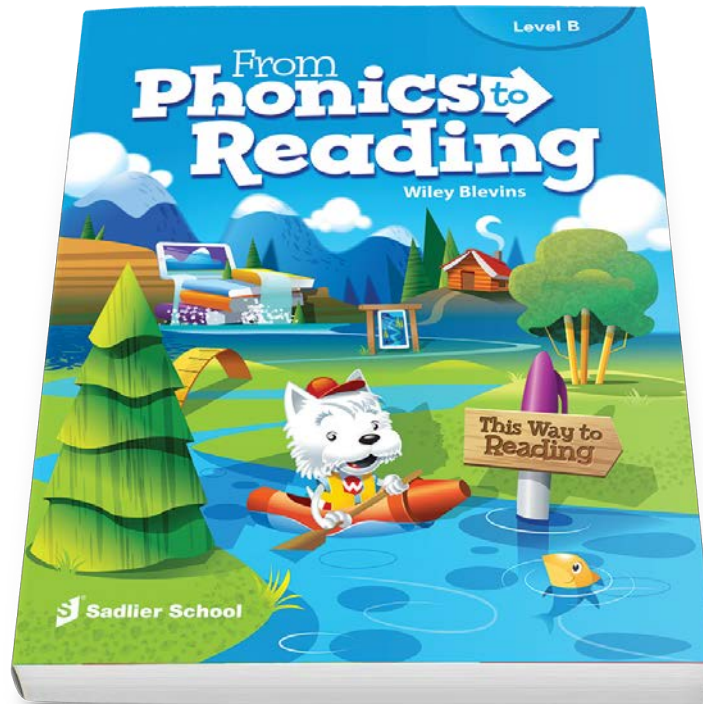


# From Phonics to Reading

Correlation to the Oklahoma Academic Standards:  
English Language Arts (2020)

Grade 2



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## Key Aligned Content

### STANDARD 2: READING FOUNDATIONS

#### Phonological Awareness

Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.</i></p>	

#### Print Concepts

Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>2.2.PC</b> Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.</p>	<p>Children practice forming letters and developing handwriting skills as they write words and sentences in exercises throughout the program.</p> <p>See Level K/Kindergarten</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• <b>Trace and Write</b>—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331</li> </ul>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.</i></p>	

## STANDARD 2: READING FOUNDATIONS

### Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>2.2.PWS.1</b> Students will decode one- and two-syllable words by using their knowledge of:</p>	
<ul style="list-style-type: none"> <li>single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem,goat])</li> </ul>	<p>As guided by the teacher, children decode one- and two-syllable words using their knowledge of single consonants during the <b>Blend It</b> activities at the beginning of each lesson.</p> <p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b>  <b>Introduction</b></p> <ul style="list-style-type: none"> <li><b>Blend It</b>—Lesson 1, p. 9; Lesson 2, p. 19; Lesson 3, p. 29; Lesson 4, p. 39; Lesson 5, p. 49; Lesson 6, p. 61; Lesson 7, p. 71; Lesson 8, p. 81; Lesson 9, p. 91; Lesson 10, p. 103; Lesson 11, p. 113; Lesson 12, p. 123; Lesson 13, p. 133; Lesson 14, p. 143; Lesson 15, p. 153; Lesson 16, p. 163; Lesson 17, p. 173; Lesson 18, p. 185; Lesson 19, p. 195; Lesson 20, p. 205; Lesson 21, p. 215; Lesson 22, p. 225; Lesson 23, p. 235; Lesson 24, p. 247; Lesson 25, p. 257; Lesson 26, p. 267; Lesson 27, p. 277; Lesson 28, p. 287; Lesson 29, p. 299; Lesson 30, p. 309</li> </ul> <p>See also Level C/Grade 3.</p> <p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li><b>Hard and Soft c and g</b>—p. 85</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li><b>Hard and Soft c and g</b>—TE p. T99</li> </ul> <p>For introduction of single consonants, see Level K/Kindergarten.</p> <p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b>  <b>Unit 1 Short a</b></p> <ul style="list-style-type: none"> <li><b>Lesson 1 Mm</b>—pp. 9–20</li> <li><b>Lesson 3 Ss</b>—pp. 35–48</li> <li><b>Lesson 4 Tt</b>—pp. 49–62</li> <li><b>Lesson 5 Pp</b>—pp. 63–76</li> </ul> <p><b>Unit 2 Short i</b></p> <ul style="list-style-type: none"> <li><b>Lesson 6 Nn</b>—pp. 79–90</li> <li><b>Lesson 8 Cc</b>—pp. 103–114</li> <li><b>Lesson 9 Ff</b>—pp. 115–126</li> <li><b>Lesson 10 Dd</b>—pp. 127–138</li> </ul> <p><b>Unit 3 Short o</b></p> <ul style="list-style-type: none"> <li><b>Lesson 11 Hh</b>—pp. 141–152</li> <li><b>Lesson 13 Rr</b>—pp. 165–176</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 2: READING FOUNDATIONS

### Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> <li>• Lesson 19 Ww—pp. 239–250</li> <li>• Lesson 20 Xx—pp. 251–262</li> </ul> <p><b>Unit 5 Short u</b></p> <ul style="list-style-type: none"> <li>• Lesson 21 Vv—pp. 265–276</li> <li>• Lesson 23 Jj—pp. 289–300</li> <li>• Lesson 24 Qu—pp. 301–312</li> <li>• Lesson 25 Yy—pp. 313–324</li> </ul>
<ul style="list-style-type: none"> <li>• consonant blends (e.g., bl, br, cr)</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Unit 1 Review Short Vowels and Consonant Blends;            Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 4 l-Blends, r-Blends, s-Blends—pp. 39–48</li> <li>• Lesson 5 Final Blends—pp. 49–58</li> </ul>
<ul style="list-style-type: none"> <li>• consonant digraphs and trigraphs (e.g., sh-, -tch)</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>            Lessons  <b>Unit 2 Review Final e and Consonant Digraphs;            Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90</li> <li>• Lesson 9 Consonant Digraphs (wh, ph, ng, nk/three-letter blends)—pp. 91–100</li> </ul> <p><b>TEACHER'S EDITION</b>            Lesson Activities  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Three-Letter Blends—p. 98</li> </ul> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Word Study: Three-Letter Blends—TE p. 99</li> </ul>
<ul style="list-style-type: none"> <li>• vowel sounds:</li> </ul>	
<ul style="list-style-type: none"> <li>○ long</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 10 Long a—pp. 103–112</li> <li>• Lesson 11 Open Syllables—pp. 113–122</li> <li>• Lesson 12 Long e—pp. 123–132</li> <li>• Lesson 13 Vowel Team Syllables—pp. 133–142</li> <li>• Lesson 14 Long i—pp. 143–152</li> <li>• Lesson 15 Long o—pp. 153–162</li> <li>• Lesson 16 Long u—pp. 163–172</li> </ul> <p><b>Unit 5 Review Complex Vowels and Diphthongs;            Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 24 Short oo and Long oo—pp. 247–256</li> <li>• Lesson 28 Vowel Team Syllables—pp. 287–296</li> </ul>

## STANDARD 2: READING FOUNDATIONS

### Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<ul style="list-style-type: none"> <li>○ short</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Short Vowels—pp. 9–18</li> <li>• Lesson 2 Closed Syllables—pp. 19–28</li> </ul> <p><b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 6 Final e—pp. 61–70</li> <li>• Lesson 7 Final e Syllables—pp. 71–80</li> </ul> <p><b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 24 Short oo and Long oo—pp. 247–256</li> </ul>
<ul style="list-style-type: none"> <li>○ “r” controlled vowels (e.g., ar, er, ir or, ur)</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 18 r-Controlled Vowel /är/—pp. 185–194</li> <li>• Lesson 19 r-Controlled Vowel /ûr/—pp. 195–204</li> <li>• Lesson 20 r-Controlled Vowel /ôr/—pp. 205–214</li> <li>• Lesson 21 r-Controlled Vowel /âr/—pp. 215–224</li> <li>• Lesson 22 r-Controlled Vowel Syllables—pp. 225–234</li> </ul> <p><b>Unit 6 Syllable Types Review</b></p> <ul style="list-style-type: none"> <li>• Lesson 29 Review Syllable Types—pp. 299–308</li> </ul>
<ul style="list-style-type: none"> <li>• vowel spelling patterns:</li> </ul>	
<ul style="list-style-type: none"> <li>○ vowel digraphs (e.g., ea, oa, ee)</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 13 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—pp. 133–142</li> </ul> <p><b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 28 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—pp. 287–296</li> </ul>
<ul style="list-style-type: none"> <li>○ vowel-consonant-silent-e (e.g., lake)</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 6 Final e—pp. 61–70</li> </ul>
<ul style="list-style-type: none"> <li>○ vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy)</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• Lesson 25 Diphthong /ou/ (ou, ow)—pp. 257–266</li> <li>• Lesson 26 Diphthong /oi/ (oi, oy)—pp. 267–276</li> </ul>

