>Unit 2 Text Types and Purposes: Write Fictional Narratives</b>		
<ul style="list-style-type: none"> <li>Language: Irregular Plural Nouns—pp. 48–49 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>2LA.F.35.c</b> form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)</p>	<p><b>ELAGSE2L1.b</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>
<ul style="list-style-type: none"> <li>Language: Collective Nouns—p. 50 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>2LA.F.35.b</b> use collective nouns (e.g., group)</p>	<p><b>ELAGSE2L1.a</b> Use collective nouns (e.g., <i>group</i>).</p>
<ul style="list-style-type: none"> <li>Language: Names of Holidays and Places—p. 51 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>2LA.F.36.a</b> capitalize holidays, product names, and geographic names</p>	<p><b>ELAGSE2L2.a</b> Capitalize holidays, product names, and geographic names.</p>
<ul style="list-style-type: none"> <li>Speaking and Listening: Return to the Essential Question—p. 58 Did I? Checklist (rules for being a good speaker and listener)</li> </ul>	<p><b>2LA.E.29</b> participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups <b>2LA.E.29.a</b> 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>2LA.E.29.b</b> build on others' talk in conversations by linking their comments to the remarks of others <b>2LA.E.29.c</b> ask for clarification and further explanation as needed about the topics and texts under discussion <b>2LA.E.31</b> 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><b>ELAGSE2SL1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <b>ELAGSE2SL1.a</b> Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). <b>ELAGSE2SL1.b</b> Build on others' talk in conversations by linking their comments to the remarks of others. <b>ELAGSE2SL1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion. <b>ELAGSE2SL3</b> 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>
<ul style="list-style-type: none"> <li>Unit 2 Review/Write the final draft—pp. 59–60</li> </ul>	<p><b>2LA.D.24</b> write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure <b>2LA.D.25</b> focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers <b>2LA.F.35.b</b> use collective nouns (e.g., group) <b>2LA.F.35.c</b> form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) <b>2LA.F.36.a</b> capitalize holidays, product names, and geographic names <b>2LA.F.36.e</b> consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>	<p><b>ELAGSE2W3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. <b>ELAGSE2W5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <b>ELAGSE2L1.a</b> Use collective nouns (e.g., <i>group</i>). <b>ELAGSE2L1.b</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). <b>ELAGSE2L2.a</b> Capitalize holidays, product names, and geographic names. <b>ELAGSE2L2.e</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>

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<b>Unit 3 Reading Informational Text: Key Ideas and Details</b>		
<ul style="list-style-type: none"> <li>Asking and Answering Questions: “Prairie Dogs and Their Homes” (Magazine Article)—pp. 58–63 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.B.10</b> ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RI1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Identifying Topics: “Jacques Cousteau” (Biography)—pp. 64–69 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.B.11</b> identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</p> <p><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RI2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Describing Connections Between Ideas: “Make Wild Animal Homes” (Procedural Text)—pp. 70–75 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.B.12</b> describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RI3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Foundational Skills Read Together: “Animals That Carry Their Homes”—p. 76</li> </ul>	<p><b>2LA.C.20.b</b> know spelling-sound correspondences for additional common vowel teams</p>	<p><b>ELAGSE2RF3.b</b> Know spelling-sound correspondences for additional common vowel teams.</p>
<ul style="list-style-type: none"> <li>Foundational Skills Reader: “Moving Day!” (vowel teams oi, oy, ow, ou)—pp. 77–78 Directions: Cut and fold the book.</li> </ul>	<p><b>2LA.C.20.b</b> know spelling-sound correspondences for additional common vowel teams</p> <p><b>2LA.C.21.b</b> read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p><b>ELAGSE2RF3.b</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>ELAGSE2RF4.b</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<ul style="list-style-type: none"> <li>Close Reading: “At Home in a Cave” (Magazine Article)—pp. 79–82 Comprehension Check</li> </ul>	<p><b>2LA.B.10</b> ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p><b>2LA.B.11</b> identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</p> <p><b>2LA.B.12</b> describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p><b>2LA.B.19</b> 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 by the end of grade 2</p>	<p><b>ELAGSE2RI1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><b>ELAGSE2RI2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>ELAGSE2RI3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>ELAGSE2RI10</b> By the end of the 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>

