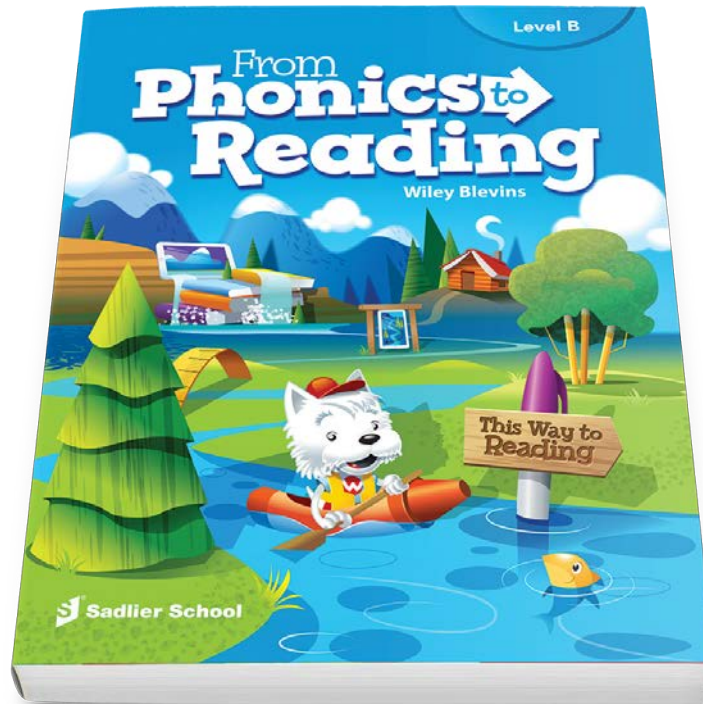


From Phonics to Reading

Correlation to the Indiana Academic Standards
English Language Arts

Grade 2



KEY ALIGNED CONTENT

Reading: Foundations

Print Concepts.....	2
Phonological Awareness.....	3
Phonics.....	5
Fluency.....	12

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Reading: Literature.....	16
Reading: Nonfiction.....	18
Reading: Vocabulary.....	20
Writing.....	22
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Key Aligned Content

READING: FOUNDATIONS

Print Concepts

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.RF.2.1 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.</i></p>	<p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher’s Guide to Print Concepts <ul style="list-style-type: none"> ○ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ○ Basic Features of Print (model reading left to right, top to bottom, page by page/return sweep to correctly find the next line of text/where to begin reading and what to do at the end of a page) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ○ Understand that text is read from left to right and top to bottom on a page.
<p>2.RF.2.2 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>K.RF.2.2 Recognize that written words are made up of sequences of letters.</i></p>	<p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher’s Guide to Print Concepts <ul style="list-style-type: none"> ○ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ○ Words and Spaces (difference between a single letter and a word made up of more than one letter/space between one word and the next) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ○ Identify the difference between a letter and a word.
<p>2.RF.2.3 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>K.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</i></p>	<p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher’s Guide to Print Concepts <ul style="list-style-type: none"> ○ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ○ Sentences (sentences start with uppercase letters and end with punctuation marks like periods, question marks, and exclamation marks) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ○ Identify the difference between a word and a sentence.
<p>2.RF.2.4 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>K.RF.2.4 Learn and apply knowledge of alphabetical order.</i></p>	<p>N/A</p>

READING: FOUNDATIONS

Phonological Awareness

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.RF.3.1 Students are expected to build upon and continue applying concepts learned previously. <i>1.RF.3.1 Identify and produce rhyming words.</i></p>	<p>TEACHER'S EDITION Home Connection <ul style="list-style-type: none"> Dear Family (use rhyming words)—TE p. 101 ONLINE RESOURCES Professional Development <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"> Phonological Awareness (rhyme)—pp. 15–18 Instructional Support by Wiley Blevins <ul style="list-style-type: none"> Video: Phonological Awareness <ul style="list-style-type: none"> Rhyme Instructional Guides <ul style="list-style-type: none"> Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> Five Basic Types of Activities <ul style="list-style-type: none"> Activity Type 1: Rhyme and Alliteration—p. 2 Activity Type 2: Oddity Tasks (rhyme)—p. 3 Modeling the Tasks <ul style="list-style-type: none"> Rhyme Routine—p. 4 </p>
<p>2.RF.3.2 Students are expected to build upon and continue applying concepts learned previously. <i>1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</i></p>	<p>ONLINE RESOURCES Professional Development <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"> Blending—pp. 19–22 Word Building—pp. 35–38 High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> Video: Blending Video: Word Building (Blending Focus) Interactive Instructional Resources (each lesson) <ul style="list-style-type: none"> Blend It </p>
<p>2.RF.3.3 Students are expected to build upon and continue applying concepts learned previously. <i>1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Building <ul style="list-style-type: none"> Make New Words (recognize different sounds/new word after replacing, deleting, or adding letters)—pp. 14, 44, 54, 66, 86, 96, 108, 128, 148, 158, 168, 190, 200, 210, 220, 252, 262, 272, 282 ONLINE RESOURCES Professional Development <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"> Phonological Awareness (Phonemic Manipulation)—pp. 15–18 High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> Video: Word Building <p style="text-align: right;"><i>continued</i></p> </p>

