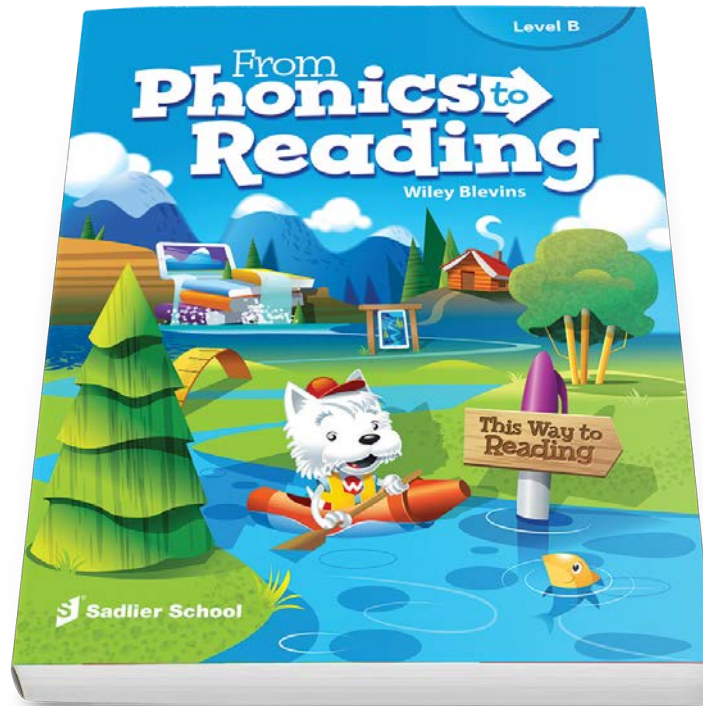


From Phonics to Reading

Correlation to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts

Grade 2



KEY ALIGNED CONTENT

Foundational Skills

ELA.2.F.1 Applying Foundational Reading Skills. 2

ADDITIONAL ALIGNED CONTENT

Reading

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Communication

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Vocabulary

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Key Aligned Content

FOUNDATIONAL SKILLS

■ ELA.2.F.1 Applying Foundational Reading Skills

Phonics and Word Analysis

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p>	<p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ○ Video Viewing Guide <ul style="list-style-type: none"> ◦ Program Introduction—pp. 7–11 ◦ Differentiation—pp. 39–42 • Introduction by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Introduction: 7 Characteristics of Strong Phonics Instruction • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Differentiation: Phonics Instruction (Strong Phonics Instruction) ○ Video: Differentiation: Above-Level, English Learners
<p>a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 13 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—pp. 133–142 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 24 Short oo and Long oo—pp. 247–256 • Lesson 25 Diphthong /ou/—pp. 257–266 • Lesson 26 Diphthong /oi/—pp. 267–276 • Lesson 27 Complex Vowel /ô/—pp. 277–286 • Lesson 28 Vowel Team Syllables (ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei)—pp. 287–296
<p>b. Decode regularly spelled two-syllable words with long and short vowels.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Lessons</p> <p>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels—pp. 9–18 • Lesson 2 Closed Syllables—pp. 19–28 <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 10 Long a—pp. 103–112 • Lesson 12 Long e—pp. 123–132 • Lesson 13 Vowel Team Syllables—pp. 133–142 • Lesson 14 Long i—pp. 143–152 <p style="text-align: right;"><i>continued</i></p>

FOUNDATIONAL SKILLS

■ ELA.2.F.1 Applying Foundational Reading Skills

Phonics and Word Analysis

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • Lesson 15 Long o—pp. 153–162 • Lesson 16 Long u—pp. 163–172 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 24 Short oo and Long oo—pp. 247–256 <p>Lesson Activities</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It: Transition to Longer Words (decode multisyllabic long vowel words/break apart and sound out using knowledge of syllable types and common spelling patterns)—pp. 103, 113, 123, 133, 143, 153, 163 • Daily Practice: Build Fluency (read two-syllable words with long vowels each day)—pp. 103, 113, 123, 133, 143, 153, 163 <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill (read regularly spelled one- and two-syllable words with long vowel spelling patterns)—pp. 105, 115, 125, 135, 145, 155, 165 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text (read/circle one- and two-syllable words with long vowel spellings)—pp. 106, 116, 126, 136, 146, 156, 166 • Decodable Passage (decode two-syllable words with long vowel spellings)—pp. 109, 119, 129, 139, 149, 159, 169 <p>Cumulative Assessment</p> <ul style="list-style-type: none"> • Fluency Check (read two-syllable words with long vowel spellings for accuracy and fluency)—pp. 112, 122, 132, 142, 152, 162, 172 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Multisyllabic Words—pp. 51–54 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Multisyllabic Words
<p>c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Lessons</p> <p>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 2 Closed Syllables—pp. 19–28 • Lesson 3 Consonant + le Syllables—pp. 29–38 <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