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

<ul style="list-style-type: none"> <li>Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 83</li> </ul>	<p><b>2LA.B.18</b> compare and contrast the most important points presented by two texts on the same topic</p> <p><b>2LA.E.29</b> participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p><b>2LA.E.29.a</b> 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)</p> <p><b>2LA.E.29.b</b> build on others' talk in conversations by linking their comments to the remarks of others</p> <p><b>2LA.E.29.c</b> ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p><b>2LA.E.31</b> 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><b>ELAGSE2RI9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>ELAGSE2SL1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>ELAGSE2SL1.a</b> Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</p> <p><b>ELAGSE2SL1.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>ELAGSE2SL1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>ELAGSE2SL3</b> 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>
<ul style="list-style-type: none"> <li>Language: Context Clues—p. 84 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>2LA.F.38.a</b> use sentence-level context as a clue to the meaning of a word or phrase</p>	<p><b>ELAGSE2L4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>
<ul style="list-style-type: none"> <li>Unit 3 Review: "Weaver Bird Nests"—pp. 85–86</li> </ul>	<p><b>2LA.B.10</b> ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p><b>2LA.B.11</b> identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</p> <p><b>2LA.B.12</b> describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p><b>2LA.C.20.b</b> know spelling-sound correspondences for additional common vowel teams</p> <p><b>2LA.F.38.a</b> use sentence-level context as a clue to the meaning of a word or phrase</p>	<p><b>ELAGSE2RI1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><b>ELAGSE2RI2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>ELAGSE2RI3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>ELAGSE2RF3.b</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>ELAGSE2L4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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### Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

<ul style="list-style-type: none"> <li>Read a Student Model/Draft an Observation Log—pp. 90–93 Analyze a student model • Organize and draft an observation log</li> </ul>	<p><b>2LA.D.23</b> 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><b>2LA.D.27</b> 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><b>ELAGSE2W2</b> 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><b>ELAGSE2W7</b> 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>
<ul style="list-style-type: none"> <li>Language: Irregular Past-Tense Verbs—pp. 94–95 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>2LA.F.35.e</b> form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)</p>	<p><b>ELAGSE2L1.d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>
<ul style="list-style-type: none"> <li>Language: Apostrophes—pp. 96–97 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>2LA.F.36.c</b> use apostrophes to form contractions and frequently occurring possessives (e.g., can't, don't, boy's, dog's)</p>	<p><b>ELAGSE2L2.c</b> Use an apostrophe to form contractions and frequently occurring possessives.</p>
<ul style="list-style-type: none"> <li>Speaking and Listening: Return to the Essential Question—p. 98 Note-taking form • Be a good speaker and listener</li> </ul>	<p><b>2LA.E.29.a</b> 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)</p> <p><b>2LA.E.29.b</b> build on others' talk in conversations by linking their comments to the remarks of others</p> <p><b>2LA.E.29.c</b> ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p><b>2LA.E.31</b> 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><b>ELAGSE2SL1.a</b> 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).</p> <p><b>ELAGSE2SL1.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>ELAGSE2SL1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>ELAGSE2SL3</b> 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>
<ul style="list-style-type: none"> <li>Unit 4 Review/Publish your final observation log—pp. 99–100</li> </ul>	<p><b>2LA.D.23</b> 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><b>2LA.D.25</b> focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers</p> <p><b>2LA.D.27</b> 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><b>2LA.F.35.e</b> form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)</p> <p><b>2LA.F.36.c</b> use apostrophes to form contractions and frequently occurring possessives (e.g., can't, don't, boy's, dog's)</p>	<p><b>ELAGSE2W2</b> 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><b>ELAGSE2W5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>ELAGSE2W7</b> 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><b>ELAGSE2L1.d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p><b>ELAGSE2L2.c</b> Use an apostrophe to form contractions and frequently occurring possessives.</p>