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READING: FOUNDATIONS

Phonological Awareness

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness (phonemic manipulation) • Instructional Guides • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 5: Phoneme Manipulation (substitution, deletion, addition) <ul style="list-style-type: none"> • 1. Initial sound substitution (Replace the first sound in man with /p/.) • 2. Final sound substitution (Replace the last sound in bad with /g/.) • 3. Vowel substitution (Replace the middle sound in hat with /o/.) • 4. Syllable deletion (Say noble without no.) • 5. Initial sound deletion (Say sat without /s/.) • 6. Final sound deletion (Say make without /k/.) • 7. Initial phoneme in a blend deletion (Say slip without /s/.) • 8. Final phoneme in a blend deletion (Say nest without /t/.) • 9. Second phoneme in a blend deletion (Say slip without /l/.) • 10. Initial sound addition (Add /s/ to the beginning of at.) • 11. Final sound addition (Add /t/ to the end of res.) ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Phonemic Manipulation Routine (Substitution)—p. 10 ◦ Phonemic Manipulation Routine (Addition)—p. 11 ◦ Phonemic Manipulation Routine (Deletion)—p. 12
<p>2.RF.3.4 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.</i></p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Word Building</p> <ul style="list-style-type: none"> • Make New Words (replace, delete, or add beginning, medial, and final sounds to make a new word)—pp. 14, 44, 54, 66, 86, 96, 108, 128, 148, 158, 168, 190, 200, 210, 220, 252, 262, 272, 282 <p><u>ONLINE RESOURCES</u></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"> ◦ Phonological Awareness (Oddity Tasks)—pp. 15-18 <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 2: Oddity Tasks (phoneme categorization)—p. 3 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONS

Phonological Awareness

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.RF.3.5 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>1.RF.3.5 Segment the individual sounds in one-syllable words.</i></p>	<ul style="list-style-type: none"> • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness <ul style="list-style-type: none"> ◦ Oddity Tasks (categorization: beginning, medial, and ending sounds) <p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Guided Spelling/Dictation (model segmenting word sound by sound)—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 <p>ONLINE RESOURCES 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"> ◦ Phonological Awareness—pp. 15–18 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness (oral segmentation) <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 4: Oral Segmentation phoneme by phoneme)—p. ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Oral Segmentation Routine (Sound by Sound)—pp. 6–7

Phonics

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.RF.4.1 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION 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 • Lesson 3 Consonant + le Syllables—pp. 29–38 • Lesson 4 l-Blends, r-Blends, s-Blends—pp. 39–48 • Lesson 5 Final Blends—pp. 49–58 <p>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 6 Final e—pp. 61–70 • Lesson 7 Final e Syllables—pp. 71–80 • Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90 • Lesson 9 Consonant Digraphs (wh, ph, ng, nk)—pp. 91–100 <p style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONS

Phonics

2ND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Unit 3 Review Long Vowels; Transition to Longer Words

- Lesson 10 Long a—pp. 103–112
- Lesson 11 Open Syllables—pp. 113–122
- Lesson 12 Long e—pp. 123–132
- Lesson 13 Vowel Team Syllables—pp. 133–142
- Lesson 14 Long i—pp. 143–152
- Lesson 15 Long o—pp. 153–162
- Lesson 16 Long u—pp. 163–172
- Lesson 17 Consonant + le Syllables—pp. 173–182

Unit 4 Review r-Controlled Vowels; Transition to Longer Words

- Lesson 18 r-Controlled Vowel /är/—pp. 185–194
- Lesson 19 r-Controlled Vowel /ûr/—pp. 195–204
- Lesson 20 r-Controlled Vowel /ôr/—pp. 205–214
- Lesson 21 r-Controlled Vowel /âr/—pp. 215–224
- Lesson 22 r-Controlled Vowel Syllables—pp. 225–234
- Lesson 23 Consonant + le Syllables—pp. 235–244

Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words

- 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—pp. 287–296

Unit 6 Syllable Types Review

- Lesson 29 Review Syllable Types—pp. 299–308
- Lesson 30 Final Stable Syllables—pp. 309–318