## STANDARD 2: READING FOUNDATIONS

### Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>2.2.PWS.2</b> Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled)</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 2 Closed Syllables—pp. 19–28</li> <li>Lesson 3 Consonant + le Syllables—pp. 29–38</li> </ul> <p><b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 7 Final e Syllables—pp. 71–80</li> </ul> <p><b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 11 Open Syllables—pp. 113–122</li> <li>Lesson 13 Vowel Team Syllables—pp. 133–142</li> <li>Lesson 17 Consonant + le Syllables—pp. 173–182</li> </ul> <p><b>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 22 r-Controlled Vowel Syllables—pp. 225–234</li> </ul> <p><b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 28 Vowel Team Syllables—pp. 287–296</li> </ul> <p><b>Unit 6 Syllable Types Review</b></p> <ul style="list-style-type: none"> <li>Lesson 29 Review Syllable Types—pp. 299–308</li> <li>Lesson 30 Final Stable Syllables—pp. 309–318</li> </ul>
<ul style="list-style-type: none"> <li>inflectional endings (e.g., -s, -ed, -ing)</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Inflectional Ending -s—p. 16</li> <li>Inflectional Ending -ing—p. 46</li> <li>Inflectional Ending -ed—p. 56</li> <li>Inflectional Endings (drop e)—p. 78</li> <li>Inflectional Endings (double final consonant)—p. 120</li> <li>Inflectional Endings (change y to i)—p. 130</li> <li>Inflectional Endings with Spelling Changes—p. 242</li> <li>More Inflectional Endings with Spelling Changes—p. 294</li> <li>Related Words (same base word)—p. 306</li> <li>More Related Words (same base word)—p. 316</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>Word Study: Inflectional Ending -s—TE p. 17</li> <li>Word Study: Inflectional Ending -ing—TE p. 47</li> <li>Word Study: Inflectional Ending -ed—TE p. 57</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 2: READING FOUNDATIONS

### Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> <li>• <b>Word Study: Inflectional Endings (drop e)</b>—TE p. 79</li> <li>• <b>Word Study: Inflectional Endings (double final consonant)</b>—TE p. 121</li> <li>• <b>Word Study: Inflectional Endings (change y to i)</b>—TE p. 131</li> <li>• <b>Word Study: Inflectional Endings with Spelling Changes</b>—TE p. 243</li> <li>• <b>Word Study: More Inflectional Endings with Spelling Changes</b>—TE p. 295</li> <li>• <b>Word Study: Related Words</b>—TE p. 307</li> <li>• <b>Word Study: More Related Words</b>—TE p. 317</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Word Study: Inflectional Ending -s</b>—TE p. 32</li> <li>• <b>Word Study: Inflectional Ending -ed</b>—TE p. 132</li> <li>• <b>Word Study: Inflectional Ending -ing and -ed</b>—TE p. 189</li> <li>• <b>Word Study: Inflectional Ending (Review)</b>—TE p. 376</li> <li>• <b>Word Study: Transition to Longer Words</b>—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul>
<ul style="list-style-type: none"> <li>• compound words</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Compound Words—pp. 160, 264</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Compound Words—TE pp. 160, 264</li> </ul> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Word Study: Compound Words—TE pp. 161, 265</li> </ul>
<ul style="list-style-type: none"> <li>• contractions</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Contractions (use an apostrophe)—p. 110</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Word Study: Contractions (use an apostrophe)—TE p. 111</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read-Spell-Write: Spell (contractions)—TE p. 114</li> </ul>
<ul style="list-style-type: none"> <li>• abbreviations</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Abbreviations—p. 212</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Word Study: Abbreviations—TE p. 213</li> </ul>

