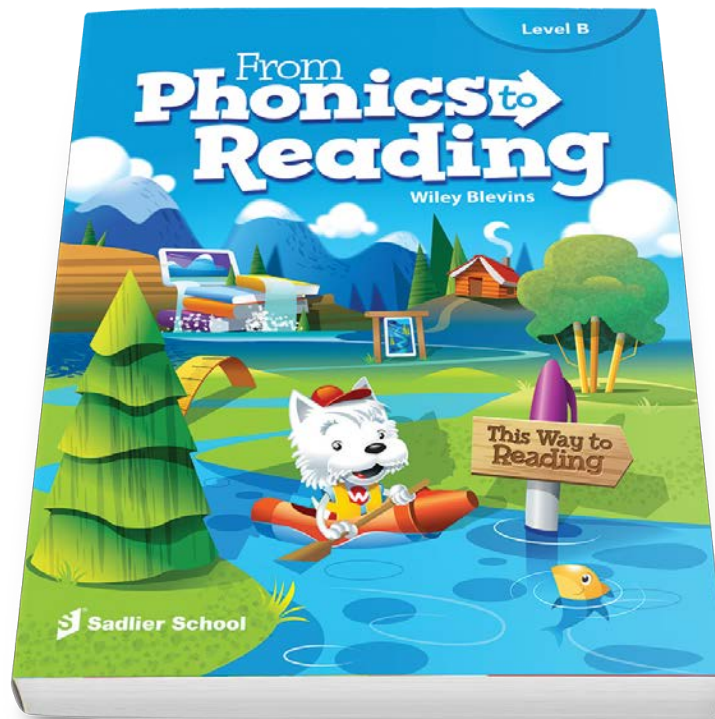


From Phonics to Reading

Correlation to the 2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Grade 2



Key Aligned Content

Reading Foundational Skills..... 2

Additional Aligned Content

Reading Literature..... 13

Reading Informational Text..... 17

Writing..... 20

Speaking and Listening..... 23

Language..... 27

Key Aligned Content

READING FOUNDATIONAL SKILLS

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Print Concepts

Not applicable in grade 2.

Phonological Awareness

Not applicable in grade 2.

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

STUDENT BOOK/TEACHER'S EDITION

Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words

- Lesson 1 Short Vowels
 - SB/TE pp. 9-18
- Lesson 2 Closed Syllables
 - SB/TE pp. 19-28
- Lesson 3 Consonant + /e Syllables
 - SB/TE pp. 29-38
- Lesson 4 /-Blends, r-Blends, s-Blends
 - SB/TE pp. 39-48
- Lesson 5 Final Blends
 - SB/TE pp. 49-58

Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words

- Lesson 6 Final e
 - SB/TE pp. 61-70
- Lesson 7 Final e Syllables
 - SB/TE pp. 71-80
- Lesson 8 Consonant Digraphs (*sh, ch, tch, th*)
 - SB/TE pp. 81-90
- Lesson 9 Consonant Digraphs (*wh, ph, ng, nk*)
 - SB/TE pp. 91-100

Unit 3 Review Long Vowels; Transition to Longer Words

- Lesson 10 Long *a*
 - SB/TE pp. 103-112
- Lesson 11 Open Syllables
 - SB/TE pp. 113-122
- Lesson 12 Long *e*
 - SB/TE pp. 123-132
- Lesson 13 Vowel Team Syllables
 - SB/TE pp. 133-142

continued

READING FOUNDATIONAL SKILLS

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Phonics and Word Recognition