LEVEL A ONLINE RESOURCES

ABC Express Add-on Practice and Application Activities

- Instructional Resources
 - Lesson 1: Ss
 - Lesson 2: Tt, Dd
 - Lesson 3: Short i, Pp
 - Lesson 4: Ff, Hh
 - Lesson 5: Ll, Bb
 - Lesson 6: Short o, Cc
 - Lesson 7: Rr, Gg
 - Lesson 8: Short u, Ww
 - Lesson 9: Jj, Kk
 - Lesson 10: Short e, Vv
 - Lesson 11: Yy, Zz
 - Lesson 12: Xx, Qq, qu

continued

READING: FOUNDATIONS

Phonics

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p><u>LEVEL B ONLINE RESOURCES</u> Instructional Resources</p> <ul style="list-style-type: none"> • <i>Phonics Assessment</i> by Wiley Blevins <p>Assessment</p> <ul style="list-style-type: none"> • Comprehensive Phonics Survey
<p>2.RF.4.2 Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.</p>	<p>CVC (closed syllables) <u>STUDENT BOOK/TEACHER'S EDITION</u> 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 <p>CVr (r-controlled syllables) <u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 4 Review r-Controlled Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 18 r-Controlled Vowel /är/—pp. 185–194 • Lesson 19 r-Controlled Vowel /ûr/—pp. 195–204 • Lesson 20 r-Controlled Vowel /ôr/—pp. 205–214 • Lesson 21 r-Controlled Vowel /âr/—pp. 215–224 • Lesson 22 r-Controlled Vowel Syllables—pp. 225–234 <p>V (open syllables) <u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 11 Open Syllables—pp. 113–122 <p>VV (diphthong/vowel team syllables) <u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 13 Vowel Team Syllables—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 28 Vowel Team Syllables—pp. 287–296 <p>VCe (vowel-consonant-e syllables) <u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 6 Final e—pp. 61–70 • Lesson 7 Final e Syllables—pp. 71–80 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONS

Phonics

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>CLe (consonant-le syllables)</p> <p>STUDENT BOOK/TEACHER'S EDITION 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>Six Syllable Types (review)</p> <p>STUDENT BOOK/TEACHER'S EDITION Unit 6 Syllable Types Review</p> <ul style="list-style-type: none"> • Lesson 29 Review Syllable Types—pp. 299-308
<p>2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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 2 Review Final e and Consonant Digraphs; Transition to Longer Words Words</p> <ul style="list-style-type: none"> • Lesson 6 Final e—pp. 61-70 • Lesson 7 Final e Syllables—pp. 71-80 <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 11 Open Syllables—pp. 113-122 • Lesson 12 Long e—pp. 123-132 • Lesson 13 Vowel Team Syllables—pp. 133-142 • Lesson 14 Long i—pp. 143-152 • 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 • 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—pp. 287-296 <p>Unit 6 Syllable Types Review</p> <ul style="list-style-type: none"> • Lesson 29 Review Syllable Types—pp. 299-308 • Lesson 30 Final Stable Syllables—pp. 309-318

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READING: FOUNDATIONS

Phonics

2ND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

2.RF.4.4 Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

Further guidance for support will be provided in the Literacy Framework.

STUDENT BOOK/TEACHER'S EDITION

High-Frequency Words

- **Read-Spell-Write/Use in Context** (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

Word Study

- **Abbreviations** (capital letter at the beginning of day of week, title, address, initials)—p. 212

TEACHER'S EDITION

[Day 1] **2. High-Frequency Words**

- **Read-Spell-Write** (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

[Day 2] **2. High-Frequency Words**

- **Review/Extend** (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 *and*)—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

[Day 3] **2. High-Frequency Words**

- **Review/Use in Context** (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

[Day 4] **2. High-Frequency Words**

- (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

[Day 5] **2. High-Frequency Words**

- **Review** (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

Sound-Spelling/Word Study

- **Abbreviations** (months, days of week, titles)—TE p. 213

continued

READING: FOUNDATIONS

Phonics

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<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"> ◦ High-Frequency Words—pp. 31–34 • High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: High-Frequency Words <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Teacher’s Guide to High-Frequency Words <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ High-Frequency Words—pp. 31–34 • High-Frequency Word Assessments <ul style="list-style-type: none"> ◦ Directions/Next Steps ◦ Forms <ul style="list-style-type: none"> ◦ High-Frequency Word Assessment: Teacher Form (Level B)—pp. 10–11 ◦ High-Frequency Word Assessment: Student Form (Level B)—pp. 12–13
<p>2.RF.4.5 Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (read and sort words based on word families/ common spelling patterns)—pp. 13, 23, 33, 43, 53, 64, 75, 85, 95, 107, 117, 127, 137, 147, 157, 167, 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—pp. 14, 44, 54, 66, 86, 96, 108, 128, 148, 158, 168, 190, 200, 210, 220, 252, 262, 272, 282 <p>TEACHER’S EDITION</p> <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • 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 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Sort Words (read and sort word cards based on common spelling patterns)—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

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READING: FOUNDATIONS

Phonics

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.RF.4.6 Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten’s, sisters’), and compound words.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>	<p>Roots, 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, and known base word)—p. 26 • 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>Contractions</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Contractions—p. 110 <p>TEACHER’S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Contractions—TE p. 111 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write: Spell (contractions)—TE p. 114 <p>Possessives</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Possessives—p. 88 <p>TEACHER’S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Possessives—TE p. 89 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONS

