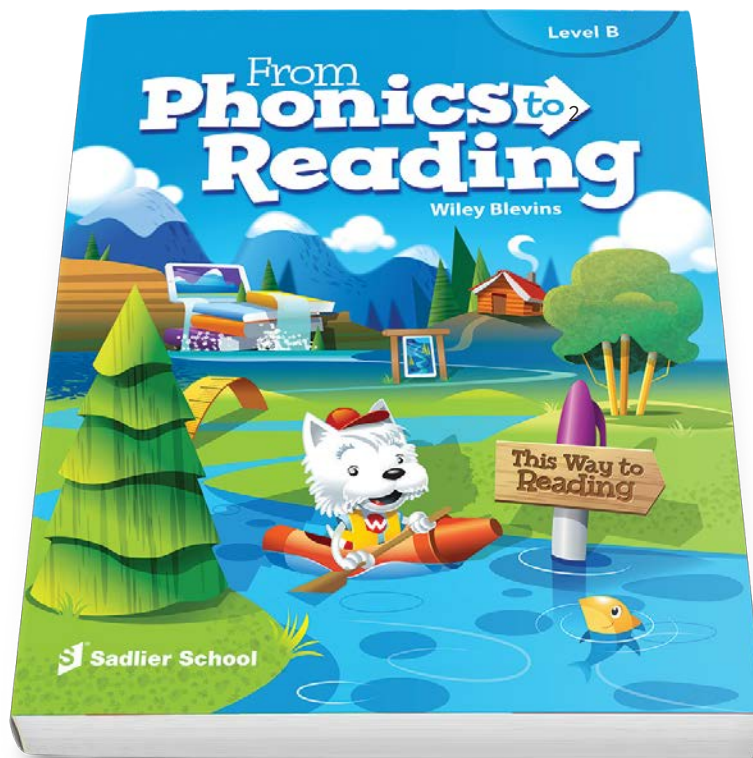


# From Phonics to Reading

Correlation to the 2020 Colorado Academic Standards in Reading, Writing, and Communicating

**Grade 2**



### Key Aligned Content

Standard 2. Reading for All Purposes

- 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. . . . . 2

### Additional Aligned Content

- Standard 1. Oral Expression and Listening. . . . . 17
- Standard 2. Reading for All Purposes. . . . . 21
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## Key Aligned Content

### Second Grade, Standard 2. Reading for All Purposes

**GRADE LEVEL EXPECTATION**

**3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.**

Evidence Outcomes	From Phonics to Reading, Level B
<p><i>Students Can:</i></p> <p>a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 1 Short Vowels—pp. 9–18</li> <li>Lesson 2 Closed Syllables—pp. 19–28</li> <li>Lesson 3 Consonant + le Syllables—pp. 29–38</li> <li>Lesson 4 l-Blends, r-Blends, s-Blends—pp. 39–48</li> <li>Lesson 5 Final Blends—pp. 49–58</li> </ul> <p><b>Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words Words</b></p> <ul style="list-style-type: none"> <li>Lesson 6 Final e—pp. 61–70</li> <li>Lesson 7 Final e Syllables—pp. 71–80</li> <li>Lesson 8 Consonant Digraphs (sh, ch, tch, th)—pp. 81–90</li> <li>Lesson 9 Consonant Digraphs (wh, ph, ng, nk)—pp. 91–100</li> </ul> <p><b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 10 Long a—pp. 103–112</li> <li>Lesson 11 Open Syllables—pp. 113–122</li> <li>Lesson 12 Long e—pp. 123–132</li> <li>Lesson 13 Vowel Team Syllables—pp. 133–142</li> <li>Lesson 14 Long i—pp. 143–152</li> <li>Lesson 15 Long o—pp. 153–162</li> <li>Lesson 16 Long u—pp. 163–172</li> <li>Lesson 17 Consonant + le Syllables—pp. 173–182</li> </ul> <p><b>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 18 r-Controlled Vowel /är/—pp. 185–194</li> <li>Lesson 19 r-Controlled Vowel /ûr/—pp. 195–204</li> <li>Lesson 20 r-Controlled Vowel /ôr/—pp. 205–214</li> <li>Lesson 21 r-Controlled Vowel /âr/—pp. 215–224</li> <li>Lesson 22 r-Controlled Vowel Syllables—pp. 225–234</li> <li>Lesson 23 Consonant + le Syllables—pp. 235–244</li> </ul> <p><b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 24 Short oo and Long oo—pp. 247–256</li> <li>Lesson 25 Diphthong /ou/—pp. 257–266</li> <li>Lesson 26 Diphthong /oi/—pp. 267–276</li> <li>Lesson 27 Complex Vowel /ô/—pp. 277–286</li> <li>Lesson 28 Vowel Team Syllables—pp. 287–296</li> </ul> <p><b>Unit 6 Syllable Types Review</b></p> <ul style="list-style-type: none"> <li>Lesson 29 Review Syllable Types—pp. 299–308</li> <li>Lesson 30 Final Stable Syllables—pp. 309–318</li> </ul>