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

<ul style="list-style-type: none"> <li>Understanding Rhythm and Meaning: “The Strange Tale of Cat R. Pillar” (Poetry)—pp. 104–109 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.A.1</b> ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RL1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Describing Story Structure: “Benny and the Sea Monster” (Realistic Fiction)—pp. 110–115 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.A.5</b> 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</p> <p><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RL5</b> 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.</p> <p><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Understanding Character Point of View: “Squirrel and Frog Outsmart Fox” (Play)—pp. 116–121 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.A.6</b> acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</p> <p><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RL6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Foundational Skills Read Together: “A School for Fish?”—p. 122</li> </ul>	<p><b>2LA.C.20.b</b> know spelling-sound correspondences for additional common vowel teams</p> <p><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RF3.b</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Foundational Skills Reader: ““Dawn’s Pet” (vowel teams oo, ul, ow, au)—pp. 123–124 Directions: Cut and fold the book.</li> </ul>	<p><b>2LA.C.20.b</b> know spelling-sound correspondences for additional common vowel teams</p> <p><b>2LA.C.21.b</b> read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p><b>ELAGSE2RF3.b</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>ELAGSE2RF4.b</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<ul style="list-style-type: none"> <li>Close Reading: “Making Tracks” (Mystery)—pp. 125–128 Comprehension Check</li> </ul>	<p><b>2LA.A.4</b> 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><b>2LA.A.5</b> 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</p> <p><b>2LA.A.6</b> acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE2RL4</b> 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><b>ELAGSE2RL5</b> 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.</p> <p><b>ELAGSE2RL6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p style="text-align: center;"><i>continued on next page</i></p>



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<b>Unit 5 Reading Literature: Craft and Structure</b>		
	<p style="text-align: center;"><i>continued from preceding page</i></p> <p><b>2LA.A.9</b> 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 by the end of grade 2</p>	<p style="text-align: center;"><i>continued from preceding page</i></p> <p><b>LAGSE2RL10</b> 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>
<ul style="list-style-type: none"> <li>Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 129</li> </ul>	<p><b>2LA.A.8</b> compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures</p> <p><b>2LA.E.29</b> participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p><b>2LA.E.29.a</b> 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)</p> <p><b>2LA.E.29.b</b> build on others' talk in conversations by linking their comments to the remarks of others</p> <p><b>2LA.E.29.c</b> ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p><b>2LA.E.31</b> 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><b>ELAGSE2RL9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><b>ELAGSE2SL1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>ELAGSE2SL1.a</b> Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</p> <p><b>ELAGSE2SL1.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>ELAGSE2SL1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>ELAGSE2SL3</b> 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>
<ul style="list-style-type: none"> <li>Language: Prefixes—p. 130 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>2LA.F.38.b</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)</p>	<p><b>ELAGSE2L4.b</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>
<ul style="list-style-type: none"> <li>Unit 5 Review: "A Bug for Dee"—pp. 131-132</li> </ul>	<p><b>2LA.A.4</b> 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><b>2LA.A.5</b> 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</p> <p><b>2LA.A.6</b> acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</p> <p><b>2LA.C.20.b</b> know spelling-sound correspondences for additional common vowel teams</p> <p><b>2LA.C.21.b</b> read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p><b>ELAGSE2RL4</b> 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><b>ELAGSE2RL5</b> 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.</p> <p><b>ELAGSE2RL6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>ELAGSE2RF3.b</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>ELAGSE2RF4.b</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>

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

<ul style="list-style-type: none"> <li>Read a Student Model/Write a Nonfictional Narrative—pp. 136–139 Analyze a student model • Use a chart to plan • Draft a nonfictional narrative</li> </ul>	<p><b>2LA.D.24</b> write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure</p>	<p><b>ELAGSE2W3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<ul style="list-style-type: none"> <li>Language: Adjectives—pp. 140–141 Guided Instruction/Guided Practice/Independent Practice</li> <li>Language: Adverbs—pp. 142–143 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>2LA.F.35.f</b> use adjectives and adverbs, and choose between them depending on what is to be modified</p>	<p><b>ELAGSE2L1.e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>
<ul style="list-style-type: none"> <li>Speaking and Listening: Return to the Essential Question—p. 144 Note-taking Form • Be a good speaker and listener</li> </ul>	<p><b>2LA.E.29.a</b> 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)</p> <p><b>2LA.E.29.b</b> build on others' talk in conversations by linking their comments to the remarks of others</p> <p><b>2LA.E.29.c</b> ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p><b>2LA.E.31</b> 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><b>ELAGSE2SL1.a</b> Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</p> <p><b>ELAGSE2SL1.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>ELAGSE2SL1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>ELAGSE2SL3</b> 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>
<ul style="list-style-type: none"> <li>Unit 6 Review/Revise your draft then write the final copy—pp. 145–146</li> </ul>	<p><b>2LA.D.24</b> write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure</p> <p><b>2LA.D.25</b> focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers</p> <p><b>2LA.F.35.f</b> use adjectives and adverbs, and choose between them depending on what is to be modified</p> <p><b>2LA.F.40</b> 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>ELAGSE2W3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>ELAGSE2W5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>ELAGSE2L1.e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>ELAGSE2L6</b> 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>