## STANDARD 2: READING FOUNDATIONS

### Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<ul style="list-style-type: none"> <li>common roots and related prefixes and suffixes</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>“Reading Big Words” Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26</li> <li>More “Reading Big Words” Strategy (look for prefix, suffix, and known base word when reading a new word)—p. 36</li> <li>Suffixes (-y, -ly)—p. 150</li> <li>Prefixes (un-, re-, dis-)—p. 170</li> <li>Comparative Suffixes (-er, -est)—p. 192</li> <li>Suffixes (-ful, -less)—p. 202</li> <li>Suffixes (-ful, -less, -y, -ly)—p. 254</li> <li>Prefixes (un-, re-, dis-, pre-, mis-)—p. 274</li> <li>Related Words (words with the same base word/add a suffix)—p. 306</li> <li>More Related Words (add prefix or suffix to base word to make related words)—p. 316</li> </ul>
<p><b>2.2.PWS.3</b> Students will read words in common word families (e.g., -ight, -ink, -ine, ow).</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>Make New Words—Lesson 1, p. 14; Lesson 4, p. 44; Lesson 5, p. 54; Lesson 6, p. 66; Lesson 8, p. 86; Lesson 9, p. 96; Lesson 10, p. 108; Lesson 12, p. 128; Lesson 14, p. 148; Lesson 15, p. 158; Lesson 16, p. 168; Lesson 18, p. 190; Lesson 19, p. 200; Lesson 20, p. 210; Lesson 21, p. 220; Lesson 24, p. 252; Lesson 25, p. 262; Lesson 26, p. 272; Lesson 27, p. 282</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Word Building—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.</i></p>	



## STANDARD 2: READING FOUNDATIONS

### Fluency

Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>2.2.F.1</b> Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><b>Read-Spell-Write/Use in Context</b> (read high-frequency regularly and irregularly spelled words)—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p>[Day 1] <b>2. High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><b>Read-Spell-Write</b> (chorally read each word in a context sentence, chorally spell it, write it two times)—TE pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310</li> </ul> <p>[Day 2] <b>2. High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><b>Review/Extend</b> (reteach using the Read-Spell-Write routine/create oral sentences to say to a partner then write the sentences/add descriptive details or combine two ideas using <i>and</i>)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> </ul> <p>[Day 3] <b>2. High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><b>Review/Use in Context</b> (reteach high-frequency words/read sentences to a partner, record in their journals)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</li> </ul> <p>[Day 4] <b>2. High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>(Have children write a new sentence for each high-frequency word)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315</li> </ul> <p>[Day 5] <b>2. High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><b>Review</b> (chorally read each word, build each word with letter cards, read sentences written on Day 4)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul>

## STANDARD 2: READING FOUNDATIONS

### Fluency

Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>2.2.F.2</b> Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	<p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b>—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (children chorally read story aloud)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (children chorally read the decodable passage to build oral reading fluency)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b> (reread text orally to a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302</li> <li>• <b>Build Fluency</b> (reread passages orally with partners/practice reading words on the Fluency Check with a partner)—TE pp. 12, 13, 17, 22, 23, 27, 32, 33, 37, 42, 43, 47, 52, 53, 57, 64, 65, 69, 74, 75, 79, 84, 85, 89, 94, 95, 99, 106, 107, 111, 116, 117, 121, 126, 131, 136, 137, 141, 146, 147, 151, 156, 157, 161, 166, 167, 171, 176, 177, 181, 188, 189, 193, 198, 199, 203, 208, 209, 213, 218, 219, 223, 228, 229, 233, 238, 239, 243, 250, 251, 255, 260, 261, 265, 270, 271, 275, 280, 281, 285, 290, 291, 295, 302, 303, 307, 312, 313, 317</li> </ul> <p><b>Home-School Connection</b></p> <ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (read passage orally)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305</li> </ul>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i></p>	