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## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes	From Phonics to Reading, Level B
<p>i. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a) *</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> Lessons <b>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 1 Short Vowels—pp. 9-18</li> </ul> <p><b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 10 Long a—pp. 103-112</li> <li>Lesson 12 Long e—pp. 123-132</li> <li>Lesson 13 Vowel Team Syllables—pp. 133-142</li> <li>Lesson 14 Long i—pp. 143-152</li> <li>Lesson 15 Long o—pp. 153-162</li> <li>Lesson 16 Long u—pp. 163-172</li> </ul> <p><b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 24 Short oo and Long oo—pp. 247-256</li> </ul> <p>Lesson Activities <b>Introduction</b></p> <ul style="list-style-type: none"> <li><b>Learn and Blend/Blend It</b> (review short or long vowels/decode regularly spelled one-syllable words)—pp. 9, 103, 123, 133, 143, 153, 163, 247</li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li><b>Speed Drill</b> (underline short or long vowel spellings/read regularly spelled one-syllable words)—pp. 11, 105, 125, 135, 145, 155, 165, 249</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Connected Text/Interact with the Text</b> (read/circle regularly spelled one-syllable words with short or long vowel spellings)—pp. 12, 106, 126, 136, 146, 156, 166, 250</li> </ul>
<p>ii. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) *</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 13 Vowel Team Syllables—pp. 133-142</li> </ul> <p><b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 28 Vowel Team Syllables—pp. 287-296</li> </ul>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes	From Phonics to Reading, Level B
<p>iii. Read multisyllabic words accurately and fluently.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Introduction</b></p> <ul style="list-style-type: none"> <li>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,</li> <li>Daily Practice: Build Fluency (read two-syllable words with long vowels each day)—pp. 103, 113, 123, 133, 143, 153, 163,</li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li>Speed Drill (read regularly spelled one- and two-syllable words with long vowel spelling patterns)—pp. 105, 115, 125, 135, 145, 155, 165</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Decodable Passage (decode two-syllable words with long vowel spellings)—pp. 109, 119, 129, 139, 149, 159, 169</li> </ul> <p><b>Cumulative Assessment</b></p> <ul style="list-style-type: none"> <li>Fluency Check (read two-syllable words with long vowel spellings for accuracy and fluency)—pp. 112, 122, 132, 142, 152, 162, 172</li> </ul>
<p>iv. Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c) *</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  Lessons  <b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 10 Long a—pp. 103–112</li> <li>Lesson 12 Long e—pp. 123–132</li> <li>Lesson 13 Vowel Team Syllables—pp. 133–142</li> <li>Lesson 14 Long i—pp. 143–152</li> <li>Lesson 15 Long o—pp. 153–162</li> <li>Lesson 16 Long u—pp. 163–172</li> </ul> <p><b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 24 Short oo and Long oo—pp. 247–256</li> </ul> <p>Lesson Activities  <b>Introduction</b></p> <ul style="list-style-type: none"> <li>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,</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes	From Phonics to Reading, Level B
	<ul style="list-style-type: none"> <li>• <b>Daily Practice: Build Fluency</b> (read two-syllable words with long vowels each day)—pp. 103, 113, 123, 133, 143, 153, 163,</li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li>• <b>Speed Drill</b> (read regularly spelled one- and two-syllable words with long vowel spelling patterns)—pp. 105, 115, 125, 135, 145, 155, 165</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text/Interact with the Text</b> (read/circle one- and two-syllable words with long vowel spellings)—pp. 106, 116, 126, 136, 146, 156, 166</li> <li>• <b>Decodable Passage</b> (decode two-syllable words with long vowel spellings)—pp. 109, 119, 129, 139, 149, 159, 169</li> </ul> <p><b>Cumulative Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Fluency Check</b> (read two-syllable words with long vowel spellings for accuracy and fluency)—pp. 112, 122, 132, 142, 152, 162, 172</li> </ul>
<p>v. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) *</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>“Reading Big Words” Strategy</b> (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26</li> <li>• <b>More “Reading Big Words” Strategy</b> (look for prefix, suffix, and known base word when reading a new word)—p. 36</li> <li>• <b>Suffixes (-y, -ly)</b>—p. 150</li> <li>• <b>Prefixes (un-, re-, dis-)</b>—p. 170</li> <li>• <b>Comparative Suffixes (-er, -est)</b>—p. 192</li> <li>• <b>Suffixes (-ful, -less)</b>—p. 202</li> <li>• <b>Suffixes (-ful, -less, -y, -ly)</b>—p. 254</li> <li>• <b>Prefixes (un-, re-, dis-, pre-, mis-)</b>—p. 274</li> <li>• <b>Related Words</b> (words with the same base word/add a suffix)—p. 306</li> <li>• <b>More Related Words</b> (add prefix or suffix to base word to make related words)—p. 316</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Word Study: “Reading Big Words” Strategy—TE p. 27</li> <li>• Word Study: More “Reading Big Words” Strategy—TE p. 37</li> <li>• Word Study: Suffixes (-y, -ly)—TE p. 151</li> <li>• Word Study: Prefixes (un-, re-, dis-)—TE p. 171</li> <li>• Word Study: Comparative Suffixes (-er, -est)—TE p. 193</li> <li>• Word Study: Suffixes—TE p. 203</li> <li>• Word Study: Suffixes (-ful, -less, -y, -ly)—TE p. 255</li> <li>• Word Study: Prefixes (un-, re-, dis-, pre, mis-)—TE p. 275</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