■ ELA.2.F.1 Applying Foundational Reading Skills

Phonics and Word Analysis

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 11 Open Syllables—pp. 113-122 • Lesson 17 Consonant + le Syllables—pp. 173-182 <p>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 23 Consonant + le Syllables—pp. 235-244 <p>Unit 6 Syllable Types Review</p> <ul style="list-style-type: none"> • Lesson 29 Review Syllable Types—pp. 299-308 <p>Lesson Activities</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: “Reading Big Words” Strategy (closed syllables)—p. 26 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Multisyllabic Words—pp. 51-54 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Multisyllabic Words (Six Basic Syllable Spelling Patterns, including closed, open, consonant + le syllables)
<p>d. Decode words with common prefixes and suffixes.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • “Reading Big Words” Strategy (determine meaning of new word by looking for prefix/suffix/known base word)—pp. 26-36 • Suffixes (-y, -ly)—p. 150 • Prefixes (un-, re-, dis-)—p. 170 • Comparative Suffixes (-er, -est)—p. 192 • Suffixes (-ful, -less)—p. 202 • Suffixes (-ful, -less, -y, -ly)—p. 254 • Prefixes (un-, re-, dis-, pre-, mis-)—p. 274 • Related Words (words with the same base word/add a suffix)—p. 306 • More Related Words (add prefix or suffix to base word to make related words)—p. 316 <p>“Reading Big Words” Strategy</p> <ul style="list-style-type: none"> • Step 1 (prefixes/suffixes)—p. 332 <p>TEACHER'S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: “Reading Big Words” Strategy—TE pp. 27, 37 • Word Study: Suffixes (-y, -ly)—TE p. 151 <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

■ ELA.2.F.1 Applying Foundational Reading Skills

Phonics and Word Analysis

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • Word Study: Prefixes (un-, re-, dis-)—TE p. 171 • Word Study: Comparative Suffixes (-er, -est)—TE p. 193 • Word Study: Suffixes—TE p. 203 • Word Study: Suffixes (-ful, -less, -y, -ly)—TE p. 255 • Word Study: Prefixes (un-, re-, dis-, pre, mis-)—TE p. 275 • Word Study: Related Words—TE p. 307 • Word Study: More Related Words—TE p. 317 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Multisyllabic Words—pp. 51-54 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Multisyllabic Words (Decoding Big Words Strategy: Look for Word Parts – Prefixes and Suffixes)
<p>e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Silent Letters (kn, wr, gn, mb)—p. 140 <p>TEACHER'S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Silent Letters (kn, wr, gn, mb)—TE p. 141
<p>Benchmark Clarifications:</p> <p>Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p>Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>	

Fluency

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill—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, 31 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p style="text-align: right;"><i>continued</i></p>

FOUNDATIONAL SKILLS

■ ELA.2.F.1 Applying Foundational Reading Skills

Fluency

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • Decodable Passage—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p>Cumulative Assessment</p> <ul style="list-style-type: none"> • Fluency Check (listen to children read/rate accuracy and fluency)—pp. 18, 28, 38, 48, 58, 70, 80, 90, 100, 112, 122, 132, 142, 152, 162, 172, 182, 194, 204, 214, 224, 234, 244, 256, 266, 276, 286, 296, 308, 318 <p>TEACHER'S EDITION</p> <p>Student Fluency Report</p> <ul style="list-style-type: none"> • Progress Check—TE pp. 9C, 61C, 103C, 185C, 247C, 299C <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (children chorally read the text aloud)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (children read the decodable passage to build oral reading fluency)—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (reread text orally to a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302 • Spell Words/Build Fluency (reread previously read decodable passage to a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 12, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 • Sort Words/Build Fluency (reread previous stories with a partner)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317 <p>Home-School Connection</p> <ul style="list-style-type: none"> • Build Fluency (read with families/student fluency sentences)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