## Additional Aligned Content

### STANDARD 1: SPEAKING AND LISTENING

#### Reading

Students will develop and apply effective communication skills through speaking and active listening.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>2.1.R.1</b> Students will actively listen and speak using appropriate discussion rules.</p>	<p>Children actively listen and speak as they participate in teacher-supervised call and response activities in each lesson.</p>
<p><b>2.1.R.1</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (answer comprehension question to a partner)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (discuss answers to comprehension questions with a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (discuss answers to comprehension questions with a partner)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>
<p><b>2.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p>	<p>After children chorally read the Connected Text and Decodable Passage for each lesson, they engage in collaborative discussions about the selection.</p> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (discuss answers to comprehension questions, first with a partner and then with the group)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (discuss answers to comprehension questions, first with a partner and then with the group)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>
<p><b>2.1.R.4</b> Students will restate and follow multi-step directions.</p>	<p>Children read, clarify if necessary, and follow directions that appear at the beginning of each lesson activity.</p>

## 1: SPEAKING AND LISTENING

### Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>2.1.W.1</b> Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><b>Extend</b> (create and expand oral sentences by adding descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> </ul>
<p><b>2.1.W.2</b> Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>Thirty week-long lessons feature five sets of brief, carefully focused learning activities that encourage respectful, collaborative participation of children in large or small groups, as well as pairs of young learners.</p> <p>Sample collaborative activities—</p> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Interact with the Text</b> (discuss with a partner, write about the text)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li><b>Write About It</b> (reread the Decodable Passage then share ideas with partners to get feedback before they write)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li><b>Reread Connected Text and Write</b> (have partners reread the Decodable Passage then write a response or add a new paragraph/new ideas)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270</li> <li><b>Spell Words/Build Fluency</b> (work with a partner/reread to a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 12, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</li> <li><b>Sort Words/Build Fluency</b> (work with a partner/read words on Fluency Check to a partner)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul>

## STANDARD 2: READING AND WRITING PROCESS

### Reading

Students will read and comprehend increasingly complex literary and informational texts.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<b>2.2.R.1</b> Students will locate the main idea and supporting details of a text.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b>—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (check comprehension/identify main topic and details of a multiparagraph text)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (check comprehension/identify main topic and details of a multiparagraph text)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>
<b>2.2.R.2</b> Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.	N/A
<b>2.2.R.3</b> Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.	<p><b>TEACHER'S EDITION</b>  <b>Dear Family Letter</b></p> <ul style="list-style-type: none"> <li>• <b>Practice with Connected Text</b> (children summarize story to family members in a few sentences)—TE pp. 7 &amp; 8, 59 &amp; 60, 101 &amp; 102, 183 &amp; 184, 245 &amp; 246, 297 &amp; 298</li> </ul>

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<b>2.2.W.1</b> Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (discuss with a partner then write about the text)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul>

## STANDARD 2: READING AND WRITING PROCESS

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p><b>TEACHER'S EDITION</b>  <b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li><b>Reread Connected Text and Write</b> (discuss prompt/ideas with partners before writing)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li><b>Write About It</b> (share response ideas with partners to get feedback before writing)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul>
<p><b>2.2.W.2</b> Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.</p>	<p>N/A</p>
<p><b>2.2.W.3</b> Students will correctly spell grade-appropriate words while editing.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Daily Practice</b> (do one activity each day)</p> <ul style="list-style-type: none"> <li><b>Spell It</b>—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><b>Read-Spell-Write</b>—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310</li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li><b>Speed Drill</b> (underline featured spelling)—pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Interact with the Text</b> (circle words with featured spelling)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Introduce Spelling Pattern</b></p> <ul style="list-style-type: none"> <li><b>Learn and Blend/Corrective Feedback</b> (common spelling patterns)—TE pp. 19, 29, 71, 113, 133, 173</li> </ul> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li><b>Cumulative Quick Check</b> (review cards with sound-spellings)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125,</li> </ul> <p style="text-align: right;">continued</p>

## STANDARD 2: READING AND WRITING PROCESS

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</p> <ul style="list-style-type: none"> <li>• <b>Closed Sort</b> (sort words based on common spelling patterns)—TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314</li> <li>• <b>Cumulative Quick Check</b> (review cards with sound-spellings)—TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314</li> </ul>
<p><b>2.2.W.4</b> Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, dictionaries)..</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Word Study</b> <b>Homographs</b> (use a dictionary)—p. 222</p> <p><b>TEACHER'S EDITION</b> <b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Homographs</b> (use a dictionary)—TE p. 223</li> <li>• <b>More Irregular Plurals</b> (check spellings in a dictionary)—TE p. 285</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• <b>Short Vowel Switch</b> (confirm words in a print or online dictionary)—TE p. 10</li> <li>• <b>Syllable Concentration</b> (confirm words in a print or online dictionary)—TE pp. 30, 174</li> <li>• <b>Spin and Spell</b> (confirm words in a print or online dictionary)—TE p. 62</li> <li>• <b>Spelling Patterns</b> (confirm words in a print or online dictionary)—TE pp. 154, 248</li> <li>• <b>Syllable Match-up</b> (confirm words in a print or online dictionary)—TE p. 310</li> </ul>