**3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.**

Evidence Outcomes	From Phonics to Reading, Level B
	<ul style="list-style-type: none"> <li>Word Study: Related Words—TE p. 307</li> <li>Word Study: More Related Words—TE p. 317</li> </ul> <p><b>“Reading Big Words” Strategy</b></p> <ul style="list-style-type: none"> <li><b>Step 1</b> (prefixes)—p. 332</li> <li><b>Step 2</b> (suffixes)—p. 332</li> </ul>
<p>vi. Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e) *</p>	<p><b>STUDENT BOOK/TEACHER’S EDITION</b> Lessons</p> <p><b>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 1 Short Vowels (e, ea)—pp. 9-18</li> </ul> <p><b>Unit 3 Review Long Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 10 Long a (a, ai, a_e, ay, ea, eigh)—pp. 103-112</li> <li>Lesson 12 Long e (e, e_e, ee, ea, y, ey, ie, ei)—pp. 123-132</li> <li>Lesson 13 Vowel Team Syllables—pp. 133-142</li> <li>Lesson 14 Long i (i, i_e, igh, y, ie)—pp. 143-152</li> <li>Lesson 15 Long o (oa, ow, o_e, oe, o)—pp. 153-162</li> <li>Lesson 16 Long u (u, u_e, ew, ue, iew)—pp. 163-172</li> </ul> <p><b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 24 Short oo and Long oo—pp. 247-256</li> </ul> <p>Lesson Activities</p> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li>Speed Drill (underline short or long vowel spellings)—pp. 11, 105, 125, 135, 145, 155, 165, 175, 249</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Silent Letters (kn, wr, gn, mb)—p. 141</li> <li>Homophones—p. 180</li> </ul> <p><b>TEACHER’S EDITION</b> <b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>Word Study: Silent Letters (kn, wr, gn, mb)—TE p. 141</li> <li>Word Study: Homophones—TE p. 181</li> </ul>
<p>vii. Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.2.3f) *</p>	<p><b>STUDENT BOOK/TEACHER’S EDITION</b> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write/Use in Context (read grade-appropriate 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</li> </ul>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes	From Phonics to Reading, Level B
<p>b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)</p>	
<p>i. Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Decodable Passage</b>—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Read Children's Books</b> (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b>—TE pp. 7 and 8: <i>Oscar Otter</i> by Nathaniel Benchley, <i>Thump and Plunk</i> by Janice May Udry, <i>The Little Red Hen</i> by Paul Galdone, <i>A Birthday Basket for Tia</i> by Pat Mora, <i>Amelia Bedelia's First Apple Pie</i> by Herman Parish</li> <li>• <b>Unit 2</b>—TE pp. 59 and 60: <i>Sea Full of Sharks</i> by Betsy Maestro, <i>Chester's Way</i> by Kevin Henkes, <i>Osa's Pride</i> by Ann Grifalconi, <i>Pancakes, Pancakes!</i> by Eric Carle, <i>The Tale of Rabbit and Coyote</i> by Tony Johnston</li> <li>• <b>Unit 3</b>—TE pp. 101 and 102: <i>The Lace Snail</i> by Betsy Byars, <i>Never Tease a Weasel</i> by Jean Conder Soule, <i>Roll Over!</i> by Mordicai Gerstein, <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett, <i>Excuse Me! Certainly</i> by Louis Slobodkin</li> <li>• <b>Unit 4</b>—TE pp. 183 and 184: <i>The Berenstain Bears and the Sitter</i> by Stan and Jan Berenstain, <i>Alligator Arrived with Apples: A Potluck Alphabet Feast</i> by Crescent Dragonwagon, <i>Before We Eat: From Farm to Table</i> by Pat Brisson, <i>The Uncorker of Ocean Bottles</i> by Michelle Cuevas, <i>Over and Under the Pond</i> by Kate Messner</li> <li>• <b>Unit 5</b>—TE pp. 245 and 246: <i>Baseball Ballerina</i> by Kathryn Cristaldi, <i>The Cow Who Wouldn't Come Down</i> by Paul Brett Johnson, <i>Too Much Noise</i> by Ann McGovern, <i>The Boy of the Three-Year Nap</i> by Dianne Snyder, <i>The Truth About the Moon</i> by Clayton Bess, <i>Good News</i> by Barbara Brenner, <i>My Great-Aunt Arizona</i> by Gloria M. Houston, <i>Watch the Stars Come Out</i> by Riki Levinson</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes	From Phonics to Reading, Level B
	<ul style="list-style-type: none"> <li>• <b>Unit 6</b>—TE pp. 297 and 298: <i>Punctuation Celebration</i> by Elsa Knight Bruno, <i>Picture Day Perfection</i> by Deborah Diesen, <i>The Boy Who Loved Words</i> by Roni Schotter, <i>Officer Buckle and Gloria</i> by Peggy Rathmann, <i>Pete the Cat and the Treasure Map</i> by James Dean</li> </ul> <p>[Day 2] <b>4. Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (ask questions to check comprehension)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p>[Day 4] <b>3. Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Decodable Passage</b> (ask questions to check comprehension)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>
<p>ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Decodable Passage</b>—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (chorally read selection aloud)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (chorally read passage to build oral reading fluency)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b> (reread text orally to a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes	From Phonics to Reading, Level B
	<ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (reread passages orally with partners)—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</li> </ul> <p><b>Home-School Connection</b></p> <ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (read passage orally)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305</li> </ul>
<p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c) *</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (use context clues to confirm correct word)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (use context clues)—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316</li> </ul>
<p>iv. Read grade-level text accurately and fluently, attending to phrasing, intonation, and punctuation. *</p>	<p><b>DIGITAL RESOURCES</b></p> <p><b>Student and Family Resources</b></p> <ul style="list-style-type: none"> <li>• Student Fluency Sentences (each lesson)—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.</li> </ul> <p><b>Instructional Resources</b></p> <ul style="list-style-type: none"> <li>• Student Fluency Report (each unit)</li> </ul> <p><b>Cumulative Assessments</b></p> <ul style="list-style-type: none"> <li>• Fluency Check (each lesson)</li> <li>• Fluency Check (each lesson)</li> </ul> <p><b>Interactive Instructional Resources</b></p> <ul style="list-style-type: none"> <li>• Decodable Passage (each lesson)</li> </ul>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes	From Phonics to Reading, Level B
	<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Teacher’s Guide to Fluency                             <ul style="list-style-type: none"> <li>○ What Is Fluency?</li> </ul> </li> <li>• Supporting Fluency Development</li> <li>• From Fluency to Comprehension: Routines and Minilessons                             <ul style="list-style-type: none"> <li>○ Level B—pp. 13–18                                     <ul style="list-style-type: none"> <li>◦ Repeated Reading Fluency Routine</li> </ul> </li> <li>○ 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; 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)</li> </ul> </li> </ul>
<p>c. Compare formal and informal uses of English. (CCSS: L.2.3a).</p>	<p>N/A</p>
<p>d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (CCSS: L.2.4)</p>	
<p>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)</p>	<p><b>TEACHER’S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (use context clues to confirm correct word)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes	From Phonics to Reading, Level B
	<ul style="list-style-type: none"> <li>• <b>Decodable Passage</b> (use context clues to confirm correct word)—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316</li> </ul>
<p>ii. Determine the meaning of the new word formed when a known prefix is added to a known word (for example: happy/unhappy, tell/retell). (CCSS: L.2.4b) *</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>“Reading Big Words” Strategy</b> (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26</li> <li>• <b>More “Reading Big Words” Strategy</b> (look for prefix, suffix, and known base word when reading a new word)—p. 36</li> <li>• <b>Prefixes (un-, re-, dis-)</b>—p. 170</li> <li>• <b>Prefixes (un-, re-, dis-, pre-, mis-)</b>—p. 274</li> <li>• <b>More Related Words</b> (add prefix or suffix to base word to make related words)—p. 316</li> </ul> <p>Related content</p> <ul style="list-style-type: none"> <li>• <b>Suffixes (-y, -ly)</b>—p. 150</li> <li>• <b>Comparative Suffixes (-er, -est)</b>—p. 192</li> <li>• <b>Suffixes (-ful, -less)</b>—p. 202</li> <li>• <b>Suffixes (-ful, -less, -y, -ly)</b>—p. 254</li> <li>• <b>Related Words</b> (words with the same base word/add a suffix)—p. 306</li> </ul>
<p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: addition, additional). (CCSS: L.2.4c) *</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Inflectional Ending -s</b>—p. 16</li> <li>• <b>Inflectional Ending -ing</b>—p. 46</li> <li>• <b>Inflectional Ending -ed</b>—p. 56</li> <li>• <b>Inflectional Endings (drop e)</b>—p. 78</li> <li>• <b>Inflectional Endings (double final consonant)</b>—p. 120</li> <li>• <b>Inflectional Endings (change y to i)</b>—p. 130</li> <li>• <b>Inflectional Endings with Spelling Changes</b>—p. 242</li> <li>• <b>More Inflectional Endings with Spelling Changes</b>—p. 294</li> <li>• <b>Related Words (same base word)</b>—p. 306</li> <li>• <b>More Related Words (same base word)</b>—p. 316</li> </ul> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Word Study: Inflectional Ending -s</b>—TE p. 17</li> <li>• <b>Word Study: Inflectional Ending -ing</b>—TE p. 47</li> <li>• <b>Word Study: Inflectional Ending -ed</b>—TE p. 57</li> <li>• <b>Word Study: Inflectional Endings (drop e)</b>—TE p. 79</li> <li>• <b>Word Study: Inflectional Endings (double final consonant)</b>—TE p. 121</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes	From Phonics to Reading, Level B
	<ul style="list-style-type: none"> <li>Word Study: Inflectional Endings (change y to i)—TE p. 131</li> <li>Word Study: Inflectional Endings with Spelling Changes—TE p. 243</li> <li>Word Study: More Inflectional Endings with Spelling Changes—TE p. 295</li> <li>Word Study: Related Words—TE p. 307</li> <li>Word Study: More Related Words—TE p. 317</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Word Study: Inflectional Ending -s—TE p. 32</li> <li>Word Study: Inflectional Ending -ed—TE p. 132</li> <li>Word Study: Inflectional Ending -ing and -ed—TE p. 189</li> <li>Word Study: Inflectional Ending (Review)—TE p. 376</li> <li>Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul>
<p>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS: L.2.4d) *</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Compound Words—pp. 160, 264</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Compound Words—TE pp. 160, 264</li> </ul> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>Word Study: Compound Words—TE pp. 161, 265</li> </ul>
<p>v. Create new words by combining base words with affixes to connect known words to new words. *</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Inflectional Ending -s—p. 16</li> <li>“Reading Big Words” Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)—p. 26</li> <li>More “Reading Big Words” Strategy (look for prefix, suffix, and known base word when reading a new word)—p. 36</li> <li>Inflectional Ending -ing—p. 46</li> <li>Inflectional Ending -ed—p. 56</li> <li>Inflectional Endings (drop e)—p. 78</li> <li>Inflectional Endings (double final consonant)—p. 120</li> <li>Inflectional Endings (change y to i)—p. 130</li> <li>Suffixes (-y, -ly)—p. 150</li> <li>Prefixes (un-, re-, dis-)—p. 170</li> <li>Comparative Suffixes (-er, -est)—p. 192</li> <li>Suffixes (-ful, -less)—p. 202</li> <li>Inflectional Endings with Spelling Changes—p. 242</li> <li>Suffixes (-ful, -less, -y, -ly)—p. 254</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes	From Phonics to Reading, Level B
	<ul style="list-style-type: none"> <li>• Prefixes (un-, re-, dis-, pre-, mis-)—p. 274</li> <li>• More Inflectional Endings with Spelling Changes—p. 294</li> <li>• Related Words (words with the same base word/add a suffix)—p. 306</li> <li>• More Related Words (add prefix or suffix to base word to make related words)—p. 316</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Word Study: Inflectional Ending -s—TE p. 17</li> <li>• Word Study: Inflectional Ending -ing—TE p. 47</li> <li>• Word Study: Inflectional Ending -ed—TE p. 57</li> <li>• Word Study: Inflectional Endings (drop e)—TE p. 79</li> <li>• Word Study: Inflectional Endings (double final consonant)—TE p. 121</li> <li>• Word Study: Inflectional Endings (change y to i)—TE p. 131</li> <li>• Word Study: Inflectional Endings with Spelling Changes—TE p. 243</li> <li>• Word Study: More Inflectional Endings with Spelling Changes—TE p. 295</li> <li>• Word Study: Related Words—TE p. 307</li> <li>• Word Study: More Related Words—TE p. 317</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Word Study: Inflectional Ending -s—TE p. 32</li> <li>• Word Study: Inflectional Ending -ed—TE p. 132</li> <li>• Word Study: Inflectional Ending -ing and -ed—TE p. 189</li> <li>• Word Study: Inflectional Ending (Review)—TE p. 376</li> <li>• Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul>
<p>vi. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Homographs</b> (use a dictionary)—p. 222</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Homographs</b> (use a dictionary)—TE p. 223</li> <li>• <b>More Irregular Plurals</b> (check spellings in a dictionary)—TE p. 285</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• <b>Short Vowel Switch</b> (use a print or online dictionary)—TE p. 10</li> <li>• <b>Syllable Concentration</b> (use a print or online dictionary)—TE pp. 30, 174</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes	From Phonics to Reading, Level B
	<ul style="list-style-type: none"> <li>• <b>Spin and Spell</b> (use a print or online dictionary)—TE p. 62</li> <li>• <b>Spelling Patterns</b> (use a print or online dictionary)—TE pp. 154, 248</li> <li>• <b>Syllable Match-up</b> (use a print or online dictionary)—TE p. 310</li> </ul>
<p>e. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)</p>	
<p>i. Identify real-life connections between words and their use (for example: describe foods that are spicy or juicy). (CCSS: L.2.5a).</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Use in Context</b> (use real-life connections as clues to selecting a study word to complete the sentence)—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Extend</b> (expand oral sentences by adding real-life connected descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> <li>• <b>Use in Context</b> (use study words to complete sentences with real-life connections)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</li> </ul> <p><b>Home/School Connection</b></p> <ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (write sentences reflecting home and school experiences with words containing target skills)—TE pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305</li> </ul> <p><b>Teacher Table: English Learners</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> (explain words with real-world connections with pictures and pantomime)—TE pp. 9, 29, 39, 39, 61, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul>
<p>ii. Distinguish shades of meaning among closely related verbs (for example: toss, throw, hurl) and closely related adjectives (for example: thin, slender, skinny, scrawny). (CCSS: L.2.5b)</p>	<p>Related content</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Extend</b> (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</li> </ul>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes	From Phonics to Reading, Level B
<p>f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: When other kids are happy that makes me happy). (CCSS: L.2.6)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Daily Practice</b> (do one activity each day)  <ul style="list-style-type: none"> <li><b>Write About It</b> (use unit words to create a story)—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul> <b>High-Frequency Words</b>  <ul style="list-style-type: none"> <li>Use in Context (select a study word to complete the sentence)—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310</li> </ul> <b>Writing Extension</b>  <ul style="list-style-type: none"> <li><b>Write About It</b> (use words acquired through conversation/reading/responding to texts)—pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul>                     See also the following representative adjectives  <b>High-Frequency Words</b>  <ul style="list-style-type: none"> <li><b>Read-Spell-Write</b>—<i>funny</i>, p. 20; <i>clean</i>, p. 174; <i>full</i>, p. 248</li> </ul>                     See also the following representative adverbs  <b>High-Frequency Words</b>  <ul style="list-style-type: none"> <li><b>Read-Spell-Write</b>—<i>even</i>, p. 134; <i>now</i>, p. 196; <i>very</i>, p. 288</li> </ul> <b>TEACHER'S EDITION</b>  <b>High-Frequency Words</b>  <ul style="list-style-type: none"> <li><b>Extend</b> (add descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> <li><b>Use in Context</b> (use study words to complete sentences)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</li> </ul> <b>Teacher Table: English Language Learners</b>  <ul style="list-style-type: none"> <li><b>Vocabulary</b>—TE pp. 9, 19, 29, 39, 39, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul> </p>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