	<ul style="list-style-type: none"> • Lesson 14 Long <i>i</i> <ul style="list-style-type: none"> ○ SB/TE pp. 143–152 • Lesson 15 Long <i>o</i> <ul style="list-style-type: none"> ○ SB/TE pp. 153–162 • Lesson 16 Long <i>u</i> <ul style="list-style-type: none"> ○ SB/TE pp. 163–172 • Lesson 17 Consonant + <i>le</i> Syllables <ul style="list-style-type: none"> ○ SB/TE pp. 173–182 <p>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 18 r-Controlled Vowel /<i>är</i>/ <ul style="list-style-type: none"> ○ SB/TE pp. 185–194 • Lesson 19 r-Controlled Vowel /<i>ûr</i>/ <ul style="list-style-type: none"> ○ SB/TE pp. 195–204 • Lesson 20 r-Controlled Vowel /<i>ôr</i>/ <ul style="list-style-type: none"> ○ SB/TE pp. 205–214 • Lesson 21 r-Controlled Vowel /<i>âr</i>/ <ul style="list-style-type: none"> ○ SB/TE pp. 215–224 • Lesson 22 r-Controlled Vowel Syllables <ul style="list-style-type: none"> ○ SB/TE pp. 225–234 • Lesson 23 Consonant + <i>le</i> Syllables <ul style="list-style-type: none"> ○ SB/TE pp. 235–244 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 24 Short <i>oo</i> and Long <i>oo</i> <ul style="list-style-type: none"> ○ SB/TE pp. 247–256 • Lesson 25 Diphthong /<i>ou</i>/ <ul style="list-style-type: none"> ○ SB/TE pp. 257–266 • Lesson 26 Diphthong /<i>oi</i>/ <ul style="list-style-type: none"> ○ SB/TE pp. 267–276 • Lesson 27 Complex Vowel /<i>ô</i>/ <ul style="list-style-type: none"> ○ SB/TE pp. 277–286 • Lesson 28 Vowel Team Syllables <ul style="list-style-type: none"> ○ SB/TE pp. 287–296 <p>Unit 6 Syllable Types Review</p> <ul style="list-style-type: none"> • Lesson 29 Review Syllable Types <ul style="list-style-type: none"> ○ SB/TE pp. 299–308 • Lesson 30 Final Stable Syllables <ul style="list-style-type: none"> ○ SB/TE pp. 309–318
<p>RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><i>Lessons</i></p> <p>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels <ul style="list-style-type: none"> ○ SB/TE pp. 9–18 <p style="text-align: right;"><i>continued</i></p>

® and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

READING FOUNDATIONAL SKILLS

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Phonics and Word Recognition

	<p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 10 Long <i>a</i> <ul style="list-style-type: none"> ○ SB/TE pp. 103–112 • Lesson 11 Open Syllables <ul style="list-style-type: none"> ○ SB/TE pp. 113–122 • Lesson 12 Long <i>e</i> <ul style="list-style-type: none"> ○ SB/TE pp. 123–132 • Lesson 13 Vowel Team Syllables <ul style="list-style-type: none"> ○ SB/TE pp. 133–142 • Lesson 14 Long <i>i</i> <ul style="list-style-type: none"> ○ SB/TE pp. 143–152 • Lesson 15 Long <i>o</i> <ul style="list-style-type: none"> ○ SB/TE pp. 153–162 • Lesson 16 Long <i>u</i> <ul style="list-style-type: none"> ○ SB/TE pp. 163–172 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 24 Short <i>oo</i> and Long <i>oo</i> <ul style="list-style-type: none"> ○ SB/TE pp. 247–256 <p><i>Lesson Activities</i></p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It (review short or long vowels/ decode regularly spelled one-syllable words) <ul style="list-style-type: none"> ○ SB/TE pp. 9, 103, 123, 133, 143, 153, 163, 247 <p>Build Fluency</p> <ul style="list-style-type: none"> • Speed Drill (underline short or long vowel spellings/read regularly spelled one-syllable words) <ul style="list-style-type: none"> ○ SB/TE pp. 11, 105, 125, 135, 145, 155, 165, 249 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text (read/circle regularly spelled one-syllable words with short or long vowel spellings) <ul style="list-style-type: none"> ○ SB/TE pp. 12, 106, 126, 136, 146, 156, 166, 250
<p>RF.2.3b Know spelling-sound correspondences for additional common vowel teams.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 13 Vowel Team Syllables <ul style="list-style-type: none"> ○ SB/TE pp. 133–142 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 28 Vowel Team Syllables <ul style="list-style-type: none"> ○ SB/TE pp. 287–296

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

READING FOUNDATIONAL SKILLS

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Phonics and Word Recognition

RF.2.3c Decode regularly spelled two-syllable words with long vowels.