Phonics

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	Compound Words STUDENT BOOK/TEACHER'S EDITION Word Study <ul style="list-style-type: none"> Compound Words—pp. 160, 264 TEACHER'S EDITION Sound-Spelling/Word Study <ul style="list-style-type: none"> Word Study: Compound Words—TE p. 161, 265

Fluency

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	STUDENT BOOK/TEACHER'S EDITION Introduction <ul style="list-style-type: none"> Daily Practice: Build Fluency (read the words each day by yourself and to a partner)—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 Build Fluency <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 Read Connected Text <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 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 Cumulative Assessment <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 TEACHER'S EDITION Student Fluency Report <ul style="list-style-type: none"> Progress Check—TE pp. 9C, 61C, 103C, 185C, 247C, 299C Read Connected Text <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 <p style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONS

Fluency

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • 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"> • Build Fluency/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>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 style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONS

Fluency

2ND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

ONLINE RESOURCES

Professional Development

- Professional Development Planning Guide
 - Video Viewing Guide
 - Decodable Texts—pp. 23–26
- High-Impact Routines by Wiley Blevins
 - Video: Decodable Texts

Student and Family Resources

- **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.

Instructional Resources

- Student Fluency Report (each unit)

Cumulative Assessments

- Fluency Check (each lesson)

Interactive Instructional Resources

- Decodable Passage (each lesson)

Fluency

- Teacher’s Guide to Fluency
 - What Is Fluency?
 - Supporting Fluency Development
- From Fluency to Comprehension: Routines and Minilessons
 - Level B—pp. 13–18
 - 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: Intonation; 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;

continued

READING: FOUNDATIONS

Fluency

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	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)

Additional Aligned Content

READING: LITERATURE

Key Ideas and Textual Support

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302 • Decodable Passage—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 (ask and answer questions to check comprehension/find details in literary text)—TE pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302 • Decodable Passage (ask and answer questions to check comprehension/find details in literary text)—TE pp. 16, 26, 36, 56, 68, 98, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294
<p>2.RL.2.2 Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Fable—"Lion and Mouse" (lesson/moral)—p. 176 <p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (write a new moral or lesson for the story)—TE p. 176
<p>2.RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems—"Off on a Trip," p. 42; "Would You Like?" p. 116; "Scarecrow Joe," p. 156; "Star Party," p. 188; "A Silly Poem," p. 238; "Around We Go," p. 260 • Connected Text: Stories—"A Ride into the Wild," p. 146; "A Laughing Game," p. 198; "Mark and the Tigers," p. 228 • Decodable Passage: Stories—pp. 25, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (describe characters and events in stories)—pp. 27, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage (describe and analyze characters, action, and ideas in the story)—TE pp. 26, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294

READING: LITERATURE

Key Ideas and Textual Support

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</p>	<p>Related content</p> <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (introduce text by reading title, discussing genre)—TE pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302 • Decodable Passage (ask and answer questions to check comprehension/find details in literary text)—TE pp. 16, 26, 36, 56, 68, 98, 110, 130, 160, 180, 192, 212, 242, 254, 284, (is the title a good one for the story?) 294

Structural Elements and Organization

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.RL.3.1 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss story action)—TE pp. 12, 22, 52, 116, 146, 166, 176, 198, (what is the problem in the story?) 228, 280, 290, 302 • Decodable Passage (discuss story action)—TE pp. 16, 26, 36, 56, 68, 98, 110, 130, 160, 180, 192, 212, 242, (how does the story end?) 254, 284, 294
<p>2.RL.3.2 Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (dialogue with quotation marks)—pp. 12, 22, 42, 146, 176, 228, 260 • Decodable Passage (dialogue with quotation marks)—pp. 15, 25, 109, 129, 179, 191, 211, 241, 253, 283, 293 <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, (narrator) 198, 228, 280, 290 • Decodable Passage (discuss characters in literary text)—TE pp. (narrator) 16, 26, 56, 110, 130, 160, 180, (narrator) 192, 212, 242, 254, 284

READING: LITERATURE

Connection of Ideas

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
2.RL.4.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	STUDENT BOOK/TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Decodable Passage (story illustrations)—pp. 15, 25, 35, 55, 67, 97, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293
2.RL.4.2 Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	N/A

READING: NONFICTION

Key Ideas and Textual Support

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
2.RN.2.1 Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Connected Text (ask and answer questions to check comprehension/find details in nonfiction text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (ask and answer questions to check comprehension/find details in nonfiction text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
2.RN.2.2 Identify the main idea of a multiparagraph text and the topic of each paragraph.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Connected Text (identify main topic of a multiparagraph nonfiction text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (identify main topic of a multiparagraph nonfiction text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
2.RN.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.	STUDENT BOOK/TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Connected Text (procedural text)—“Yarn from Sheep’s Wool,” p. 84; “Start a Book Club,” p. 218 • Decodable Passage (procedural text)—“How to Make Mud Pies,” p. 149; “Make a Card,” p. 169; “How to Make Lemonade,” p. 263