**3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.**

Evidence Outcomes	<i>From Phonics to Reading, Level B</i>
<p>g. Determine which strategies should be used to decode multisyllabic words.</p>	<p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b>  <b>Word Building</b></p> <ul style="list-style-type: none"> <li>• <b>Syllable Building</b> (build multisyllabic words from syllable cards)—pp. 24, 34, 76, 118, 138, 178, 230, 240, 292, 304, 314</li> </ul> <p><b><u>ONLINE RESOURCES</u></b>  <b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>◦ Multisyllabic Words—pp. 51–54</li> </ul> </li> </ul> </li> <li>• Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>◦ Video: Multisyllabic Words</li> </ul> </li> </ul>



## Additional Aligned Content

### Second Grade, Standard 1. Oral Expression and Listening

**GRADE LEVEL EXPECTATION**

**1. Engage in dialogue and learn new information through active listening.**

Evidence Outcomes	From Phonics to Reading, Level B
<p><i>Students Can:</i></p> <p>a. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS: SL.2.1)</p> <p>i. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)</p> <p>ii. Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)</p> <p>iii. Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c).</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Daily Practice</b> (do one activity each day)</p> <ul style="list-style-type: none"> <li><b>Build Fluency</b> (read to a partner)/<b>Spell It</b> (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</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><b>Use in Context</b> (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</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Interact with the Text</b> (answer comprehension question to a partner)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li><b>Blend It</b> (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</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><b>Extend</b> (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</li> <li><b>Use in Context</b> (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</li> <li><b>Review</b> (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</li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li><b>Speed Drill</b> (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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Second Grade, Standard 1. Oral Expression and Listening

### GRADE LEVEL EXPECTATION

#### 1. Engage in dialogue and learn new information through active listening.

Evidence Outcomes	From Phonics to Reading, Level B
	<p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (discuss answers to comprehension questions with a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (discuss answers to comprehension questions with a partner)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• <b>Open Sort</b> (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</li> </ul> <p><b>Sound-Spelling/Word Study</b></p> <p><b>Word Study</b> (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> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (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</li> </ul> <p><b>Cumulative Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Fluency Check</b> (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</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b> (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</li> <li>• <b>Spell Words/Build Fluency</b> (work with a partner/reread to a partner)—TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 12, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313</li> <li>• <b>Sort Words/Build Fluency</b> (work with a partner/read words on Fluency Check to a partner)—TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul>