## STANDARD 3: CRITICAL READING AND WRITING

### Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>2.3.R.1</b> Students will determine the author's purpose (i.e., tell a story, provide information).</p>	<p>N/A</p>

## STANDARD 3: CRITICAL READING AND WRITING

### Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<b>2.3.R.2</b> Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	N/A
<b>2.3.R.3</b> Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> <li>• setting (i.e., time, place)</li> <li>• plot</li> <li>• characters</li> <li>• characterization</li> </ul>	N/A
<b>2.3.R.4</b> Students will find examples of literary devices: <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> </ul>	N/A
<b>2.3.R.5</b> Students will locate facts that are clearly stated in a text.	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (find details in the text to support answers to comprehension questions)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (find details in the text to support answers to comprehension questions)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>
<b>2.3.R.6</b> Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.	N/A
<b>2.3.R.7</b> Students will ask and answer inferential questions (e.g., how and why) using the text to support answers with guidance and support.	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (ask questions about the passage to check comprehension, including inferential questions)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (ask questions to check comprehension, including inferential questions)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>



## STANDARD 3: CRITICAL READING AND WRITING

### Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>NARRATIVE</b> <b>2.3.W.1</b> Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Daily Practice</b> (do one activity each day)</p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (use lesson words to create a story)—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b> (add to the story/write a different ending)—TE pp. 146, 198, 228</li> </ul>
<p><b>INFORMATIVE</b> <b>2.3.W.2</b> Students will write facts about a subject and include a main idea with supporting details.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (write about the text)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (reread the Decodable Passage then write about what they learned)—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (write about the text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (write about what was learned in the Decodable Passage)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b> (children use the Decodable Passage as a writing prompt then write their own or add a new paragraph/new ideas)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270</li> </ul>

## STANDARD 3: CRITICAL READING AND WRITING

### Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>OPINION</b> <b>2.3.W.3</b> Students will express an opinion about a topic and provide reasons as support.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (write about the text)—“A Few More Riddles!” (express an opinion: choose a riddle then write why it is the best), p. 166; “Start a Book Club” (express an opinion: choose a favorite kind of book then write why), p. 218; “More Riddles” (express an opinion: choose a riddle then write why they like it best), p. 250</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (opinion: tell why or why not)—TE pp. 22, 32, 42, 74, 166, 228, 238, 290, 302</li> <li>• <b>Decodable Passage</b> (opinion: tell why or why not)—TE pp. 16, 26, 56, 78, 110, 120, 130, 160, 170, 180, 294, 316</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b>—TE p. 32 (opinion: choose a tip then write why they think it is the best); TE p. 312 (opinion: why or why not vacation in space?)</li> </ul>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>2.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Daily Practice</b> (do one activity each day)</p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (use unit words to create a story)—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Use in Context</b> (select a study word to complete the sentence)—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310</li> </ul> <p style="text-align: right;">continued</p>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (use words acquired through conversation/reading/responding to texts)—pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Extend</b> (add descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> <li>• <b>Use in Context</b> (use study words to complete sentences)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</li> </ul> <p><b>Teacher Table: English Language Learners</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b>—TE pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul>
<p><b>2.4.R.2</b> Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>“Reading Big Words” Strategy</b> (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26</li> <li>• <b>More “Reading Big Words” Strategy</b> (look for prefix, suffix, and known base word when reading a new word)—p. 36</li> <li>• <b>Suffixes (-y, -ly)</b>—p. 150</li> <li>• <b>Prefixes (un-, re-, dis-)</b>—p. 170</li> <li>• <b>Comparative Suffixes (-er, -est)</b>—p. 192</li> <li>• <b>Suffixes (-ful, -less)</b>—p. 202</li> <li>• <b>Suffixes (-ful, -less, -y, -ly)</b>—p. 254</li> <li>• <b>Prefixes (un-, re-, dis-, pre-, mis-)</b>—p. 274</li> <li>• <b>Related Words</b> (words with the same base word/add a suffix)—p. 306</li> <li>• <b>More Related Words</b> (add prefix or suffix to base word to make related words)—p. 316</li> </ul>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>2.4.R.3</b> Students will use context clues to determine the meaning of words with guidance and support.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (use context clues to confirm correct word)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (use context clues to confirm correct word)—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316</li> </ul>
<p><b>2.4.R.4</b> Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (identify synonym)—TE p. 126</li> <li>• <b>Decodable Passage</b> (identify synonym)—TE p. 68</li> </ul>
<p><b>2.4.R.5</b> Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Word Study</b> <b>Homographs</b> (use a dictionary)—p. 222</p> <p><b>TEACHER'S EDITION</b> <b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Homographs</b> (use a dictionary)—TE p. 223</li> <li>• <b>More Irregular Plurals</b> (check spellings in a dictionary)—TE p. 285</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• <b>Short Vowel Switch</b> (confirm words in a print or online dictionary)—TE p. 10</li> <li>• <b>Syllable Concentration</b> (confirm words in a print or online dictionary)—TE pp. 30, 174</li> <li>• <b>Spin and Spell</b> (confirm words in a print or online dictionary)—TE p. 62</li> <li>• <b>Spelling Patterns</b> (confirm words in a print or online dictionary)—TE pp. 154, 248</li> <li>• <b>Syllable Match-up</b> (confirm words in a print or online dictionary)—TE p. 310</li> </ul>