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<b>Unit 7 Reading Informational Text: Craft and Structure</b>		
<ul style="list-style-type: none"> <li>Determining Word Meanings: “Who Helps in Your Community?” (Informational Text)—pp. 156-161 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.B.13</b> determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area</p> <p><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RI4</b> Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Using Text Features: “Subway—Way to Go!” (Magazine Article)—pp. 162-167 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.B.14</b> 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><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RI5</b> 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><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Determining an Author’s Purpose: “New Ways to Solve an Old Problem” (Opinion Piece)—pp. 168-173 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.B.15</b> identify the main purpose of a text, including what the author wants to answer, explain, or describe</p> <p><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RI6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Foundational Skills Read Together: “Our Town Is the Best!”—p. 174</li> </ul>	<p><b>2LA.C.20.c</b> decode regularly spelled two-syllable words with long vowels</p> <p><b>2LA.C.20.d</b> decode words with common prefixes and suffixes</p>	<p><b>ELAGSE2RF3.c</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>ELAGSE2RF3.d</b> Decode words with common prefixes and suffixes.</p>
<ul style="list-style-type: none"> <li>Foundational Skills Reader: “New York City” (two-syllable long vowel words; prefixes un- and re-)—pp. 175-176 Directions: Cut and fold the book.</li> </ul>	<p><b>2LA.C.20.c</b> decode regularly spelled two-syllable words with long vowels</p> <p><b>2LA.C.20.d</b> decode words with common prefixes and suffixes</p> <p><b>2LA.C.21.c</b> use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p><b>ELAGSE2RF3.c</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>ELAGSE2RF3.d</b> Decode words with common prefixes and suffixes.</p> <p><b>ELAGSE2RF4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<ul style="list-style-type: none"> <li>Close Reading: “Ben Franklin, Outstanding Citizen” (Biography)—pp. 177-180 Comprehension Check</li> </ul>	<p><b>2LA.B.13</b> determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area</p> <p><b>2LA.B.14</b> 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><b>2LA.B.15</b> identify the main purpose of a text, including what the author wants to answer, explain, or describe</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE2RI4</b> Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>ELAGSE2RI5</b> 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><b>ELAGSE2RI6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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	<i>continued from preceding page</i> <b>2LA.B.19</b> 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 by the end of grade 2	<i>continued from preceding page</i> <b>ELAGSE2RI10</b> By the end of the 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.
<ul style="list-style-type: none"> <li>Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 181</li> </ul>	<p><b>2LA.B.18</b> compare and contrast the most important points presented by two texts on the same topic</p> <p><b>2LA.E.29</b> participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p><b>2LA.E.29.a</b> 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)</p> <p><b>2LA.E.29.b</b> build on others' talk in conversations by linking their comments to the remarks of others</p> <p><b>2LA.E.29.c</b> ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p><b>2LA.E.31</b> 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><b>ELAGSE2RI9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>ELAGSE2SL1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>ELAGSE2SL1.a</b> Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</p> <p><b>ELAGSE2SL1.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>ELAGSE2SL1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>ELAGSE2SL3</b> 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>
<ul style="list-style-type: none"> <li>Language: Compound Words Guided Instruction/Guided Practice and Independent Practice</li> </ul>	<p><b>2LA.F.38.d</b> use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)</p>	<p><b>ELAGSE2L4.d</b> 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>
<ul style="list-style-type: none"> <li>Unit 7 Review: "Please Be Kind"—pp. 183–184</li> </ul>	<p><b>2LA.B.13</b> determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area</p> <p><b>2LA.B.14</b> 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><b>2LA.B.15</b> identify the main purpose of a text, including what the author wants to answer, explain, or describe</p> <p><b>2LA.C.20.c</b> decode regularly spelled two-syllable words with long vowels</p> <p><b>2LA.C.20.d</b> decode words with common prefixes and suffixes</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE2RI4</b> Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>ELAGSE2RI5</b> 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><b>ELAGSE2RI6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>ELAGSE2RF3.c</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>ELAGSE2RF3.d</b> Decode words with common prefixes and suffixes.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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