READING: NONFICTION

Structural Elements and Organization

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
2.RN.3.1 Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (title/bullet points/numbered list)—pp. 32, 84, 136, 218 • Decodable Passage (title/numbered list)—pp. 149, 263
2.RN.3.2 Identify what the author wants the reader to answer, explain, or describe in the text.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify main purpose of a text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (identify main purpose of a text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
2.RN.3.3 Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (procedural text)—“Yarn from Sheep’s Wool,” p. 84; “Start a Book Club,” p. 218 • Decodable Passage (procedural text)—“How to Make Mud Pies,” p. 149; “Make a Card,” p. 169; “How to Make Lemonade,” p. 263

Connection of Ideas

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
2.RN.4.1 Describe how an author uses facts to support specific points in a text.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (find details in text that author uses to support points in the text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (find details in text that author uses to support points in the text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
2.RN.4.2 Compare and contrast the most important points presented by two texts on the same topic.	N/A
2.RN.4.3 Standard begins at sixth grade: <i>6.RN.4.3: Compare and contrast one author’s presentation of events with that of another.</i>	

READING: VOCABULARY

Vocabulary Building

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.RV.2.1 Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.</p>	<p>TEACHER'S EDITION 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>2.RV.2.2 Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).</p>	<p>N/A</p>
<p>2.RV.2.3 Standard begins at sixth grade. <i>6.RV.2.3: Distinguish among the connotations of words with similar denotations</i></p>	
<p>2.RV.2.4 Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word. <i>Further guidance for support will be provided in the Literacy Framework.</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s—p. 16 • "Reading Big Words" Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26 • More "Reading Big Words" Strategy (look for prefix, suffix, and known base word when reading a new word)—p. 36 • Inflectional Ending -ing—p. 46 • Inflectional Ending -ed—p. 56 • Inflectional Endings (drop e)—p. 78 • Inflectional Endings (double final consonant)—p. 120 • Inflectional Endings (change y to i)—p. 130 • Suffixes (-y, -ly)—p. 150 • Prefixes (un-, re-, dis-)—p. 170 • Comparative Suffixes (-er, -est)—p. 192 • Suffixes (-ful, -less)—p. 202 • Inflectional Endings with Spelling Changes—p. 242 • Suffixes (-ful, -less, -y, -ly)—p. 254 • Prefixes (un-, re-, dis-, pre-, mis-)—p. 274 • More Inflectional Endings with Spelling Changes—p. 294 • Related Words (words with the same base word/add a suffix)—p. 306 <p style="text-align: right;"><i>continued</i></p>

READING: VOCABULARY

Vocabulary Building

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • More Related Words (add prefix or suffix to base word to make related words)—p. 316 <p>TEACHER'S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE p. 17 • Word Study: Inflectional Ending -ing—TE p. 47 • Word Study: Inflectional Ending -ed—TE p. 57 • Word Study: Inflectional Endings (drop e)—TE p. 79 • Word Study: Inflectional Endings (double final consonant)—TE p. 121 • Word Study: Inflectional Endings (change y to i)—TE p. 131 • Word Study: Inflectional Endings with Spelling Changes—TE p. 243 • Word Study: More Inflectional Endings with Spelling Changes—TE p. 295 • Word Study: Related Words—TE p. 307 • Word Study: More Related Words—TE p. 317 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE p. 32 • Word Study: Inflectional Ending -ed—TE p. 132 • Word Study: Inflectional Ending -ing and -ed—TE p. 189 • Word Study: Inflectional Ending (Review)—TE p. 376 • Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434
<p>2.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <p>Homographs (use a dictionary)—p. 222</p> <p>TEACHER'S EDITION</p> <p>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 (use a print or online dictionary)—TE p. 10 • Syllable Concentration (use a print or online dictionary)—TE pp. 30, 174 • Spin and Spell (use a print or online dictionary)—TE p. 62 • Spelling Patterns (use a print or online dictionary)—TE pp. 154, 248 • Syllable Match-up (use a print or online dictionary)—TE p. 310