STUDENT BOOK/TEACHER'S EDITION

Lessons

Unit 3 Review Long Vowels; Transition to Longer Words

- Lesson 10 Long *a*
 - SB/TE pp. 103–112
- Lesson 11 Open Syllables
 - SB/TE pp. 113–122
- Lesson 12 Long *e*
 - SB/TE pp. 123–132
- Lesson 13 Vowel Team Syllables
 - SB/TE pp. 133–142
- Lesson 14 Long *i*
 - SB/TE pp. 143–152
- Lesson 15 Long *o*
 - SB/TE pp. 153–162
- Lesson 16 Long *u*
 - SB/TE pp. 163–172

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

- Lesson 24 Short *oo* and Long *oo*
 - SB/TE pp. 247–256

Lesson Activities

Introduction

- 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)
 - SB/TE pp. 103, 113, 123, 133, 143, 153, 163
- Daily Practice: Build Fluency (read two-syllable words with long vowels each day)
 - SB/TE pp. 103, 113, 123, 133, 143, 153, 163

Build Fluency

- Speed Drill (read regularly spelled one- and two-syllable words with long vowel spelling patterns)
 - SB/TE pp. 105, 115, 125, 135, 145, 155, 165

Read Connected Text

- Connected Text/Interact with the Text (read/circle one- and two-syllable words with long vowel spellings)
 - SB/TE pp. 106, 116, 126, 136, 146, 156, 166
- Decodable Passage (decode two-syllable words with long vowel spellings)
 - SB/TE pp. 109, 119, 129, 139, 149, 159, 169

Cumulative Assessment

- Fluency Check (read two-syllable words with long vowel spellings for accuracy and fluency)
 - SB/TE pp. 112, 122, 132, 142, 152, 162, 172

READING FOUNDATIONAL SKILLS

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Phonics and Word Recognition

RF.2.3d Decode words with common prefixes and suffixes.

STUDENT BOOK/TEACHER'S EDITION

Word Study

- “Reading Big Words” Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)
 - SB/TE p. 26
- More “Reading Big Words” Strategy (look for prefix, suffix, and known base word when reading a new word)
 - SB/TE p. 36
- Suffixes (-y, -ly)
 - SB/TE p. 150
- Prefixes (un-, re-, dis-)
 - SB/TE p. 170
- Comparative Suffixes (-er, -est)
 - SB/TE p. 192
- Suffixes (-ful, -less)
 - SB/TE p. 202
- Suffixes (-ful, -less, -y, -ly)
 - SB/TE p. 254
- Prefixes (un-, re-, dis-, pre-, mis-)
 - SB/TE p. 274
- Related Words (words with the same base word/add a suffix)
 - SB/TE p. 306
- More Related Words (add prefix or suffix to base word to make related words)
 - SB/TE p. 316

“Reading Big Words” Strategy

- Step 1 (prefixes)
 - SB/TE p. 332
- Step 2 (suffixes)
 - SB/TE p. 332

TEACHER'S EDITION

Sound-Spelling/Word Study

- Word Study: “Reading Big Words” Strategy
 - TE p. 27
- Word Study: More “Reading Big Words” Strategy
 - TE p. 37
- Word Study: Suffixes (-y, -ly)
 - TE p. 151
- Word Study: Prefixes (un-, re-, dis-)
 - TE p. 171
- Word Study: Comparative Suffixes (-er, -est)
 - TE p. 193
- Word Study: Suffixes
 - TE p. 203
- Word Study: Suffixes (-ful, -less, -y, -ly)
 - TE p. 255
- Word Study: Prefixes (un-, re-, dis-, pre-, mis-)
 - TE p. 275

continued

READING FOUNDATIONAL SKILLS

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Phonics and Word Recognition