## Second Grade, Standard 1. Oral Expression and Listening

### GRADE LEVEL EXPECTATION

#### 1. Engage in dialogue and learn new information through active listening.

Evidence Outcomes	From Phonics to Reading, Level B
b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) *	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Connected Text</b> (recall information from text read aloud to answer questions)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li><b>Decodable Passage</b> (recount or describe key ideas from 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</li> </ul>
c. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Connected Text</b> (recall information from text read aloud to answer questions)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li><b>Decodable Passage</b> (answer comprehension 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</li> </ul>

## Second Grade, Standard 1. Oral Expression and Listening

### GRADE LEVEL EXPECTATION

#### 2. Deliver presentations while maintaining focus on topic and be prepared to discuss.

Evidence Outcomes	From Phonics to Reading, Level B
<i>Students Can:</i>	
a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)	<p><b>TEACHER'S EDITION</b> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><b>Extend</b> (create and expand oral sentences by adding descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> </ul>
b. Contribute knowledge to a small group or class discussion to develop a topic. c. Maintain focus on the topic.	Children discuss stories and concepts in groups and with partners, as well as actively listen and speak clearly as they participate in teacher-supervised call-and-response activities in each lesson.

## Second Grade, Standard 1. Oral Expression and Listening

### GRADE LEVEL EXPECTATION

### 2. Deliver presentations while maintaining focus on topic and be prepared to discuss.

Evidence Outcomes	From Phonics to Reading, Level B
<p>d. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Dear Family</b></p> <ul style="list-style-type: none"> <li>• <b>Extend the Learning</b> (draw a picture of a word that uses a featured skill)—pp. 183 &amp; 184</li> </ul>
<p>e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (answer 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</li> </ul> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• <b>Sort It Out</b> (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</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (reread the Decodable Passage then 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</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (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</li> <li>• <b>Decodable Passage</b> (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</li> </ul>
<p>f. Use content-specific vocabulary to ask questions and provide information. *</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Introduction</b></p> <ul style="list-style-type: none"> <li>• <b>Challenge</b> (academic/domain-specific words for advanced learners)—pp. 9, 39, 49, 61, 81, 91, 103, 123, 143, 153, 163, 185, 195, 205, 215, 247, 257, 267, 277</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Teacher Table: English Learners</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> (explain words with real-world connections)—TE pp. 9, 29, 39, 49, 61, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

#### 1. Apply specific skills to comprehend and fluently read literary texts.

Evidence Outcomes	From Phonics to Reading, Level B
<p><i>Students Can:</i> a. Use Key Ideas and Details to:</p>	
<p>i. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
<p>ii. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RL.2.1) *</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text—pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302</li> <li>Decodable Passage—pp. 15, 25, 35, 55, 67, 97, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Connected Text</b> (ask and answer questions to check comprehension/find details in text)—TE pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302</li> <li><b>Decodable Passage</b> (ask and answer questions to check comprehension/find details in text)—TE pp. 16, 26, 36, 56, 68, 98, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294</li> </ul>
<p>iii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text: Fable—"Lion and Mouse" (lesson or moral)—p. 176</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text: Fable—"Lion and Mouse" (recount story/moral of the story)—TE p. 176</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li><b>Reread Connected Text and Write</b> (write a new moral or lesson for the story)—TE p. 176</li> </ul>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

#### 1. Apply specific skills to comprehend and fluently read literary texts.

Evidence Outcomes	From Phonics to Reading, Level B
<p>iv. Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)*</p>	<p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Connected Text: Stories—"A Ride into the Wild," p. 146; "A Laughing Game," p. 198; "Mark and the Tigers," p. 228</li> <li>• <b>Decodable Passage: Stories</b>—pp. 25, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (describe characters and events in stories)—pp. 27, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Decodable Passage</b> (describe and analyze characters, action, and ideas in the story)—TE pp. 26, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (describe the characters and action in the story)—TE pp. 27, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295</li> </ul>
<p>b. Use Craft and Structure to:</p>	
<p>i. Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)</p>	<p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• <b>Connected Text: Stories</b>—"A Ride into the Wild," p. 146; "A Laughing Game," p. 198; "Mark and the Tigers," p. 228</li> <li>• <b>Decodable Passage: Poem</b>—"A Year of Seasons," p. 97</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text: Poems</b> (use of words/rhymes)—TE pp. 42, 116, 156, 188, 238, 260</li> <li>• <b>Decodable Passage: Poem</b> (use of words/rhymes)—TE pp. "A Year of Seasons"—p. 98;</li> <li>• <b>Connected Text: Stories</b> (how words supply meaning)—TE pp. 146, 198, 228</li> </ul>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

#### 1. Apply specific skills to comprehend and fluently read literary texts.

Evidence Outcomes	From Phonics to Reading, Level B
<p>ii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5) *</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (stories)—pp. 146, 198, 228</li> <li>• <b>Decodable Passage</b> (stories)—pp. 25, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (discuss main story elements)—TE pp. 146, 198, 228</li> <li>• <b>Decodable Passage</b> (discuss main story elements)—TE pp. 26, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294</li> </ul>
<p>iii. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (dialogue with quotation marks)—pp. 12, 22, 42, 146, 176, 228, 260</li> <li>• <b>Decodable Passage</b> (dialogue with quotation marks)—pp. 15, 25, 109, 129, 179, 191, 211, 241, 253, 283, 293</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (discuss characters in literary text)—TE pp. 12, 42, 146, 176, (narrator) 198, 228, 280, 290</li> <li>• <b>Decodable Passage</b> (discuss characters in literary text)—TE pp. (narrator) 16, 26, 56, 110, 130, 160, 180, (narrator) 192, 212, 242, 254, 284</li> </ul>
<p>iv. Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry</p>	<p><b>TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Extend</b> (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</li> </ul>
<p>c. Use Integration of Knowledge and Ideas to:</p>	
<p>i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Decodable Passage</b> (story illustrations)—pp. 15, 25, 35, 55, 67, 97, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293</li> </ul>
<p>ii. Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9) *</p>	<p>N/A</p>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