READING: VOCABULARY

Vocabulary in Literature and Nonfiction Texts

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.RV.3.1 Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems—"Off on a Trip," p. 42; "Would You Like?" p. 116; "Scarecrow Joe," p. 156; "Star Party," p. 188; "A Silly Poem," p. 238; "Around We Go," p. 260 • Connected Text: Stories—"A Ride into the Wild," p. 146; "A Laughing Game," p. 198; "Mark and the Tigers," p. 228 • Decodable Passage: Poem—"A Year of Seasons," 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; • Connected Text: Stories (how words supply meaning)—TE pp. 146, 198, 228
<p>2.RV.3.2 Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify any difficult word/sound it out/use cues to confirm meaning in nonfiction text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (identify any difficult word/sound it out/use cues to confirm meaning in nonfiction text)—TE pp. 45–46, 77–78, 87–88, 119–120, 139–140, 149–150, 169–170, 201–202, 221–222, 231–232, 263–264, 273–274, 305–306, 315–316
<p>2.RV.3.3 Standard begins at third grade. 3.RV.3.3: <i>Recognize the meanings of idioms in context.</i></p>	

WRITING

Handwriting

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.W.2.1 Write legibly by forming letters correctly and spacing words and sentences properly.</p>	<p>Children practice 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 <p style="text-align: right;"><i>continued</i></p>

WRITING

Handwriting

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> ○ Posture—p. 2 ○ Spacing—p. 3 ○ Strokes—p. 3 ○ General Tips—p. 4 ○ Lesson Sequence—p. 4 ○ Letter Formation Guide—pp. 5–8 ○ Level K (Kindergarten) Handwriting Scope and Sequence—pp. 9–11 <p>Letter Formation Chart Letter Formation Practice Letter Formation Assessment</p>
<p>2.W.2.2 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>K.W.2.2 Write by moving from left to right and top to bottom.</i></p>	<p>ONLINE RESOURCES</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Teacher’s Guide to Print Concepts <ul style="list-style-type: none"> ○ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ○ Basic Features of Print (left to right, top to bottom, page by page) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ○ Understand that text is read from left to right and top to bottom on a page.

Writing Genres

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.W.3.1 Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>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</p> <p>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

WRITING

Writing Genres

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.W.3.2 Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</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>TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Write About It (children write about what they learned in the Decodable Passage)—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>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, 280, 290, 302, 312
<p>2.W.3.3 Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ol style="list-style-type: none"> Include a beginning. Use temporal words to signal event order (e.g., first of all). Provide details to describe actions, thoughts, and feelings. Provide an ending. 	<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

The Writing Process

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.W.4 Apply the writing process to –</p> <ol style="list-style-type: none"> Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise 	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss response ideas with a partner, get feedback, 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

WRITING

The Writing Process

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>b. Use available technology to produce and publish legible documents.</p>	<p>Related content</p> <p>TEACHER'S EDITION</p> <p>Learning Center</p> <ul style="list-style-type: none"> • Computer games/digital tools/apps—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

The Research Process

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.W.5 With support, conduct short research on a topic –</p> <ol style="list-style-type: none"> Find information on a topic of interest (e.g., cardinals). Identify various visual and text reference sources. Organize, summarize, and present the information, choosing from a variety of formats. 	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (organize words using a graphic organizer)—pp. 13, 23, 33, 43, 53, 64, 75, 85, 95, 107, 117, 127, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313 <p>TEACHER'S EDITION</p> <p>Unit Opener</p> <ul style="list-style-type: none"> • Read Children's Books (use the library to locate children's books that apply specific phonics skills)—TE pp. 7 & 8, 59 & 60, 101 & 102, 183 & 184, 245 & 246, 297 & 298 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Sort Words (organize words)—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

Conventions of Standard English

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p> <p>2.W.6.1a Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	<p>Children see correct usage of nouns and pronouns modeled in context in reading selections throughout the program. They write sentences using nouns and pronouns in activities that include Write About It, Connected Text: Interact with the Text, Sort It Out, and Writing Extension.</p> <p style="text-align: right;"><i>continued</i></p>

WRITING

Conventions of Standard English

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>See representative 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" (I, we, they)—p. 15 • Decodable Passage: "A Nutty Picnic" (her, she, my, our, we)—p. 25 • Decodable Passage: "Riddle Time!" (you, he, it)—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 • Decodable Passage: "The Dairy Farm" (collective noun: herd)—p. 231 • Connected Text: "Around We Go" (collective nouns: crowds, crowd)—p. 260 <p>Word Study</p> <ul style="list-style-type: none"> • Irregular Plurals—p. 232 • More Irregular Plurals—p. 284 <p>Introduction</p> <ul style="list-style-type: none"> • Blend It (collective noun: group)—p. 247 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify nouns and verbs)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Text (identify nouns and verbs)—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>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 <p>Related content</p> <p>ONLINE RESOURCES</p> <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)—16. Model Fluency: Phrasing (using subjects/predicates); 26. Model Fluency: Phrasing (using subjects/predicates)