ELA.2.F.1 Applying Foundational Reading Skills

Fluency

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>Read Children's Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> • Unit 1—TE pp. 7 and 8: <i>Oscar Otter</i> by Nathaniel Benchley, <i>Thump and Plunk</i> by Janice May Udry, <i>The Little Red Hen</i> by Paul Galdone, <i>A Birthday Basket for Tia</i> by Pat Mora, <i>Amelia Bedelia's First Apple Pie</i> by Herman Parish • Unit 2—TE pp. 59 and 60: <i>Sea Full of Sharks</i> by Betsy Maestro, <i>Chester's Way</i> by Kevin Henkes, <i>Osa's Pride</i> by Ann Grifalconi, <i>Pancakes, Pancakes!</i> by Eric Carle, <i>The Tale of Rabbit and Coyote</i> by Tony Johnston • Unit 3—TE pp. 101 and 102: <i>The Lace Snail</i> by Betsy Byars, <i>Never Tease a Weasel</i> by Jean Conder Soule, <i>Roll Over!</i> by Mordicai Gerstein, <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett, <i>Excuse Me! Certainly</i> by Louis Slobodkin • Unit 4—TE pp. 183 and 184: <i>The Berenstain Bears and the Sitter</i> by Stan and Jan Berenstain, <i>Alligator Arrived with Apples: A Potluck Alphabet Feast</i> by Crescent Dragonwagon, <i>Before We Eat: From Farm to Table</i> by Pat Brisson, <i>The Uncorker of Ocean Bottles</i> by Michelle Cuevas, <i>Over and Under the Pond</i> by Kate Messner <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Decodable Texts—pp. 23–26 • High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Decodable Texts <p>Student and Family Resources</p> <ul style="list-style-type: none"> • Student Fluency Sentences (each unit)—Student Fluency Sentences may be used in class to model fluent reading for students. As students read the fluency sentence aloud at home, family members should remind students to pay attention to end punctuation to ensure that expression and intonation convey the meaning. Family members should also provide feedback if students have not self-corrected errors such as omitting or adding words or reading a word incorrectly. <p>Instructional Resources</p> <ul style="list-style-type: none"> • Student Fluency Report (each unit) <p>Cumulative Assessments</p> <ul style="list-style-type: none"> • Fluency Check (each lesson) <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

■ ELA.2.F.1 Applying Foundational Reading Skills

Fluency

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
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	<p>Interactive Instructional Resources</p> <ul style="list-style-type: none"> • Decodable Passage (each lesson) <p>Fluency</p> <ul style="list-style-type: none"> • Teacher's Guide to Fluency <ul style="list-style-type: none"> ○ What Is Fluency? ○ Supporting Fluency Development <p>From Fluency to Comprehension</p> <ul style="list-style-type: none"> • From Fluency to Comprehension: Routines and Minilessons <ul style="list-style-type: none"> ○ Level B—pp. 13–18 <ul style="list-style-type: none"> ◦ Repeated Reading Fluency Routine ◦ Fluency Minilessons (one minilesson per unit)—1. Model Fluency (general introduction)/*Assess Fluency (wcpm); 2. Introduce the Repeated Reading Fluency Routine; 3. Model Fluency; 4. Echo Read and Choral Read; 5. Repeated Readings Chart; 6. Oral Recitation; 7. Model Fluency: Phrasing (using prepositions); 8. Phrase-Cued Text; 9. Paired Repeated Readings; 10. Repeated Readings Chart; 11. Reader's Theater; 12. Oral Recitation; 13. Audiobook Modeling; 14. Model Fluency: Intonation; 15. Repeated Readings Chart/*Assess Fluency (wcpm); 16. Model Fluency: Phrasing (using subjects/predicates); 17. Oral Reading Model; 18. Oral Recitation Lesson; 19. Model Fluency: Phrasing (using conjunctions); 20. Repeated Readings Chart; 21. Model Fluency: Intonation; 22. Model Fluency: Phrasing (using prepositions); 23. Reader's Theater; 24. Oral Recitation Lesson; 25. Repeated Readings Chart; 26. Model Fluency: Phrasing (using subjects/predicates); 27. Oral Reading Model; 28. Paired Repeated Reading; 29. Phrase-Cued Text; 30. *Assess Fluency (wcpm)
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Benchmark Clarifications:

- Clarification 1: See Dolch and Fry word lists.
- Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.
- Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.
- Clarification 4: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.
- Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Additional Aligned Content