	<ul style="list-style-type: none"> • Word Study: Related Words <ul style="list-style-type: none"> ○ TE p. 307 • Word Study: More Related Words <ul style="list-style-type: none"> ○ TE p. 317
<p>RF.2.3d Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 1 Short Vowels (<i>a, e, ea, i, o, u</i>) <ul style="list-style-type: none"> ○ SB/TE pp. 9-18 <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 10 Long <i>a</i> (<i>a, ai, a_e, ay, ea, igh</i>) <ul style="list-style-type: none"> ○ SB/TE pp. 103-112 • Lesson 12 Long <i>e</i> (<i>e, e_e, ee, ea, y, ey, ie, ei</i>) <ul style="list-style-type: none"> ○ SB/TE pp. 123-132 • Lesson 13 Vowel Team Syllables (<i>ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie, ei</i>) <ul style="list-style-type: none"> ○ SB/TE pp. 133-142 • Lesson 14 Long <i>i</i> (<i>i, i_e, igh, y, ie</i>) <ul style="list-style-type: none"> ○ SB/TE pp. 143-152 • Lesson 15 Long <i>o</i> (<i>oa, ow, o_e, oe, o</i>) <ul style="list-style-type: none"> ○ SB/TE pp. 153-162 • Lesson 16 Long <i>u</i> (<i>u, u_e, ew, ue, iew</i>) <ul style="list-style-type: none"> ○ SB/TE pp. 163-172 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 24 Short <i>oo</i> (<i>oo, ou, u</i>) and Long <i>oo</i> (<i>oo, ou, ough, u_e, u, ew, ue, ui</i>) <ul style="list-style-type: none"> ○ SB/TE pp. 247-256 • Lesson 25 Diphthong /<i>ou</i>/ (<i>ou, ow</i>) <ul style="list-style-type: none"> ○ SB/TE pp. 257-266 • Lesson 26 Diphthong /<i>oi</i>/ (<i>oi, oy</i>) <ul style="list-style-type: none"> ○ SB/TE pp. 267-276 • Lesson 27 Complex Vowel /<i>ô</i>/ (<i>au, aw, a(lk), a(lt), a(lf)</i>) <ul style="list-style-type: none"> ○ SB/TE pp. 277-286 • Lesson 28 Vowel Team Syllables (<i>ai, ay, ea, ee, oa, ow, oo, oi, oy, ou, ie</i>) <ul style="list-style-type: none"> ○ SB/TE pp. 287-296
<p>RF.2.3f Recognize and read grade-appropriate irregularly spelled words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-frequency words are the most common words in English. Some are irregular; that is, they do not follow common English sound-spellings. Others are regular and needed by students during reading before they have the phonics skills to sound them out.</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It/Daily Practice: Build Fluency (recognize and practice reading high-frequency words) <ul style="list-style-type: none"> ○ SB/TE pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, <p style="text-align: right;"><i>continued</i></p>

READING FOUNDATIONAL SKILLS

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Phonics and Word Recognition

143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267,
277, 287, 299, 309

High-Frequency Words

- Read-Spell-Write/Use in Context (read grade-appropriate regularly and irregularly spelled words)
 - SB/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

TEACHER'S EDITION

High-Frequency Words [Day 2]

- Review
 - 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

High-Frequency Words [Day 3]

- Review
 - 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

High-Frequency Words [Day 5]

- Review
 - 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

Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

RF.2.4a Read grade-level text with purpose and understanding.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Connected Text
 - SB/TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312
- Decodable Passage
 - SB/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

continued

READING FOUNDATIONAL SKILLS

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Fluency

TEACHER'S EDITION

Read Children's Books

Trade books that reinforce newly learned skills.

- **Unit 1**—TE pp. 7 and 8: *Oscar Otter* by Nathaniel Benchley, *Thump and Plunk* by Janice May Udry, *The Little Red Hen* by Paul Galdone, *A Birthday Basket for Tia* by Pat Mora, *Amelia Bedelia's First Apple Pie* by Herman Parish
- **Unit 2**—TE pp. 59 and 60: *Sea Full of Sharks* by Betsy Maestro, *Chester's Way* by Kevin Henkes, *Osa's Pride* by Ann Grifalconi, *Pancakes, Pancakes!* by Eric Carle, *The Tale of Rabbit and Coyote* by Tony Johnston
- **Unit 3**—TE pp. 101 and 102: *The Lace Snail* by Betsy Byars, *Never Tease a Weasel* by Jean Conder Soule, *Roll Over!* by Mordicai Gerstein, *Cloudy with a Chance of Meatballs* by Judi Barrett, *Excuse Me! Certainly* by Louis Slobodkin
- **Unit 4**—TE pp. 183 and 184: *The Berenstain Bears and the Sitter* by Stan and Jan Berenstain, *Alligator Arrived with Apples: A Potluck Alphabet Feast* by Crescent Dragonwagon, *Before We Eat: From Farm to Table* by Pat Brisson, *The Uncorker of Ocean Bottles* by Michelle Cuevas, *Over and Under the Pond* by Kate Messner
- **Unit 5**—TE pp. 245 and 246: *Baseball Ballerina* by Kathryn Cristaldi, *The Cow Who Wouldn't Come Down* by Paul Brett Johnson, *Too Much Noise* by Ann McGovern, *The Boy of the Three-Year Nap* by Dianne Snyder, *The Truth About the Moon* by Clayton Bess, *Good News* by Barbara Brenner, *My Great-Aunt Arizona* by Gloria M. Houston, *Watch the Stars Come Out* by Riki Levinson
- **Unit 6**—TE pp. 297 and 298: *Punctuation Celebration* by Elsa Knight Bruno, *Picture Day Perfection* by Deborah Diesen, *The Boy Who Loved Words* by Roni Schotter, *Officer Buckle and Gloria* by Peggy Rathmann, *Pete the Cat and the Treasure Map* by James Dean