	<i>continued from preceding page</i>	<i>continued from preceding page</i>
	<p><b>2LA.F.38.d</b>                  use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)</p>	<p><b>ELAGSE2L4.d</b>                  Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>

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**Unit 8 Research to Build and Present Knowledge: Write Opinion Pieces**

<ul style="list-style-type: none"> <li>• Read a Student Model/Write Opinion Pieces—pp. 188–191 Analyze a student model • Use a chart to plan • Draft an opinion piece</li> </ul>	<p><b>2LA.D.22</b>                  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</p>	<p><b>ELAGSE2W1</b>                  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.</p>
<ul style="list-style-type: none"> <li>• Language: Reflexive Pronouns—pp. 192–193 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>2LA.F.35.d</b>                  use reflexive pronouns (e.g., myself, ourselves)</p>	<p><b>ELAGSE2L1.c</b>                  Use reflexive pronouns (e.g., myself, ourselves).</p>
<ul style="list-style-type: none"> <li>• Language: Commas in Letters—pp. 194–195 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>2LA.F.36.b</b>                  use commas in greetings and closings of letters</p>	<p><b>ELAGSE2L2.b</b>                  Use commas in greetings and closings of letters.</p>
<ul style="list-style-type: none"> <li>• Speaking and Listening: Return to the Essential Question—p. 196 Note-taking Form • Be a good speaker and listener</li> </ul>	<p><b>2LA.E.29.a</b>                  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)</p> <p><b>2LA.E.29.b</b>                  build on others’ talk in conversations by linking their comments to the remarks of others</p> <p><b>2LA.E.29.c</b>                  ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p><b>2LA.E.31</b>                  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><b>ELAGSE2SL1.a</b>                  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).</p> <p><b>ELAGSE2SL1.b</b>                  Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p><b>ELAGSE2SL1.c</b>                  Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>ELAGSE2SL3</b>                  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>
<ul style="list-style-type: none"> <li>• Unit 8 Review/Revise your draft then write the final copy—pp. 197–198</li> </ul>	<p><b>2LA.D.22</b>                  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</p> <p style="text-align: center;"><i>continued on next page</i></p>	<p><b>ELAGSE2W1</b>                  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.</p> <p style="text-align: center;"><i>continued on next page</i></p>

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<b>Unit 8 Research to Build and Present Knowledge: Write Opinion Pieces</b>		
	<p><i>continued from preceding page</i></p> <p><b>2LA.D.25</b> focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers</p> <p><b>2LA.F.35.d</b> use reflexive pronouns (e.g., myself, ourselves)</p> <p><b>2LA.F.36.b</b> use commas in greetings and closings of letters</p>	<p><i>continued from preceding page</i></p> <p><b>ELAGSE2W5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>ELAGSE2L1.c</b> Use reflexive pronouns (e.g., myself, ourselves).</p> <p><b>ELAGSE2L2.b</b> Use commas in greetings and closings of letters.</p>