#### 1. Apply specific skills to comprehend and fluently read literary texts.

Evidence Outcomes	From Phonics to Reading, Level B
<p>d. Use Range of Reading and Level of Text Complexity to:</p>	
<p>d. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.2.10)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—Story: “Ben’s Tips for Good Health,” p. 12; Story: “The Joke Book,” p. 22; Poem: “Off on a Trip,” p. 42; Riddles: “Want More Riddles?” p. 52; Poem: “Would You Like?” p. 116; Story: “A Ride into the Wild,” p. 146; Poem: “Scarecrow Joe,” p. 156; Riddles: “A Few More Riddles!” p. 166; Fable: “Lion and Mouse,” p. 176; Poem: “Star Party,” p. 188; Story: “A Laughing Game,” p. 198; Story: “Mark and the Tigers,” p. 228; Poem: “A Silly Poem,” p. 238; Riddles: “More Riddles,” p. 250; Poem: “Around We Go,” p. 260; Letter: “Squawk and Talk,” p. 280; Story: “The Dog Wash,” p. 290; Letter: “Dear Uncle Robert,” p. 302</li> <li>• <b>Decodable Passage</b>—“The Big Log,” p. 15; “A Nutty Picnic,” p. 25; “Riddle Time,” p. 35; “Dear Grandma,” p. 55; “A Place in Space,” p. 67; “A Year of Seasons,” p. 97; “Nate, Don’t Be Late!” p. 109; “A Piece of Cheese,” p. 129; “A Show on the Road,” p. 159; “At the Stable,” p. 179; “Sparky,” p. 191; “A Roar at the Door!” p. 211; “Watching Birds,” p. 241; “Moose on the Loose,” p. 253; “My Dog, Rex,” p. 283; “The Mural,” p. 293</li> </ul> <p><b>TEACHER’S EDITION</b>  <b>Read Children’s Books</b> (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b>—TE pp. 7 and 8: <i>Oscar Otter</i> by Nathaniel Benchley, <i>Thump and Plunk</i> by Janice May Udry, <i>The Little Red Hen</i> by Paul Galdone, <i>A Birthday Basket for Tia</i> by Pat Mora, <i>Amelia Bedelia’s First Apple Pie</i> by Herman Parish</li> <li>• <b>Unit 2</b>—TE pp. 59 and 60: <i>Sea Full of Sharks</i> by Betsy Maestro, <i>Chester’s Way</i> by Kevin Henkes, <i>Osa’s Pride</i> by Ann Grifalconi, <i>Pancakes, Pancakes!</i> by Eric Carle, <i>The Tale of Rabbit and Coyote</i> by Tony Johnston</li> <li>• <b>Unit 3</b>—TE pp. 101 and 102: <i>The Lace Snail</i> by Betsy Byars, <i>Never Tease a Weasel</i> by Jean Conder Soule, <i>Roll Over!</i> by Mordicai Gerstein, <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett, <i>Excuse Me! Certainly</i> by Louis Slobodkin</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

#### 1. Apply specific skills to comprehend and fluently read literary texts.

Evidence Outcomes	From Phonics to Reading, Level B
	<ul style="list-style-type: none"> <li>• <b>Unit 4</b>—TE pp. 183 and 184: <i>The Berenstain Bears and the Sitter</i> by Stan and Jan Berenstain, <i>Alligator Arrived with Apples: A Potluck Alphabet Feast</i> by Crescent Dragonwagon, <i>Before We Eat: From Farm to Table</i> by Pat Brisson, <i>The Uncorker of Ocean Bottles</i> by Michelle Cuevas, <i>Over and Under the Pond</i> by Kate Messner</li> <li>• <b>Unit 5</b>—TE pp. 245 and 246: <i>Baseball Ballerina</i> by Kathryn Cristaldi, <i>The Cow Who Wouldn't Come Down</i> by Paul Brett Johnson, <i>Too Much Noise</i> by Ann McGovern, <i>The Boy of the Three-Year Nap</i> by Dianne Snyder, <i>The Truth About the Moon</i> by Clayton Bess, <i>Good News</i> by Barbara Brenner, <i>My Great-Aunt Arizona</i> by Gloria M. Houston, <i>Watch the Stars Come Out</i> by Riki Levinson</li> <li>• <b>Unit 6</b>—TE pp. 297 and 298: <i>Punctuation Celebration</i> by Elsa Knight Bruno, <i>Picture Day Perfection</i> by Deborah Diesen, <i>The Boy Who Loved Words</i> by Roni Schotter, <i>Officer Buckle and Gloria</i> by Peggy Rathmann, <i>Pete the Cat and the Treasure Map</i> by James Dean</li> </ul>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

#### 2. Apply specific skills to comprehend and fluently read informational texts.

Evidence Outcomes	From Phonics to Reading, Level B
<p><i>Students Can:</i></p> <p>a. Use Key Ideas and Details to:</p>	
<p>i. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RI.2.1)*</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b>—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (ask and answer questions to check</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 2. Apply specific skills to comprehend and fluently read informational texts.

Evidence Outcomes	From Phonics to Reading, Level B
	<p>comprehension/find details in text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</p> <ul style="list-style-type: none"> <li>• <b>Decodable Passage</b> (ask and answer questions to check comprehension/find details in text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316</li> </ul>
<p>ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b>—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (identify main topic of a multiparagraph text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b> (identify main topic of a multiparagraph text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316</li> </ul>
<p>iii. Summarize the main idea using relevant and significant details in a variety of texts. *</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (recount/discuss key ideas and events in text 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</li> <li>• <b>Decodable Passage</b> (recount/discuss key ideas and events in text to a partner)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>
<p>iv. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS: RI.2.3)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (procedural text)—“Yarn from Sheep’s Wool,” p. 84; “Start a Book Club,” p. 218</li> <li>• <b>Decodable Passage</b> (procedural text)—“How to Make Mud Pies,” p. 149; “Make a Card,” p. 169; “How to Make Lemonade,” p. 263</li> </ul>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 2. Apply specific skills to comprehend and fluently read informational texts.

Evidence Outcomes	From Phonics to Reading, Level B
b. Use Craft and Structure to:	
i. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (CCSS: RI.2.4)	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (identify any difficult word/sound it out/use cues to confirm meaning in text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b> (identify any difficult word/sound it out/use cues to confirm meaning in 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</li> </ul>
ii. Know and use various text features (for example: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS: RI.2.5) *	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (title/bullet points/numbered list)—pp. 32, 84, 136, 218</li> <li>• <b>Decodable Passage</b> (title/numbered list)—pp. 149, 263</li> </ul>
iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6) *	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b>—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (identify main purpose of a text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b> (identify main purpose of a text)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316</li> </ul>
iv. Read text to perform a specific task such as follow a recipe or play a game. *	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (procedural text)—“Yarn from Sheep’s Wool,” p. 84; “Start a Book Club,” p. 218</li> <li>• <b>Decodable Passage</b> (procedural text)—“How to Make Mud Pies,” p. 149; “Make a Card,” p. 169; “How to Make Lemonade,” p. 263</li> </ul>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 2. Apply specific skills to comprehend and fluently read informational texts.