4. Read Connected Text [Day 2]

- Connected Text (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

3. Read Connected Text [Day 4]

- Decodable Passage (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

READING FOUNDATIONAL SKILLS

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Fluency

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Connected Text—pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312
- Decodable Passage—pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315

TEACHER'S EDITION

Read Connected Text

- Connected Text (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
- Decodable Passage (chorally read passage to build oral reading fluency)—TE pp. 15–16, 25–26, 35–36, 45–46, 55–56, 67–68, 77–78, 87–88, 97–98, 109–110, 119–120, 129–130, 139–140, 149–150, 159–160, 169–170, 179–180, 191–192, 201–202, 211–212, 221–222, 231–232, 241–242, 253–254, 263–264, 273–274, 283–284, 293–294, 305–306, 315–316

Independent/Partner Work

- Reread Connected Text and Write (reread text orally to a partner)—TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302
- Build Fluency (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

Home-School Connection

- Build Fluency (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

DIGITAL RESOURCES

Student and Family Resources

- 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.

Instructional Resources

- Student Fluency Report (each unit)

Cumulative Assessments

- Fluency Check (each lesson)

continued

READING FOUNDATIONAL SKILLS

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Fluency

Interactive Instructional Resources

- Decodable Passage (each lesson)

Fluency

- Teacher's Guide to Fluency
 - What Is Fluency?
 - Supporting Fluency Development
- From Fluency to Comprehension: Routines and Minilessons
 - Level B—pp. 13–18
 - Repeated Reading Fluency Routine
 - Fluency Minilessons (one minilesson per unit)
 1. Model Fluency (general introduction)/*Assess Fluency (wcpm)
 2. Introduce the Repeated Reading Fluency Routine
 3. Model Fluency: Intonation
 4. Echo Read and Choral Read
 5. Repeated Readings Chart
 6. Oral Recitation
 7. Model Fluency: Phrasing (using prepositions)
 8. Phrase-Cued Text
 9. Paired Repeated Readings
 10. Repeated Readings Chart
 11. Reader's Theater
 12. Oral Recitation
 13. Audiobook Modeling
 14. Model Fluency: Intonation
 15. Repeated Readings Chart/*Assess Fluency (wcpm)
 16. Model Fluency: Phrasing (using subjects/predicates)
 17. Oral Reading Model
 18. Oral Recitation Lesson
 19. Model Fluency: Phrasing (using conjunctions)
 20. Repeated Readings Chart
 21. Model Fluency: Intonation
 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)

RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TEACHER'S EDITION

Read Connected Text

- 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

continued

READING FOUNDATIONAL SKILLS

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Fluency

- Decodable Passage (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

Additional Aligned Content

READING LITERATURE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Key Ideas and Details

<p>RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text <ul style="list-style-type: none"> ○ SB/TE pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302, 312 • Decodable Passage <ul style="list-style-type: none"> ○ SB/TE pp. 15, 25, 35, 55, 67, 97, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask and answer questions to check comprehension/find details in text) <ul style="list-style-type: none"> ○ TE pp. 12, 22, 42, 52, 116, 146, 156, 166, 176, 188, 198, 228, 238, 250, 260, 280, 290, 302 • Decodable Passage (ask and answer questions to check comprehension/find details in text) <ul style="list-style-type: none"> ○ TE pp. 16, 26, 36, 56, 68, 98, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294
<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Fable—"Lion and Mouse" (lesson or moral) <ul style="list-style-type: none"> ○ SB/TE p. 176 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Fable—"Lion and Mouse" (recount story/moral of the story) <ul style="list-style-type: none"> ○ TE p. 176 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Reread Connected Text and Write (write a new moral or lesson for the story) <ul style="list-style-type: none"> ○ TE p. 176
<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Poems <ul style="list-style-type: none"> ○ "Off on a Trip," p. 42; "Would You Like?" p. 116; "Scarecrow Joe," p. 156; "Star Party," p. 188; "A Silly Poem," p. 238; "Around We Go," p. 260 • Connected Text: Stories <ul style="list-style-type: none"> ○ "A Ride into the Wild," p. 146; "A Laughing Game," p. 198; "Mark and the Tigers," p. 228 • Decodable Passage: Stories <ul style="list-style-type: none"> ○ SB/TE pp. 25, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293 <p style="text-align: right;"><i>continued</i></p>