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<b>Unit 9 Reading Literature: Integration of Knowledge and Ideas</b>		
<ul style="list-style-type: none"> <li>Using Words and Illustrations: “Coyote and the Fire Quest: A Native American Folktale” (Folktale)—pp. 202–207 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.A.7</b> 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><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RL7</b> 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><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Comparing and Contrasting Stories: “Mantis and the Fire Trick: An African Folktale” (Folktale)—pp. 208–213 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.A.8</b> compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures</p> <p><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RL9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Foundational Skills Read Together: “How the Camel Got Her Hump”—p. 214</li> </ul>	<p><b>2LA.C.20.d</b> decode words with common prefixes and suffixes</p>	<p><b>ELAGSE2RF3.d</b> Decode words with common prefixes and suffixes.</p>
<ul style="list-style-type: none"> <li>Foundational Skills Reader: “The Smallest Cat” (suffixes -ful, -less, -ness, -ly, -er, -est)—pp. 215–216 Directions: Cut and fold the book.</li> </ul>	<p><b>2LA.C.20.d</b> decode words with common prefixes and suffixes</p> <p><b>2LA.C.21.b</b> read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p><b>ELAGSE2RF3.d</b> Decode words with common prefixes and suffixes.</p> <p><b>ELAGSE2RF4.b</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<ul style="list-style-type: none"> <li>Close Reading: “Coyote and Turtle” (Folktale)/“Mr. Rabbit and Mr. Fox”—pp. 217–220 Comprehension Check</li> </ul>	<p><b>2LA.A.7</b> 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><i>continued on next page</i></p>	<p><b>ELAGSE2RL7</b> 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><i>continued on next page</i></p>

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<b>Unit 9 Reading Literature: Integration of Knowledge and Ideas</b>		
	<i>continued from preceding page</i> <b>2LA.A.8</b> compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures <b>2LA.A.9</b> 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 by the end of grade 2	<i>continued from preceding page</i> <b>ELAGSE2RL9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <b>LAGSE2RL10</b> 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.
<ul style="list-style-type: none"> <li>Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 221</li> </ul>	<p><b>2LA.A.8</b> compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures</p> <p><b>2LA.E.29</b> participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p><b>2LA.E.29.a</b> 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)</p> <p><b>2LA.E.29.b</b> build on others' talk in conversations by linking their comments to the remarks of others</p> <p><b>2LA.E.29.c</b> ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p><b>2LA.E.31</b> 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><b>ELAGSE2RL9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><b>ELAGSE2SL1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>ELAGSE2SL1.a</b> Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</p> <p><b>ELAGSE2SL1.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>ELAGSE2SL1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>ELAGSE2SL3</b> 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>
<ul style="list-style-type: none"> <li>Language: Shades of Meaning—p. 222 Guided Instruction/Guided Practice and Independent Practice</li> </ul>	<p><b>2LA.F.39.b</b> distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)</p>	<p><b>ELAGSE2L5.b</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
<ul style="list-style-type: none"> <li>Unit 9 Review: “Anansi’s Long Legs”—pp. 223–224</li> </ul>	<p><b>2LA.A.7</b> 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><b>2LA.A.8</b> compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures</p> <p><b>2LA.C.20.d</b> decode words with common prefixes and suffixes</p> <p><b>2LA.F.39.b</b> distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>)</p>	<p><b>ELAGSE2RL7</b> 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><b>ELAGSE2RL9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><b>ELAGSE2RF3.d</b> Decode words with common prefixes and suffixes.</p> <p><b>ELAGSE2L5.b</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>



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

<ul style="list-style-type: none"> <li>Read a Student Model/Write a Research Report—pp. 228–231 Analyze a student model • Use a chart to plan • Draft a research report</li> </ul>	<p><b>2LA.D.23</b> 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><b>2LA.D.27</b> 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><b>2LA.D.28</b> recall information from experiences or gather information from provided sources to answer a question</p>	<p><b>ELAGSE2W2</b> 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><b>ELAGSE2W7</b> 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><b>ELAGSE2W8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<ul style="list-style-type: none"> <li>Language: Simple Sentences—pp. 232–233 Guided Instruction/Guided Practice/Independent Practice</li> <li>Language: Compound Sentences—pp. 234–235 Guided Instruction/Guided Practice/Independent Practice</li> </ul>	<p><b>2LA.F.35.g</b> 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)</p>	<p><b>ELAGSE2L1.f</b> 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>
<ul style="list-style-type: none"> <li>Speaking and Listening: Return to the Essential Question—p. 236 Note-taking Form • Be a good speaker and listener</li> </ul>	<p><b>2LA.E.29.a</b> 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)</p> <p><b>2LA.E.29.b</b> build on others' talk in conversations by linking their comments to the remarks of others</p> <p><b>2LA.E.29.c</b> ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p><b>2LA.E.31</b> 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><b>ELAGSE2SL1.a</b> Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.</i>)</p> <p><b>ELAGSE2SL1.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>ELAGSE2SL1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>ELAGSE2SL3</b> 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>
<ul style="list-style-type: none"> <li>Unit 10 Review/Revise your draft then write the final research report—pp. 237–238</li> </ul>	<p><b>2LA.D.23</b> 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><b>2LA.D.25</b> focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers</p> <p><b>2LA.F.35.g</b> 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)</p>	<p><b>ELAGSE2W2</b> 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><b>ELAGSE2W5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>ELAGSE2L1.f</b> 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>