WRITING

Conventions of Standard English

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.W.6.1b Verbs –</p> <ul style="list-style-type: none"> a. Writing sentences that use the past tense of frequently occurring irregular verbs. b. Understanding the functions of different types of verbs (e.g., action, linking) in sentences. 	<p>Children see correct usage of verbs modeled in context in reading selections throughout the program. They write sentences using verbs in present and past tenses in activities that include Write About It, Connected Text: Interact with the Text, Sort It Out, and Writing Extension.</p> <p>See representative modeling</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Three-Letter Blends (sat)—p. 98 • Compound Words (wrote)—p. 264 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context (sat)—p. 196 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (said)—p. 74 • Connected Text (put)—p. 84 • Decodable Passage (told)—p. 159 • Connected Text (sat)—p. 228 • Decodable Passage (said, took)—p. 253 <p>Introduction</p> <ul style="list-style-type: none"> • Reading in Context (ate)—p. 247 • Reading in Context (took)—p. 309 <p>TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify nouns and verbs)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Text (identify nouns and verbs)—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>Related content</p> <p>ONLINE RESOURCES</p> <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)—16. Model Fluency: Phrasing (using subjects/predicates); 26. Model Fluency: Phrasing (using subjects/predicates)
<p>2.W.6.1c Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write (adjectives)—funny, p. 20; clean, p. 174; full, p. 248 <p style="text-align: right;"><i>continued</i></p>

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WRITING

Conventions of Standard English

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • Read-Spell-Write (adverbs)—even, p. 134; now, p. 196; very, p. 288 • Extend (create and expand oral sentences by adding descriptive words)—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>*Connected Text and Decodable Passage selections feature simple modifiers in context.</p>
<p>2.W.6.1d Prepositions – Standard begins at fourth grade.</p> <p><i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i></p>	
<p>2.W.6.1e Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>Related content</p> <p>ONLINE RESOURCES</p> <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)—3. Model Fluency: Intonation (using end punctuation as a guide); 17. Oral Reading Model (difference between statements, exclamations, and questions); 21. Model Fluency: Intonation (using end punctuation as a guide); 27. Oral Reading Model (difference between statements, exclamations, and questions)
<p>2.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	
<p>2.W.6.2a Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Abbreviations (capital letter at the beginning of day of week, title, address, initials)—p. 212 <p>TEACHER’S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Abbreviations (months, days of week, titles)—TE p. 213

WRITING

Conventions of Standard English

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
2.W.6.2b Punctuation –	
<p>a. Correctly using a period, question mark, or exclamation mark at the end of a sentence.</p>	<p>Related content</p> <p>ONLINE RESOURCES</p> <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 ◦ Repeated Reading Fluency Routine ◦ Fluency Minilessons (one minilesson per unit)—3. Model Fluency: Intonation (using end punctuation as a guide); 17. Oral Reading Model (difference between statements, exclamations, and questions); 21. Model Fluency: Intonation (using end punctuation as a guide); 27. Oral Reading Model (difference between statements, exclamations, and questions)
<p>b. Using an apostrophe to form contractions and singular possessive nouns.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Possessives (use an apostrophe)—p. 88 • Contractions (use an apostrophe)—p. 110 <p>TEACHER'S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Possessives (use an apostrophe)—TE p. 89 • Word Study: Contractions (use an apostrophe)—TE p. 111 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write: Spell (don't)—TE p. 114
<p>c. Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage: Letter (commas in the greeting and closing)—p. 55 • Connected Text: Letter (commas in the greeting and closing)—pp. 280, 302
2.W.6.2c Spelling –	
<p>a. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Daily Practice: Spell It—pp. 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 style="text-align: right;"><i>continued</i></p>

WRITING

Conventions of Standard English

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>TEACHER'S EDITION</p> <p>Word Sort</p> <ul style="list-style-type: none"> • Closed Sort (sort words based on common spelling patterns, including short vowel spelling patterns)/Check and Discuss (check 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 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Guided Spelling/Dictation—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 <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"> ◦ Dictation (guided spelling)—pp. 27–30 • High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Dictation <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Oral Segmentation Routine (Sound by Sound) <ul style="list-style-type: none"> ◦ Connect to Spelling—p. 7 • Spelling Instructional Guide <ul style="list-style-type: none"> ◦ What Is the Role of Spelling in From Phonics to Reading? ◦ Level A (Grade 1) Spelling Guide—pp. 9–11 ◦ Writing Notebook Mastery Checklist—pp. 12–13
<p>b. Generalizing learned spelling patterns (e.g., word families) when writing words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> • Spell It—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>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill (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 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (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 <p>Word Building</p> <ul style="list-style-type: none"> • Make New Words (use letter cards to build words in word families)—pp. 14, 44, 54, 66, 86, 96, 108, 128, 148, 158, 168, 190, 200, 210, 220, 252, 262, 272, 282 <p style="text-align: right;"><i>continued</i></p>

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WRITING

Conventions of Standard English

2ND GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

TEACHER'S EDITION

Sound-Spelling/Blending

- **Cumulative Quick Check** (review cards with sound-spellings)—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
- **Closed Sort** (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

Word Sort

- **Closed Sort** (sort words based on common spelling patterns)/**Check and Discuss** (check 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