Evidence Outcomes	From Phonics to Reading, Level B
c. Use Integration of Knowledge and Ideas to:	
i. Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7) *	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Decodable Passage</b> (illustrations)—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315</li> </ul>
ii. Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b>—pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (find details in text that support ideas)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> <li>• <b>Decodable Passage</b> (find details in text that support ideas)—TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316</li> </ul>
iii. Compare and contrast the most important points presented by two texts on the same topic. (CCSS: RI.2.9) *	N/A
d. Use Range of Reading and Level of Text Complexity to:	
i. Adjust reading rate according to type of text and purpose for reading.	<p><b>DIGITAL RESOURCES</b>  <b>Fluency</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher's Guide to Fluency</b> <ul style="list-style-type: none"> <li>○ What Is Fluency?</li> <li>○ Supporting Fluency Development</li> </ul> </li> <li>• <b>From Fluency to Comprehension: Routines and Minilessons</b> <ul style="list-style-type: none"> <li>○ <b>Level B</b>—pp. 13-18                             <ul style="list-style-type: none"> <li>○ <b>Repeated Reading Fluency Routine</b></li> <li>○ <b>Fluency Minilessons</b> (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</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Second Grade, Standard 2. Reading for All Purposes

### GRADE LEVEL EXPECTATION

### 2. Apply specific skills to comprehend and fluently read informational texts.

Evidence Outcomes	From Phonics to Reading, Level B
	<p>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)</p>
<p>ii. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.2.10) *</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (informational texts)—How-To List: "A Happy Baby," p. 32; Article: "Pine Cones," p. 64; Invitation: "Surprise Party!" p. 74; Bulleted List: "Yarn from Sheep's Wool," p. 84; Essay: "Whale Watching," p. 94; Announcement: "Hay Bale Maze," p. 106; Article: "Busy as a Beaver," p. 126; Bulleted List: "Breakfast Time," p. 136; Email: "Florida Trip," p. 208; How-To List: "Start a Book Club," p. 218; Announcement: "Toy Drive!" p. 270; Article: "Mission to Mars," p. 312</li> <li>• <b>Decodable Passage</b> (informational texts)—"Block Party," p. 47; "A Place for Wildlife," p. 79; "A Horse's Tail," p. 89; "Animals on the Go," p. 121; "Fireboats," p. 141; "How to Make Mud Pies," p. 151; "Make a Card," p. 171; "Escape from Danger," p. 203; "Bears," p. 223; "The Dairy Farm," p. 233; "How to Make Lemonade," p. 265; "The Compost Heap," p. 275; "Robots," p. 307; "Creature Features," p. 317</li> </ul>

## Second Grade, Standard 3. Writing and Composition

### GRADE LEVEL EXPECTATION

#### 1. Write pieces on a topic or book that state opinions and give supporting reasons.

Evidence Outcomes	From Phonics to Reading, Level B
<p><i>Students Can:</i></p>	
<ul style="list-style-type: none"> <li>a. Introduce the topic or book they are writing about. (CCSS: W.2.1)</li> <li>b. State an opinion. (CCSS: W.2.1)</li> <li>c. Supply reasons that support the opinion. (CCSS: W.2.1)</li> <li>d. Use linking words (for example: because, and, also) to connect opinion and reasons. (CCSS: W.2.1)</li> <li>e. Provide a concluding statement or section. (CCSS: W.2.1)</li> </ul>	<p><b><u>STUDENT BOOK/TEACHER'S EDITION</u></b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (write about the text)—“A Few More Riddles!” (express an opinion: choose a riddle then write why it is the best), p. 166; “Start a Book Club” (express an opinion: choose a favorite kind of book then write why), p. 218; “More Riddles” (express an opinion: choose a riddle then write why they like it best), p. 250</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (opinion: tell why or why not)—TE pp. 22, 32, 42, 74, 166, 228, 238, 290, 302</li> <li>• <b>Decodable Passage</b> (opinion: tell why or why not)—TE pp. 16, 26, 56, 78, 110, 120, 130, 160, 170, 180, 294, 316</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b>—TE p. 32 (opinion: choose a tip then write why they think it is the best); TE p. 312 (opinion: why or why not vacation in space?)</li> </ul>

## Second Grade, Standard 3. Writing and Composition

### GRADE LEVEL EXPECTATION

**2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.**

Evidence Outcomes	From Phonics to Reading, Level B
<p><i>Students Can:</i></p> <ol style="list-style-type: none"> <li>Introduce a topic. (CCSS: W.2.2)</li> <li>Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)</li> <li>Provide a concluding statement or section. (CCSS: W.2.2)</li> <li>Write letters and “how-to’s” (for example: procedures, directions, recipes) that follow a logical order and appropriate format.</li> <li>Organize informational texts using main ideas and specific supporting details.</li> <li>Apply appropriate transition words to writing.</li> <li>Writers use technology to support the writing process.</li> </ol>	<p><b>STUDENT BOOK/TEACHER’S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Interact with the Text</b> (write about the text)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li><b>Write About It</b> (reread the Decodable Passage then write about what they learned)—pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Interact with the Text</b> (write about the text)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li><b>Write About It</b> (write about what 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</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li><b>Reread Connected Text and Write</b> (use the Decodable Passage as a writing prompt then write their own or add a new paragraph/new ideas)—TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270</li> </ul>

## Second Grade, Standard 3. Writing and Composition

### GRADE LEVEL EXPECTATION

**3. Write real or imagined narratives that describe events in sequence and provide a sense of closure.**

Evidence Outcomes	From Phonics to Reading, Level B
<p><i>Students Can:</i></p> <ul style="list-style-type: none"> <li>a. Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3)</li> <li>b. Use temporal words to signal event order. (CCSS: W.2.3)</li> <li>c. Provide a sense of closure. (CCSS: W.2.3)</li> <li>d. Write simple, descriptive poems.</li> <li>e. Write with precise nouns, active verbs, and descriptive adjectives.</li> <li>f. Apply knowledge about structure and craft gained from mentor text to narrative writing.</li> <li>g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Daily Practice</b> (do one activity each day)</p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (write a story using lesson 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</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Extend</b> (create oral sentences to say to a partner/expand by adding descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Reread Connected Text and Write</b> (add to the story/write a different ending)—TE pp. 146, 198, 228</li> </ul>

## Second Grade, Standard 3. Writing and Composition

### GRADE LEVEL EXPECTATION

**4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.**

Evidence Outcomes	From Phonics to Reading, Level B
<p><i>Students Can:</i></p> <ul style="list-style-type: none"> <li>a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.2.1)</li> </ul>	
<ul style="list-style-type: none"> <li>i. Use collective nouns (for example: group). (CCSS: L.2.1a)</li> </ul>	<p>Modeling (context for learning)</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 22 r-Controlled Vowel Syllables: Read Connected Text</b> (herd)—p. 231</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## Second Grade, Standard 3. Writing and Composition

### GRADE LEVEL EXPECTATION

4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.

Evidence Outcomes	From Phonics to Reading, Level B
	<p><b>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</b></p> <ul style="list-style-type: none"> <li>Lesson 24 Short oo and Long oo: Blend It (group)—p. 247</li> <li>Lesson 25 Diphthong /ou/: Read Connected Text (crowds/crowd)—p. 260</li> </ul>
<p>ii. Use reflexive pronouns (for example: myself, ourselves). (CCSS: L.2.1c)</p>	<p>Modeling (context for learning)</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Decodable Passage (<i>herself</i>)—p. 87</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write/Use in Context (<i>myself</i>)—p. 196</li> </ul> <p><b>“Reading Big Words” Strategy</b></p> <ul style="list-style-type: none"> <li>Step 5 (<i>yourself</i>)—p. 332</li> </ul>
<p>iii. Form and use the past tense of frequently occurring irregular verbs (for example: sat, hid, told). (CCSS: L.2.1d)</p>	<p>Modeling (context for learning)</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Three-Letter Blends (<i>sat</i>)—p. 98</li> <li>Compound Words (<i>wrote</i>)—p. 264</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Use in Context (<i>sat</i>)—p. 196</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text (<i>said</i>)—p. 74</li> <li>Connected Text (<i>put</i>)—p. 84</li> <li>Decodable Passage (<i>told</i>)—p. 159</li> <li>Connected Text (<i>sat</i>)—p. 228</li> <li>Decodable Passage (<i>said, took</i>)—p. 253</li> </ul> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Reading in Context (<i>ate</i>)—p. 247</li> <li>Reading in Context (<i>took</i>)—p. 309</li> </ul>
<p>iv. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)</p>	<p>Modeling (context for learning)*</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write (adjectives)—<i>funny</i>, p. 20; <i>clean</i>, p. 174; <i>full</i>, p. 248</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write (adverbs)—<i>even</i>, p. 134; <i>now</i>, p. 196; <i>very</i>, p. 288</li> </ul> <p>*Connected Text and Decodable Passage selections feature adjectives and adverbs in context.</p>