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<b>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</b>		
<ul style="list-style-type: none"> <li>Using Images to Understand Text: “Toys and Games in Colonial Times” (Magazine Article)—pp. 242–247 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.B.16</b> explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text</p> <p><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RI7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Finding Supporting Reasons: “Toys and Games Are Better Today (Opinion Piece)—pp. 248–253 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.B.17</b> describe how reasons support specific points the author makes in a text</p> <p><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RI8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Comparing and Contrasting Texts: “Colonial Children Were Lucky!” (Opinion Piece)—pp. 254–259 Guided Instruction/Guided Practice/Independent Practice Words to Know • Find Evidence • Comprehension Check</li> </ul>	<p><b>2LA.B.18</b> compare and contrast the most important points presented by two texts on the same topic</p> <p><b>2LA.E.30</b> recount or describe key ideas or details from written texts read aloud or information presented orally or through other media</p>	<p><b>ELAGSE2RI9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>ELAGSE2SL2</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>
<ul style="list-style-type: none"> <li>Foundational Skills Read Together: “Schools in Colonial Times”—p. 260</li> </ul>	<p><b>2LA.C.20.e</b> identify words with inconsistent but common spelling-sound correspondences</p>	<p><b>ELAGSE2RF3.e</b> Identify words with inconsistent but common spelling-sound correspondences.</p>
<ul style="list-style-type: none"> <li>Foundational Skills Reader: “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261–262 Directions: Cut and fold the book.</li> </ul>	<p><b>2LA.C.20.e</b> identify words with inconsistent but common spelling-sound correspondences</p> <p><b>2LA.C.21.b</b> read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p><b>ELAGSE2RF3.e</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>ELAGSE2RF4.b</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<ul style="list-style-type: none"> <li>Close Reading: “How Boston Got More Land” (Magazine Article)/“Goodbye, Swamp” (Opinion Piece)—pp. 263–266 Comprehension Check</li> </ul>	<p><b>2LA.B.16</b> explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text</p> <p><b>2LA.B.17</b> describe how reasons support specific points the author makes in a text</p> <p><b>2LA.B.18</b> compare and contrast the most important points presented by two texts on the same topic</p> <p><b>2LA.B.19</b> 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 by the end of grade 2</p>	<p><b>ELAGSE2RI7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>ELAGSE2RI8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>ELAGSE2RI9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>ELAGSE2RI10</b> By the end of the 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>

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

<ul style="list-style-type: none"> <li>Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question—p. 267</li> </ul>	<p><b>2LA.B.18</b> compare and contrast the most important points presented by two texts on the same topic</p> <p><b>2LA.E.29</b> participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p><b>2LA.E.29.a</b> 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)</p> <p><b>2LA.E.29.b</b> build on others' talk in conversations by linking their comments to the remarks of others</p> <p><b>2LA.E.29.c</b> ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p><b>2LA.E.31</b> 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><b>ELAGSE2RI9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>ELAGSE2SL1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>ELAGSE2SL1.a</b> Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</p> <p><b>ELAGSE2SL1.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>ELAGSE2SL1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>ELAGSE2SL3</b> 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>
<ul style="list-style-type: none"> <li>Language: Real-Life Word Meanings—p. 268 Guided Instruction/Guided Practice and Independent Practice</li> </ul>	<p><b>2LA.F.39.a</b> identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p>	<p><b>ELAGSE2L5.a</b> Identify real-life connections between words and their use (e.g., describe foods that <i>are spicy or juicy</i>).</p>
<ul style="list-style-type: none"> <li>Unit 11 Review: "Welcome to Boston!"—pp. 269–270</li> </ul>	<p><b>2LA.B.16</b> explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text</p> <p><b>2LA.B.17</b> describe how reasons support specific points the author makes in a text</p> <p><b>2LA.B.18</b> compare and contrast the most important points presented by two texts on the same topic</p> <p><b>2LA.C.20.e</b> identify words with inconsistent but common spelling-sound correspondences</p> <p><b>2LA.F.39.a</b> identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p>	<p><b>ELAGSE2RI7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>ELAGSE2RI8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>ELAGSE2RI9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>ELAGSE2RF3.e</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>ELAGSE2L5.a</b> Identify real-life connections between words and their use (e.g., describe foods that <i>are spicy or juicy</i>).</p>