## STANDARD 4: VOCABULARY

### Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>2.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Daily Practice</b> (do one activity each day)</p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (use unit words to create a story)—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Use in Context (select a study word to complete the sentence)—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (use words acquired through conversation/reading/responding to texts)—pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Extend</b> (add descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> <li>• <b>Use in Context</b> (use study words to complete sentences)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</li> </ul> <p><b>Teacher Table: English Language Learners</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b>—TE pp. 9, 19, 29, 39, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul>
<p><b>2.4.W.2</b> Students will select appropriate language according to purpose in writing.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Use in Context (select a study word to complete the sentence)—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Use in Context</b> (use study words to complete sentences)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</li> </ul>

## STANDARD 5: LANGUAGE

### Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<b>2.5.R.1</b> Students will recognize nouns, pronouns, and irregular plural nouns.	N/A
<b>2.5.R.2</b> Students will recognize different types and tenses of verbs.	N/A
<b>2.5.R.3</b> Students will recognize adjectives.	N/A
<b>2.5.R.4</b> Students will recognize prepositions.	N/A
<b>2.5.R.5</b> Students will recognize the subject and predicate of a sentence.	N/A

### Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<b>2.5.W.1</b> Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> <li>• the first letter of a quotation</li> <li>• holidays</li> <li>• product names</li> <li>• initials</li> <li>• months and days of the week</li> </ul>	N/A
<b>2.5.W.2</b> Students will use simple contractions (e.g., isn't, aren't, can't).	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Contractions (use an apostrophe)—p. 110</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Sound-Spelling/WordStudy</b></p> <ul style="list-style-type: none"> <li>• Word Study: Contractions (use an apostrophe)—TE p. 111</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read-Spell-Write: Spell (contractions)—TE p. 114</li> </ul>

## STANDARD 6: RESEARCH

### Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<b>2.5.R.3</b> Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.	N/A

## STANDARD 6: RESEARCH

### Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<b>2.6.R.1</b> Students will create their own questions to find information on their topic.	N/A
<b>2.6.R.2</b> Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.	N/A
<b>2.6.R.3</b> Students will consult various visual and text reference sources to gather information.	<p><b>TEACHER'S EDITION</b>  <b>Unit Opener</b></p> <ul style="list-style-type: none"> <li><b>Read Children's Books</b> (library: locate children's books that apply specific phonics skills)—TE pp. 7 &amp; 8, 59 &amp; 60, 101 &amp; 102, 183 &amp; 184, 245 &amp; 246, 297 &amp; 298</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Connected Text</b> (refer back to reading selection to find information to answer questions)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li><b>Decodable Passage</b> (refer back to reading selection to find information to answer questions)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>