READING LITERATURE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Key Ideas and Details

	<p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (describe characters and events in stories) <ul style="list-style-type: none"> SB/TE pp. 27, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Decodable Passage (describe and analyze characters, action, and ideas in the story) <ul style="list-style-type: none"> TE pp. 26, 110, 130, 160, 180, 192, 212, 242, 254, 284, 294 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (describe the characters and action in the story) <ul style="list-style-type: none"> TE pp. 27, 111, 131, 161, 181, 193, 213, 243, 255, 285, 295
--	---

Craft and Structure

<p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text: Poems—"Off on a Trip," p. 42; "Would You Like?" p. 116; "Scarecrow Joe," p. 156; "Star Party," p. 188; "A Silly Poem," p. 238; "Around We Go," p. 260 Connected Text: Stories—"A Ride into the Wild," p. 146; "A Laughing Game," p. 198; "Mark and the Tigers," p. 228 Decodable Passage: Poem—"A Year of Seasons," p. 97 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text: Poems (use of words/rhymes) <ul style="list-style-type: none"> TE pp. 42, 116, 156, 188, 238, 260 Decodable Passage: Poem (use of words/rhymes) <ul style="list-style-type: none"> TE p. 98 Connected Text: Stories (how words supply meaning) <ul style="list-style-type: none"> TE pp. 146, 198, 228
<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	N/A
<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	N/A

READING LITERATURE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Integration of Knowledge and Ideas

<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage (story illustrations) <ul style="list-style-type: none"> ○ SB/TE pp. 15, 25, 35, 55, 67, 97, 109, 129, 159, 179, 191, 211, 241, 253, 283, 293
<p>RL.2.8 (not applicable to literature)</p>	
<p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>N/A</p>

Range of Reading and Level of Text Complexity

<p>RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text <ul style="list-style-type: none"> ○ 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 • Decodable Passage <ul style="list-style-type: none"> ○ "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 <p style="text-align: right;"><i>continued</i></p>
---	--

READING LITERATURE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Range of Reading and Level of Text Complexity

- “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

TEACHER’S EDITION

Read Children’s Books

Trade books that reinforce newly learned skills.

- **Unit 1**—TE pp. 7 and 8: *Oscar Otter* by Nathaniel Benchley, *Thump and Plunk* by Janice May Udry, *The Little Red Hen* by Paul Galdone, *A Birthday Basket for Tia* by Pat Mora, *Amelia Bedelia’s First Apple Pie* by Herman Parish
- **Unit 2**—TE pp. 59 and 60: *Sea Full of Sharks* by Betsy Maestro, *Chester’s Way* by Kevin Henkes, *Osa’s Pride* by Ann Grifalconi, *Pancakes, Pancakes!* by Eric Carle, *The Tale of Rabbit and Coyote* by Tony Johnston
- **Unit 3**—TE pp. 101 and 102: *The Lace Snail* by Betsy Byars, *Never Tease a Weasel* by Jean Conder Soule, *Roll Over!* by Mordicai Gerstein, *Cloudy with a Chance of Meatballs* by Judi Barrett, *Excuse Me! Certainly* by Louis Slobodkin
- **Unit 4**—TE pp. 183 and 184: *The Berenstain Bears and the Sitter* by Stan and Jan Berenstain, *Alligator Arrived with Apples: A Potluck Alphabet Feast* by Crescent Dragonwagon, *Before We Eat: From Farm to Table* by Pat Brisson, *The Uncorker of Ocean Bottles* by Michelle Cuevas, *Over and Under the Pond* by Kate Messner
- **Unit 5**—TE pp. 245 and 246: *Baseball Ballerina* by Kathryn Cristaldi, *The Cow Who Wouldn’t Come Down* by Paul Brett Johnson, *Too Much Noise* by Ann McGovern, *The Boy of the Three-Year Nap* by Dianne Snyder, *The Truth About the Moon* by Clayton Bess, *Good News* by Barbara Brenner, *My Great-Aunt Arizona* by Gloria M. Houston, *Watch the Stars Come Out* by Riki Levinson
- **Unit 6**—TE pp. 297 and 298: *Punctuation Celebration* by Elsa Knight Bruno, *Picture Day Perfection* by Deborah Diesen, *The Boy Who Loved Words* by Roni Schotter, *Officer Buckle and Gloria* by Peggy Rathmann, *Pete the Cat and the Treasure Map* by James Dean