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<b>Writing Handbook</b>		
<ul style="list-style-type: none"> <li>Step 1: Planning—pp. 278–279 What am I writing? • Why am I writing? • Who is my audience • Research Tip • Use a graphic organizer • Planning a Report Together</li> </ul>	<p><b>2LA.D.23</b> 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><b>ELAGSE2W2</b> 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>
<ul style="list-style-type: none"> <li>Step 1: Planning—pp. 278–279 What am I writing? • Why am I writing? • Who is my audience • Research Tip • Use a graphic organizer • Planning a Report Together</li> </ul>	<p><b>2LA.D.23</b> write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section <b>2LA.D.25</b> focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers <b>2LA.D.26</b> use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults <b>2LA.D.27</b> 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) <b>2LA.D.28</b> recall information from experiences or gather information from provided sources to answer a question <b>2LA.F.38.e</b> use glossaries and beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases</p>	<p><b>ELAGSE2W2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <b>ELAGSE2W5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <b>ELAGSE2W6</b> With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers. <b>ELAGSE2W7</b> 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). <b>ELAGSE2W8</b> Recall information from experiences or gather information from provided sources to answer a question. <b>ELAGSE2L4.e</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
<ul style="list-style-type: none"> <li>Step 2: Drafting—p. 280</li> </ul>	<p><b>2LA.D.23</b> write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section <b>2LA.D.25</b> focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers <b>2LA.D.26</b> use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p>	<p><b>ELAGSE2W2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <b>ELAGSE2W5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <b>ELAGSE2W6</b> With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p>
<ul style="list-style-type: none"> <li>Step 3: Revising—pp. 281–282 Revising with a Partner • Revising Checklist</li> </ul>	<p><b>2LA.D.23</b> write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section <b>2LA.D.25</b> focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers <b>2LA.F.35.g</b> 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)</p>	<p><b>ELAGSE2W2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <b>ELAGSE2W5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <b>ELAGSE2L1.f</b> 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>

Progress English Language Arts Grade 2	Gwinnett Co. AKS: 2 <sup>nd</sup> Grade Language Arts	Georgia Standards of Excellence: ELA Grade 2
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<ul style="list-style-type: none"> <li>Step 4: Editing—pp. 283–284 Editing Marks • Editing Checklist</li> </ul>	<p><b>2LA.D.23</b> 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><b>2LA.D.25</b> focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers</p> <p><b>2LA.F.36</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking</p> <p><b>2LA.F.36.e</b> consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p> <p><b>2LA.F.37</b> use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p><b>ELAGSE2W2</b> 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><b>ELAGSE2W5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>ELAGSE2L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>ELAGSE2L2.e</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>ELAGSE2L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<ul style="list-style-type: none"> <li>Step 5: Producing and Publishing—p. 284 Type work on a computer • Add photographs or illustrations • Add text features • Digital Connection</li> </ul>	<p><b>2LA.D.23</b> 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><b>2LA.D.25</b> focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers</p> <p><b>2LA.F.36</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking</p> <p><b>2LA.E.33</b> 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, with guidance and support</p> <p><b>2LA.F.40</b> 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>ELAGSE2W2</b> 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><b>ELAGSE2W5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>ELAGSE2L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>ELAGSE2SL5</b> 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.</p> <p><b>ELAGSE2L6</b> 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>