## STANDARD 7: MULTIMODAL LITERACIES

### Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<b>2.6.W.1</b> Students will generate a list of topics of interest and individual questions about one specific topic of interest.	N/A
<b>2.6.W.2</b> Students will organize information found during group or individual research, using graphic organizers or other aids.	N/A
<b>2.6.W.3</b> Students will organize and present their information in written and/or oral reports or display.	N/A

## STANDARD 7: MULTIMODAL LITERACIES

### Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<b>2.7.R.1</b> Students will locate and use print and digital resources with guidance and support.	N/A
<b>2.7.R.2</b> Students will explain how ideas and topics are depicted in a variety of media and formats.	N/A

### Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<b>2.7.W.1</b> Students will select and use appropriate technology or media to communicate with others with guidance and support.	N/A
<b>2.7.W.2</b> Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Dear Family Letter</b></p> <ul style="list-style-type: none"> <li><b>Extend the Learning</b> (draw a picture of a word that uses a featured skill)—pp. 183 &amp; 184</li> </ul>



## STANDARD 8: INDEPENDENT READING AND WRITING

### Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>2.8.R</b> Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.</p>	<p><b>TEACHER'S EDITION</b>  <b>Read Children's Books</b> (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b>—TE pp. 7 and 8: <i>Oscar Otter</i> by Nathaniel Benchley, <i>Thump and Plunk</i> by Janice May Udry, <i>The Little Red Hen</i> by Paul Galdone, <i>A Birthday Basket for Tia</i> by Pat Mora, <i>Amelia Bedelia's First Apple Pie</i> by Herman Parish</li> <li>• <b>Unit 2</b>—TE pp. 59 and 60: <i>Sea Full of Sharks</i> by Betsy Maestro, <i>Chester's Way</i> by Kevin Henkes, <i>Osa's Pride</i> by Ann Grifalconi, <i>Pancakes, Pancakes!</i> by Eric Carle, <i>The Tale of Rabbit and Coyote</i> by Tony Johnston</li> <li>• <b>Unit 3</b>—TE pp. 101 and 102: <i>The Lace Snail</i> by Betsy Byars, <i>Never Tease a Weasel</i> by Jean Conder Soule, <i>Roll Over!</i> by Mordicai Gerstein, <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett, <i>Excuse Me! Certainly</i> by Louis Slobodkin</li> <li>• <b>Unit 4</b>—TE pp. 183 and 184: <i>The Berenstain Bears and the Sitter</i> by Stan and Jan Berenstain, <i>Alligator Arrived with Apples: A Potluck Alphabet Feast</i> by Crescent Dragonwagon, <i>Before We Eat: From Farm to Table</i> by Pat Brisson, <i>The Uncorker of Ocean Bottles</i> by Michelle Cuevas, <i>Over and Under the Pond</i> by Kate Messner</li> <li>• <b>Unit 5</b>—TE pp. 245 and 246: <i>Baseball Ballerina</i> by Kathryn Cristaldi, <i>The Cow Who Wouldn't Come Down</i> by Paul Brett Johnson, <i>Too Much Noise</i> by Ann McGovern, <i>The Boy of the Three-Year Nap</i> by Dianne Snyder, <i>The Truth About the Moon</i> by Clayton Bess, <i>Good News</i> by Barbara Brenner, <i>My Great-Aunt Arizona</i> by Gloria M. Houston, <i>Watch the Stars Come Out</i> by Riki Levinson</li> <li>• <b>Unit 6</b>—TE pp. 297 and 298: <i>Baseball Ballerina</i> by Kathryn Cristaldi, <i>The Cow Who Wouldn't Come Down</i> by Paul Brett Johnson, <i>Too Much Noise</i> by Ann McGovern, <i>The Boy of the Three-Year Nap</i> by Dianne Snyder, <i>The Truth About the Moon</i> by Clayton Bess, <i>Good News</i> by Barbara Brenner, <i>My Great-Aunt Arizona</i> by Gloria M. Houston, <i>Watch the Stars Come Out</i> by Riki Levinson</li> </ul>

## STANDARD 8: INDEPENDENT READING AND WRITING

### Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

GRADE 2 ELA STANDARD	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p><b>2.8.W</b> Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p>	<p>N/A</p>