READING INFORMATIONAL TEXT

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Key Ideas and Details

<p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text <ul style="list-style-type: none"> ○ SB/TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage <ul style="list-style-type: none"> ○ SB/TE pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask and answer questions to check comprehension/find details in text) <ul style="list-style-type: none"> ○ TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (ask and answer questions to check comprehension/find details in text) <ul style="list-style-type: none"> ○ TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text <ul style="list-style-type: none"> ○ SB/TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage <ul style="list-style-type: none"> ○ SB/TE pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify main topic of a multiparagraph text) <ul style="list-style-type: none"> ○ TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (identify main topic of a multiparagraph text) <ul style="list-style-type: none"> ○ TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (procedural text) <ul style="list-style-type: none"> ○ Yarn from Sheep's Wool," p. 84 ○ "Start a Book Club," p. 218 • Decodable Passage (procedural text) <ul style="list-style-type: none"> ○ "How to Make Mud Pies," p. 149 ○ "Make a Card," p. 169 ○ "How to Make Lemonade," p. 263

READING INFORMATIONAL TEXT

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Craft and Structure

<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify any difficult word/sound it out/use cues to confirm meaning in text) <ul style="list-style-type: none"> ○ TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (identify any difficult word/sound it out/use cues to confirm meaning in text) <ul style="list-style-type: none"> ○ TE pp. 45–46, 77–78, 87–88, 119–120, 139–140, 149–150, 169–170, 201–202, 221–222, 231–232, 263–264, 273–274, 305–306, 315–316
<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (title/bullet points/numbered list) <ul style="list-style-type: none"> ○ SB/TE pp. 32, 84, 136, 218 • Decodable Passage (title/numbered list) <ul style="list-style-type: none"> ○ SB/TE pp. 149, 263
<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text <ul style="list-style-type: none"> ○ SB/TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage <ul style="list-style-type: none"> ○ SB/TE pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify main purpose of a text) <ul style="list-style-type: none"> ○ TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (identify main purpose of a text) <ul style="list-style-type: none"> ○ TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316

Integration of Knowledge and Ideas

<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage (illustrations) <ul style="list-style-type: none"> ○ SB/TE pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315
<p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text <ul style="list-style-type: none"> ○ SB/TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 <p style="text-align: right;"><i>continued</i></p>

READING INFORMATIONAL TEXT

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Integration of Knowledge and Ideas

	<ul style="list-style-type: none"> • Decodable Passage <ul style="list-style-type: none"> ○ SB/TE pp. 45, 77, 87, 119, 139, 149, 169, 201, 221, 231, 263, 273, 305, 315 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (find details in text that support ideas) <ul style="list-style-type: none"> ○ TE pp. 32, 64, 74, 84, 94, 106, 126, 136, 208, 218, 270, 312 • Decodable Passage (find details in text that support ideas) <ul style="list-style-type: none"> ○ TE pp. 46, 78, 88, 120, 140, 150, 170, 202, 222, 232, 264, 274, 306, 316
<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>N/A</p>

Range of Reading and Level of Text Complexity

<p>RI.2.10 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.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (informational texts) <ul style="list-style-type: none"> ○ 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 • Decodable Passage (informational texts) <ul style="list-style-type: none"> ○ "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
--	---

WRITING

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Interact with the Text (write about the text)
 - “A Few More Riddles!” (express an opinion: choose a riddle then write why it is the best), p. 166
 - “Start a Book Club” (express an opinion: choose a favorite kind of book then write why), p. 218
 - “More Riddles” (express an opinion: choose a riddle then write why they like it best), p. 250

TEACHER'S EDITION

Read Connected Text

- Connected Text (opinion: tell why or why not)
 - TE pp. 22, 32, 42, 74, 166, 228, 238, 290, 302
- Decodable Passage (opinion: tell why or why not)
 - TE pp. 16, 26, 56, 78, 110, 120, 130, 160, 170, 180, 294, 316

Independent/Partner Work

- Reread Connected Text and Write
 - 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?)