Build Fluency

- **Speed Drill** (underline featured spelling)—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

Introduce Spelling Pattern

- **Learn and Blend/Corrective Feedback** (common spelling patterns)—TE pp. 19, 29, 71, 113, 133, 173

Learning Center

- **Spelling Patterns**—TE pp. 155, 278

Independent/Partner Work

- **Spell Words** (complete Daily Practice Spell It activity with a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313

Teacher Table: Intervention

- **Guided Spelling/Dictation**—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
- **Word Building** (review sounds of each spelling)—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

ONLINE RESOURCES

Professional Development

- **Professional Development Planning Guide**
 - **Video Viewing Guide**
 - **Dictation** (guided spelling)—pp. 27–30
- **High Impact Routines by Wiley Blevins**
 - **Video: Dictation**

continued

WRITING

Conventions of Standard English

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Oral Segmentation Routine (Sound by Sound) <ul style="list-style-type: none"> ◦ Connect to Spelling—p. 7 • Spelling Instructional Guide <ul style="list-style-type: none"> ◦ What Is the Role of Spelling in From Phonics to Reading? ◦ Level B (Grade 2) Spelling Guide—pp. 14-18 ◦ Writing Notebook Mastery Checklist—p. 19
<p>c. Correctly spelling common irregularly-spelled grade-appropriate high frequency words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write—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

SPEAKING AND LISTENING

Discussion and Collaboration

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> • Build Fluency (read to a partner)/Spell It (partners speak and write each word)—pp. 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>High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context (read finished sentences to a partner)—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>Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (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 <p>TEACHER'S EDITION</p> <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Blend It (reread lines to a partner)—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 style="text-align: right;"><i>continued</i></p>

SPEAKING AND LISTENING

Discussion and Collaboration

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (create oral sentences to say to a partner, 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 • Use in Context (read sentences to a partner)—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 • Review (read sentences to a partner)—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 <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill (reread words 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 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (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 • Decodable Passage (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 <p>Word Sort</p> <ul style="list-style-type: none"> • Open Sort (discuss with partners ways to sort words)—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 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study (practice word study skill with a partner)—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 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (get partner feedback)—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>Cumulative Assessment</p> <ul style="list-style-type: none"> • Fluency Check (read word lists to partners)—TE 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 style="text-align: right;"><i>continued</i></p>

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SPEAKING AND LISTENING

Discussion and Collaboration

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<p>Learning Center</p> <ul style="list-style-type: none"> • Work with partners—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 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (reread 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, 312 • Spell Words/Build Fluency (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 • Sort Words/Build Fluency (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
<p>2.SL.2.2 Standard begins in third grade.</p> <p><i>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i></p>	
<p>2.SL.2.3 Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.</p>	<p>Children actively listen and speak as they participate in teacher-led call and response activities in each lesson.</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend—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>2.SL.2.4 Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss questions about 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 • Decodable Passage (discuss questions about 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
<p>2.SL.2.5 Build on others’ talk in conversations by linking comments to the remarks of others.</p>	<p>TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss text with others)—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 <p style="text-align: right;"><i>continued</i></p>

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SPEAKING AND LISTENING

Discussion and Collaboration

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
	<ul style="list-style-type: none"> • Decodable Passage (discuss text with others)—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

Comprehension

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.SL.3.1 Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (describe key ideas/details in text read orally)—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 (find details in text read aloud 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
<p>2.SL.3.2 Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask and answer questions about text read 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 (ask and answer questions about text read aloud)—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

Presentation of Knowledge and Ideas

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.SL.4.1 Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.</p>	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (create oral sentences to say to a partner/expand by adding descriptive details or combining two ideas using and)—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

SPEAKING AND LISTENING

Presentation of Knowledge and Ideas

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.SL.4.2 Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Dear Family/Apreciada familia</p> <ul style="list-style-type: none"> • Extend the Learning (draw a picture of a word that uses a featured skill)—pp. 183 & 184 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (discuss with a partner answers to questions about the text before presenting to the group/class)—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 (discuss with a partner answers to questions about the text before presenting to the group/class)—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>2.SL.4.3 Give and follow multi-step directions.</p>	<p>Children listen to, follow, and share with partners multi-step directions for activities throughout the program.</p>

MEDIA LITERACY

Media Literacy

2ND GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL B / GRADE 2
<p>2.ML.2.1 Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (purpose of informational text)—TE pp. 64, 74, 94, 106, 126, 216, 312 • Connected Text (persuasive text)—TE p. 136 • Decodable Passage (distinguish between fiction and informational text/understand information in the passage)—TE p. 68, 170 <p>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Instructional Guides <ul style="list-style-type: none"> ○ Multisensory/Multimodal Instruction: The Latest Research
<p>2.ML.2.2 Standard begins in fifth grade.</p> <p><i>5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.</i></p>	