READING

ELA.2.R.1 Reading Prose and Poetry

Literary Elements

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (stories)—pp. 146, 198, 228 • Decodable Passage (stories)—pp. 25, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss main story elements)—TE pp. 146, 198, 228 • Decodable Passage (discuss main story elements)—TE pp. 26, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294
<p>Benchmark Clarifications:</p> <p>Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.</p> <p>Clarification 2: For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text.</p> <p>Clarification 3: For character, student's will describe characters' traits, feelings, and behaviors.</p>	

Theme

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.R.1.2: Identify and explain a theme of a literary text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (literary texts)—pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302 • Decodable Passage (literary texts)—pp. 15, 25, 35, 55, 67, 97, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss theme of literary texts)—TE pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302 • Decodable Passage (discuss theme of literary texts)—TE pp. 16, 26, 36, 56, 68, 98, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294

READING

ELA.2.R.1 Reading Prose and Poetry

Perspective and Point of View

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.R.1.3: Identify different characters' perspectives in a literary text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Interact with the Text (literary texts)—pp. 12, 42, 146, 176, 198, 228, 260, 280, 290 • Decodable Passage (literary texts)—pp. 15, 25, 55, 109, 129, 159, 179, 191, 211, 241, 253, 283 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss characters in literary text)—TE pp. 12, 42, 146, 176, 198, 228, 260, 280, 290 • Decodable Passage (discuss characters in literary text)—TE pp. 16, 26, 56, 110, 130, 160, 180, 192, 212, 242, 254, 284
<p>Benchmark Clarifications: Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>	

Poetry

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.R.1.4: Identify rhyme schemes in poems.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems—pp. 42, 116, 156, 188, 238, 260 • Decodable Passage: Poem—p. 97 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems (use of words/rhymes)—TE pp. 42, 116, 156, 188, 238, 260 • Decodable Passage: Poem (use of words/rhymes)—TE pp. "A Year of Seasons"—p. 98;
<p>Benchmark Clarifications: Clarification 1: Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.</p> <p style="text-align: center;"><i>continued</i></p>	

READING

ELA.2.R.1 Reading Prose and Poetry

Poetry

2ND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Examples:

I never saw a Purple Cow, A
I never hope to see one; B
But I can tell you, anyhow, A
I'd rather see than be one. B
-Gelett Burgess

Little Miss Muffet A
Sat on a tuffet, A
Eating her curds and whey; B
Along came a spider C
Who sat down beside her C
And frightened Miss Muffet away. B
-Traditional Nursery Rhyme

ELA.2.R.2 Reading Informational Text

Structure

2ND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

ELA.2.R.2.1: Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.

See modeling
STUDENT BOOK/TEACHER'S EDITION
Read Connected Text

- **Connected Text** (title/bullet points/numbered list)—pp. 32, 84, 136, 218
- **Decodable Passage** (title/numbered list)—pp. 149, 263

Central Idea

2ND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

ELA.2.R.2.2: Identify the central idea and relevant details in a text.

STUDENT BOOK/TEACHER'S EDITION
Read Connected Text

- **Connected Text**—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312
- **Decodable Passage**—pp. 45, 67, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315

TEACHER'S EDITION
Read Connected Text

- **Connected Text** (identify main purpose of a text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312

continued

READING

ELA.2.R.2 Reading Informational Text

Central Idea

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • Decodable Passage (identify main purpose of a text)—TE pp. 46, 68, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316

Purpose and Perspective

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
ELA.2.R.2.3: Explain an author's purpose in an informational text.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Decodable Passage (discuss author's purpose in writing the passage)—TE pp. 46, 56, 88, 170, 202, 274

Argument

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
ELA.2.R.2.4: Explain an author's opinion(s) and supporting evidence.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Decodable Passage (discuss author's claim and supporting evidence)—TE pp. 56, 68, 150, 232, 264

ELA.2.R.3 Reading Across Genres

Interpreting Figurative Language

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
ELA.2.R.3.1: Identify and explain similes, idioms, and alliteration in text(s).	N/A

READING

ELA.2.R.3 Reading Across Genres

Paraphrasing and Summarizing

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
ELA.2.R.3.2: Retell a text to enhance comprehension.	
<p>a. Use main story elements in a logical sequence for a literary text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (stories)—pp. 146, 198, 228 • Decodable Passage (stories)—pp. 25, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (tell a partner)—TE pp. 146, 198, 228 • Decodable Passage (discuss story elements with a partner)—TE pp. 26, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294
<p>b. Use the central idea and relevant details for an informational text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Interact with the Text (tell a partner)—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss central idea and supporting details with a partner)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (recount ideas and events in text to a partner)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
<p>Benchmark Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>	