## Second Grade, Standard 3. Writing and Composition

### GRADE LEVEL EXPECTATION

**4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.**

Evidence Outcomes	From Phonics to Reading, Level B
v. Apply accurate subject-verb agreement while writing.	N/A
vi. Produce, expand, and rearrange complete simple and compound sentences (for example: The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)	<p><b>TEACHER'S EDITION</b> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><b>Extend</b> (create and expand oral sentences by adding descriptive details)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> </ul>
vii. Vary sentence beginnings.	N/A
viii. Spell high-frequency words correctly.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)	
i. Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)	<p>Modeling (context for learning)</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Decodable Passage (Mars, Main Street)—pp. 67, 109</li> <li>Connected Text (Florida, Earth, Mars)—pp. 208, 312</li> </ul>
ii. Use commas in greetings and closings of letters. (CCSS: L.2.2b)	<p>Modeling (context for learning)</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Decodable Passage:</b> Letter (commas in the greeting and closing)—p. 55</li> <li><b>Connected Text:</b> Letter (commas in the greeting and closing)—pp. 280, 302</li> </ul>
iii. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Word Study</b></p> <ul style="list-style-type: none"> <li><b>Possessives</b> (use an apostrophe)—p. 88</li> <li><b>Contractions</b> (use an apostrophe)—p. 110</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Second Grade, Standard 3. Writing and Composition

### GRADE LEVEL EXPECTATION

4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.

Evidence Outcomes	From Phonics to Reading, Level B
	<p><b>TEACHER'S EDITION</b></p> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Word Study: Possessives (use an apostrophe)—TE p. 89</li> <li>• Word Study: Contractions (use an apostrophe)—TE p. 111</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read-Spell-Write: Spell (contractions)—TE p. 114</li> </ul>
<p>iv. Generalize learned spelling patterns when writing words (for example: cage → badge; boy →boil). (CCSS: L.2.2d)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Daily Practice</b> (do one activity each day)</p> <ul style="list-style-type: none"> <li>• <b>Spell It</b>—pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Read-Spell-Write</b>—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310</li> </ul> <p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li>• <b>Speed Drill</b> (underline featured spelling)—pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (circle words with featured spelling)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Read-Spell-Write: Spell</b>—pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310</li> </ul> <p><b>Introduce Spelling Pattern</b></p> <ul style="list-style-type: none"> <li>• <b>Learn and Blend/Corrective Feedback</b> (common spelling patterns)—TE pp. 19, 29, 71, 113, 133, 173</li> </ul> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>• <b>Cumulative Quick Check</b> (review cards with sound-spellings)—TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311</li> <li>• <b>Closed Sort</b> (sort words based on common spelling patterns)—TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Second Grade, Standard 3. Writing and Composition

### GRADE LEVEL EXPECTATION

4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.

Evidence Outcomes	From Phonics to Reading, Level B
	<p><b>Build Fluency</b></p> <ul style="list-style-type: none"> <li>• <b>Speed Drill</b> (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</li> </ul> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>• <b>Cumulative Quick Check</b> (review cards with sound-spellings)—TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314</li> </ul> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• <b>Closed Sort</b> (sort words based on common spelling patterns)/<b>Check and Discuss</b> (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</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling Patterns</b>—TE pp. 155, 278</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Spell Words</b> (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</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Guided Spelling/Dictation</b>—TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314</li> <li>• <b>Word Building</b> (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</li> </ul>
<p>v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Homographs</b> (use a dictionary)—p. 222</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Homographs</b> (check a dictionary)—TE p. 222</li> </ul> <p><b>Sound-Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Homographs</b> (use a dictionary)—TE p. 223</li> <li>• <b>More Irregular Plurals</b> (check spellings in a dictionary)—TE p. 285</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Second Grade, Standard 3. Writing and Composition

### GRADE LEVEL EXPECTATION

4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.

Evidence Outcomes	From Phonics to Reading, Level B
	<p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• <b>Short Vowel Switch</b> (confirm words in a print or online dictionary)—TE p. 10</li> <li>• <b>Syllable Concentration</b> (confirm words in a print or online dictionary)—TE pp. 30, 174</li> <li>• <b>Spin and Spell</b> (confirm words in a print or online dictionary)—TE p. 62</li> <li>• <b>Spelling Patterns</b> (confirm words in a print or online dictionary)—TE pp. 154, 248</li> <li>• <b>Syllable Match-up</b> (confirm words in a print or online dictionary)—TE p. 310</li> </ul>
<p>c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (discuss with a partner then write about the text)—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> </ul> <p><b>TEACHER'S EDITION</b> [Day 5] <b>3. Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (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</li> </ul>
<p>d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)</p>	<p>Related content</p> <p><b>TEACHER'S EDITION</b></p> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• Computer games/digital tools—TE pp. 10, 20, 30, 40, 50, 62, 72, 82, 92, 104, 114, 124, 134, 144, 154, 164, 174, 186, 196, 206, 216, 226, 236, 248, 258, 268, 278, 288, 300, 310</li> </ul>

## Second Grade, Standard 4. Research Inquiry and Design

### GRADE LEVEL EXPECTATION

- 1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.**

Evidence Outcomes	From Phonics to Reading, Level B
<i>Students Can:</i>	
a. Participate in shared research and writing projects. For example: read a number of books on a single topic to produce a report; record science observations. (CCSS: W.2.7)	<p><b>TEACHER'S EDITION</b>  <b>Unit Opener</b></p> <ul style="list-style-type: none"> <li>• <b>Read Children's Books</b> (children's literature/library books that apply specific phonics skills)—TE pp. 7 &amp; 8, 59 &amp; 60, 101 &amp; 102, 183 &amp; 184, 245 &amp; 246, 297 &amp; 298</li> </ul>
b. Identify a variety of resources and the information they might contain (for example: dictionary, trade book, library databases, internet web page).	N/A
c. Identify a specific question and gather information for purposeful investigation and inquiry.	N/A
d. Use text features to locate and interpret information. For example: table of contents, illustrations, diagrams, headings and bold type.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (title/bullet points/numbered list)—pp. 32, 84, 136, 218</li> <li>• <b>Decodable Passage</b> (title/numbered list)—pp. 149, 263</li> </ul>
e. Use a variety of multimedia sources to answer questions of interest.	N/A
f. Ask primary questions of depth and breadth.	N/A
g. Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text/Interact with the Text</b>—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b>—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (recall information to answer questions/ relate to personal experience)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312</li> <li>• <b>Decodable Passage</b> (recall information)—TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316</li> </ul>