Comparative Reading

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.	N/A

COMMUNICATION

■ ELA.2.C.1 Communicating Through Writing

Handwriting

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.C.1.1: Demonstrate legible printing skills.</p>	<p>Children practice forming letters and developing handwriting skills as they write words and sentences in exercises throughout the program.</p> <p>ONLINE RESOURCES Letter Formation</p> <ul style="list-style-type: none"> • Letter Formation Instruction <ul style="list-style-type: none"> ○ Pencil Grip—p. 1 ○ Posture—p. 2 ○ Spacing—p. 3 ○ Strokes—p. 3 ○ General Tips—p. 4 ○ Lesson Sequence—p. 4 ○ Letter Formation Guide—pp. 5–8 ○ Level A (Grade One) Handwriting Scope and Sequence—pp. 12–14 <p>Letter Formation Chart Letter Formation Practice Letter Formation Assessment</p>

Narrative Writing

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> • Write About It (use lesson words to create a story)—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 <p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (add to the story/write a different ending)—TE pp. 146, 198, 228
<p>Benchmark Clarifications: Clarification 1: See Writing Types.</p>	

COMMUNICATION

■ ELA.2.C.1 Communicating Through Writing

Argumentative Writing

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (write about the text)—“A Few More Riddles!” (express an opinion: choose a riddle then write why it is the best), p. 166; “Start a Book Club” (express an opinion: choose a favorite kind of book then write why), p. 218; “More Riddles” (express an opinion: choose a riddle then write why they like it best), p. 250 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (opinion: tell why or why not)—TE pp. 22, 32, 42, 74, 166, 228, 238, 290, 302 • Decodable Passage (opinion: tell why or why not)—TE pp. 16, 26, 56, 78, 110, 120, 130, 160, 170, 180, 294, 316 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (opinions)—choose a tip then write why they think it is the best, TE p. 32; why or why not vacation in space? TE p. 312
<p>Benchmark Clarifications: Clarification 1: See Writing Types.</p>	

Expository Writing

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.C.1.4: Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (write about the text)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (reread the Decodable Passage then write about what they learned)—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (write about the text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION

■ ELA.2.C.1 Communicating Through Writing

Expository Writing

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (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 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (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
<p>Benchmark Clarifications: Clarification 1: See Writing Types.</p>	

Improve Writing

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss with a partner then write about the text)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p>TEACHER'S EDITION [Day 5] 3. Writing Extension</p> <ul style="list-style-type: none"> • Write About It (get feedback from partners)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317
<p>Benchmark Clarifications: Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.</p>	

COMMUNICATION

■ ELA.2.C.2 Communicating Orally

Oral Presentation

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.C.2.1: Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (create and expand oral sentences by adding descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311
<p>Benchmark Clarifications:</p> <p>Clarification 1: Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.</p> <p>Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.</p>	

■ ELA.2.C.3 Following Conventions

Conventions

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	
<p>Benchmark Clarifications:</p> <p>Clarification 1: Skills to be mastered at this grade level are as follows:</p>	
<ul style="list-style-type: none"> • Form plurals -y to -ies. 	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Endings (change y to i) (story/stories, puppy/puppies, penny/pennies)—p. 130 <p>See also modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: "A Happy Baby" (baby/babies, story/stories)—p. 32

COMMUNICATION

ELA.2.C.3 Following Conventions

Conventions

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<ul style="list-style-type: none"> Use apostrophes to form contractions. 	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Contractions (use an apostrophe)—p. 110 <p>TEACHER'S EDITION Sound-Spelling/WordStudy</p> <ul style="list-style-type: none"> Word Study: Contractions (use an apostrophe)—TE p. 111 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write: Spell (contractions)—TE p. 114
<ul style="list-style-type: none"> Appropriately use pronouns. 	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Decodable Passage: "The Big Log" (I, we, they)—p. 15 Decodable Passage: "A Nutty Picnic" (her, she, my, our, we)—p. 25 Decodable Passage: "Riddle Time!" (you, he, you)—p. 35 Decodable Passage: "Block Party" (you, our, we, it)—p. 45 Connected Text: "Would You Like?" (you, its, your, we)—p. 116 Decodable Passage: "Animals on the Go" (they, it, them, we)—p. 119
<ul style="list-style-type: none"> Use commas in a series. 	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text: "Pine Cones" (Other seeds move with the help of mice, chipmunks, and birds.)—p. 64 Connected Text: "Whale Watching" (There is one by the ship, and another, and another!)—p. 94 Connected Text: "Squawk and Talk" (It's cool that you study macaws, geese, and other birds.)—p. 280
<ul style="list-style-type: none"> Use plural possessives. 	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Possessives (use an apostrophe)—p. 88 <p>TEACHER'S EDITION Sound-Spelling/WordStudy</p> <ul style="list-style-type: none"> Word Study: Possessives (use an apostrophe)—TE p. 89

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COMMUNICATION

ELA.2.C.3 Following Conventions

Conventions

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<ul style="list-style-type: none"> Use interjections. 	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Decodable Passage: "The Big Log" (Yuck!)—p. 15 Decodable Passage: "A Nutty Picnic" (Well)—p. 25 Decodable Passage: "A Year of Seasons" (phew)—p. 97 Connected Text: "Busy as a Beaver" (Crash!)—p. 126 Decodable Passage: "Nate, Don't Be Late!" (Oh, no!)—p. 109 Connected Text: "Lion and Mouse" (Oh)—p. 176 Decodable Passage: "Escape from Danger" (Oh, no!)—p. 201 Connected Text: "The Dog Wash" (Wow!)—p. 290
<p>Skills to be implemented but not yet mastered are as follows:</p>	
<ul style="list-style-type: none"> Conjugate regular and irregular verb tenses. 	<p>N/A</p>
<ul style="list-style-type: none"> Form and use regular and frequently occurring irregular plural nouns. 	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Irregular Plurals—p. 232 More Irregular Plurals—p. 284 <p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Irregular Plurals—TE p. 232 More Irregular Plurals—TE p. 284 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> Word Study: Irregular Plurals—TE p. 237 Word Study: Make Irregular Plurals—TE p. 285
<ul style="list-style-type: none"> Form and use the past tense of frequently occurring irregular verbs. 	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Three-Letter Blends (<i>sat</i>)—p. 98 Compound Words (<i>wrote</i>)—p. 264 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Use in Context (<i>sat</i>)—p. 196 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (<i>said</i>)—p. 74 Connected Text (<i>put</i>)—p. 84 Decodable Passage (<i>told</i>)—p. 159 Connected Text (<i>sat</i>)—p. 228 Decodable Passage (<i>said, took</i>)—p. 253 <p style="text-align: right;"><i>continued</i></p>

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COMMUNICATION

ELA.2.C.3 Following Conventions

Conventions

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (<i>said</i>)—p. 74 • Connected Text (<i>put</i>)—p. 84 • Decodable Passage (<i>told</i>)—p. 159 • Connected Text (<i>sat</i>)—p. 228 • Decodable Passage (<i>said, took</i>)—p. 253 <p>Introduction</p> <ul style="list-style-type: none"> • Reading in Context (<i>ate</i>)—p. 247 • Reading in Context (<i>took</i>)—p. 309
<ul style="list-style-type: none"> • Maintain consistent verb tense across paragraphs. 	<p>N/A</p>
<ul style="list-style-type: none"> • Form and use irregular plural nouns. 	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Irregular Plurals—p. 232 • More Irregular Plurals—p. 284 <p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Irregular Plurals—TE p. 232 • More Irregular Plurals—TE p. 284 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Irregular Plurals—TE p. 237 • Word Study: Make Irregular Plurals—TE p. 285
<ul style="list-style-type: none"> • Form and use the progressive and perfect verb tenses. 	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: "Busy as a Beaver" (is going)— p. 126 • Decodable Passage: "A Piece of Cheese" (am going)—p. 129 • Decodable Passage: "A Show on the Road" (was driving)—p. 159 • Decodable Passage: "At the Stable" (was looking)—p. 179 • Connected Text: "Star Party" (have to go)—p. 188 • Decodable Passage: "A Roar at the Door!" (had just mopped)—p. 211
<ul style="list-style-type: none"> • Use simple modifiers. 	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <p>Read-Spell-Write (adjectives)—funny, p. 20; clean, p. 174; full, p. 248</p> <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION

ELA.2.C.3 Following Conventions

Conventions

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>High-Frequency Words Read-Spell-Write (adverbs)—even, p. 134; now, p. 196; very, p. 288</p> <p>*Connected Text and Decodable Passage selections feature simple modifiers in context.</p>
<ul style="list-style-type: none"> • Use prepositions and prepositional phrases. 	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage: “The Big Log” (on, in, of)—p. 15 • Decodable Passage: “A Nutty Picnic” (at, for, in, with)—p. 25 • Decodable Passage: “Block Party” (on, with, for)—p. 45 • Decodable Passage: “A Place in Space” (across, from)—p. 67 • Decodable Passage: “A Place for Wildlife” (inside, near)—p. 77 • Decodable Passage: “A Year of Seasons” (in, off)—p. 97 • Decodable Passage: “A Piece of Cheese” (on, with)—p. 129 • Decodable Passage: “My Dog, Rex” (for, to, on, over, up, down, through)—p. 283 <p>ONLINE RESOURCES From Fluency to Comprehension</p> <ul style="list-style-type: none"> • From Fluency to Comprehension: Routines and Minilessons <ul style="list-style-type: none"> ◦ Level B—pp. 13–18 <ul style="list-style-type: none"> ◦ Repeated Reading Fluency Routine ◦ Fluency Minilessons—7. Model Fluency: Phrasing (using prepositions); 22. Model Fluency: Phrasing (using prepositions)
<ul style="list-style-type: none"> • Form and use compound sentences. 	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (expand sentence by combining 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
<ul style="list-style-type: none"> • Use quotation marks with dialogue and direct quotations. 	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—“Ben’s Tips for Good Health” (quotation marks with dialogue)—p. 12 • Connected Text: “A Ride into the Wild” (quotation marks with dialogue)—p. 146 • Connected Text—“Mark and the Tigers” (quotation marks with dialogue)—p. 228

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COMMUNICATION

ELA.2.C.3 Following Conventions

Conventions

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<ul style="list-style-type: none"> Use commas to indicate direct address. 	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Decodable Passage: "A Nutty Picnic" (Kim)—p. 25 Decodable Passage: "A Piece of Cheese" (Squeaky)—p. 129 Connected Text: "Lion and Mouse" (noble lion)—p. 176 Decodable Passage: "Sparky" (Mom)—p. 191 Decodable Passage: "My Dog, Rex" (Rex)—p. 283
<ul style="list-style-type: none"> Use subject-verb agreement with intervening clauses and phrases. 	<p>N/A</p>
<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (answer question to a partner then write a complete sentence about it)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p>Word Sort</p> <ul style="list-style-type: none"> Sort It Out (produce a complete sentence about how words work)—pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (reread the Decodable Passage then produce complete sentences about what was learned)—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (answer comprehension questions in complete sentences)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 Decodable Passage (answer comprehension questions in complete sentences)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316
<p>Clarification 2: See Convention Progression by Grade Level for more information.</p>	

COMMUNICATION

■ ELA.2.C.4 Researching

Researching and Using Information

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.C.4.1: Participate in research to gather information to answer a question about a single topic using multiple sources.</p>	<p>Related content</p> <p>TEACHER'S EDITION Unit Opener</p> <ul style="list-style-type: none"> • Read Children's Books (use the library: locate children's books that apply specific phonics skills)—TE pp. 7 & 8, 59 & 60, 101 & 102, 183 & 184, 245 & 246, 297 & 298

■ ELA.2.C.5 Creating and Collaborating

Multimedia

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.C.5.1: Use one or more multimedia element(s) to enhance oral or written tasks.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Sort</p> <ul style="list-style-type: none"> • Open Sort (sort word cards)—pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 <p>Word Building</p> <ul style="list-style-type: none"> • Make New Words (use letter cards)—pp. 14, 44, 54, 66, 86, 96, 108, 128, 148, 158, 168, 190, 200, 210, 220, 252, 262, 272, 282 • Syllable Building (use syllable cards)—pp. 24, 34, 76, 118, 138, 178, 230, 240, 292, 304, 314 <p>End-of-Student-Book Resources</p> <ul style="list-style-type: none"> • Word, Letter, and Syllable Cards—pp. 319–328 <p>TEACHER'S EDITION</p> <p>Teacher Table: English Learners</p> <ul style="list-style-type: none"> • Vocabulary (show pictures of words)—pp. 49, 103, 143, 153, 185, 205, 215, 267 <p>Dear Family Letter</p> <ul style="list-style-type: none"> • Extend the Learning (draw a picture of a word that uses a featured skill)—TE pp. 183 & 184 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Instructional Guides <ul style="list-style-type: none"> ○ Multisensory/Multimodal Instruction: The Latest Research <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION

■ ELA.2.C.5 Creating and Collaborating

Multimedia

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Word, Syllable, Letter, and Sound Cards • Syllable Types • Speed Drill • Sorting Boxes • Decodable Passage • Sound Boxes • “Reading Big Words” Strategy • Large Word, Syllable, and Letter Cards <p>Interactive Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Video: Using Interactive Instructional Resources at Home • Blend It • Interact with the Text • Sort It Out • Word Building • Decodable Text
<p>Benchmark Clarifications: Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.</p>	

Technology in Communication

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.C.5.2: Use digital tools to produce and publish writing individually or with peers and with support from adults.</p>	<p>N/A</p>

VOCABULARY

■ ELA.2.V.1 Finding Meaning

Academic Vocabulary

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.V.1.1: Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice (do one activity each day) <ul style="list-style-type: none"> • Write About It (use unit words)—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 High-Frequency Words <ul style="list-style-type: none"> • Use in Context (select a study word to complete the sentence)—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310 Writing Extension <ul style="list-style-type: none"> • Write About It (use words)—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 TEACHER'S EDITION High-Frequency Words <ul style="list-style-type: none"> • Extend (add descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311 • Use in Context (use study words to complete sentences)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 Teacher Table: English Language Learners <ul style="list-style-type: none"> • Vocabulary—TE pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 </p>
<p>Benchmark Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>	

Morphology

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.V.1.2 Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study <ul style="list-style-type: none"> • "Reading Big Words" Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26 <p style="text-align: right;"><i>continued</i></p> </p>

VOCABULARY

■ ELA.2.V.1 Finding Meaning

Morphology

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • More “Reading Big Words” Strategy (look for prefix, suffix, and known base word when reading a new word)—p. 36 • Suffixes (-y, -ly)—p. 150 • Prefixes (un-, re-, dis-)—p. 170 • Comparative Suffixes (-er, -est)—p. 192 • Suffixes (-ful, -less)—p. 202 • Suffixes (-ful, -less, -y, -ly)—p. 254 • Prefixes (un-, re-, dis-, pre-, mis-)—p. 274 • Related Words (words with the same base word/add a suffix)—p. 306 • More Related Words (add prefix or suffix to base word to make related words)—p. 316 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Multisyllabic Words—pp. 51-54 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Multisyllabic Words (Decoding Big Words Strategy: Look for Word Parts - prefix, suffix, base word)
<p>Benchmark Clarifications: Clarification 1: See Base Words.</p>	

Context and Connotation

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>ELA.2.V.1.3 Identify and use context clues, word relationships, background knowledge, reference materials, and/or background knowledge to determine the meaning of unknown words.</p>	<p>Context Clues</p> <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (use context clues to confirm correct word)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (use context clues to confirm correct word)—TE pp. 15-16, 25-26, 35-36, 45-46, 55-56, 67-68, 77-78, 87-88, 97-98, 109-110, 119-120, 129-130, 139-140, 149-150, 159-160, 169-170, 179-180, 191-192, 201-202, 211-212, 221-222, 231-232, 241-242, 253-254, 263-264, 273-274, 283-284, 293-294, 305-306, 315-316 <p style="text-align: right;"><i>continued</i></p>

VOCABULARY

■ ELA.2.V.1 Finding Meaning

Context and Connotation

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>Word Relationships</p> <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify synonym)—TE p. 126 • Decodable Passage (identify synonym)—TE p. 68 <p>Reference Materials</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Homographs (use a dictionary)—p. 222 <p>TEACHER'S EDITION Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Homographs (use a dictionary)—TE p. 223 • More Irregular Plurals (check spellings in a dictionary)—TE p. 285 <p>Learning Center</p> <ul style="list-style-type: none"> • Short Vowel Switch (confirm words in a print or online dictionary)—TE p. 10 • Syllable Concentration (confirm words in a print or online dictionary)—TE pp. 30, 174 • Spin and Spell (confirm words in a print or online dictionary)—TE p. 62 • Spelling Patterns (confirm words in a print or online dictionary)—TE pp. 154, 248 • Syllable Match-up (confirm words in a print or online dictionary)—TE p. 310
<p>Benchmark Clarifications:</p> <p>Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p>Clarification 2: See Context Clues and Word Relationships.</p>	