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Interact with the Text (write about the text)
 - SB/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

Writing Extension

- Write About It (reread the Decodable Passage then write about what they learned)
 - SB/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

TEACHER'S EDITION

Writing Extension

- Write About It (write about what they learned in the Decodable Passage/share response ideas with a partner to get 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

continued

WRITING

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Text Types and Purposes

	<p>Independent/Partner Work</p> <ul style="list-style-type: none"> Reread Connected Text and Write (use the Decodable Passage as a writing prompt then write their own or add a new paragraph/new ideas) <ul style="list-style-type: none"> TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312
<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> Write About It (write a story using lesson words) <ul style="list-style-type: none"> SB/TE pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 <p>TEACHER'S EDITION</p> <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Reread Connected Text and Write (add to the story/write a different ending) <ul style="list-style-type: none"> TE pp. 146, 198, 228

Production and Distribution of Writing

<p>W.2.4 Begins in grade 3.</p>	
<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (discuss with a partner then write about the text) <ul style="list-style-type: none"> SB/TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 <p>TEACHER'S EDITION</p> <p>3. Writing Extension [Day 5]</p> <ul style="list-style-type: none"> Write About It (get feedback from partners) <ul style="list-style-type: none"> SB/TE TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317
<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><i>Related content</i></p> <p>TEACHER'S EDITION</p> <p>Learning Center</p> <ul style="list-style-type: none"> Computer games/digital tools <ul style="list-style-type: none"> 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

WRITING

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Research to Build and Present Knowledge

<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p><i>Related content</i></p> <p>TEACHER'S EDITION Unit Opener</p> <ul style="list-style-type: none"> • Read Children's Books (visit the library for children's titles that apply specific phonics skills) <ul style="list-style-type: none"> ○ TE pp. 7 & 8, 59 & 60, 101 & 102, 183 & 184, 245 & 246, 297 & 298
<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text/Interact with the Text <ul style="list-style-type: none"> ○ pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage <ul style="list-style-type: none"> ○ pp. 15, 25, 35, 45, 55, 67, 77, 87, 97, 109, 119, 129, 139, 149, 159, 169, 179, 191, 201, 211, 221, 231, 241, 253, 263, 273, 283, 293, 305, 315 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (recall information to answer questions/relate to personal experience) <ul style="list-style-type: none"> ○ TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 • Decodable Passage (recall information) <ul style="list-style-type: none"> ○ TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316
<p>W.2.9 Begins in grade 4.</p>	

Range of Writing

<p>W.2.10 Begins in grade 3.</p>	
---	--

SPEAKING AND LISTENING

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Comprehension and Collaboration

SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

STUDENT BOOK/TEACHER'S EDITION

Daily Practice (do one activity each day)

- Build Fluency (read to a partner)/Spell It (partners speak and write each word)
 - SB/TE 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

High-Frequency Words

- Use in Context (read finished sentences to a partner)
 - SB/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

Read Connected Text

- Interact with the Text (answer comprehension question to a partner)
 - SB/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

TEACHER'S EDITION

Learning Center

- 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

Sound-Spelling/Blending

- Blend It (reread lines to a partner)
 - TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311

High-Frequency Words

- Extend (create oral sentences to say to a partner, adding descriptive details)
 - TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311
- Use in Context (read sentences to a partner)
 - TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313
- Review (read sentences to a partner)
 - TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313

continued

SPEAKING AND LISTENING

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Comprehension and Collaboration

Build Fluency

- Speed Drill (reread words with a partner)
 - TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312

Read Connected Text

- Connected Text (discuss answers to comprehension questions with a partner)
 - TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312
- Decodable Passage (discuss answers to comprehension questions with a partner)
 - TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316

Independent/Partner Work

- Reread Connected Text and Write (reread to a partner)
 - TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312
- Spell Words/Build Fluency (work with a partner/reread to a partner)
 - TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 12, 137, 147, 157, 167, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313
- Sort Words/Build Fluency (work with a partner/read words on Fluency Check to a partner)
 - TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317

Word Sort

- Open Sort (discuss with partners ways to sort words)
 - TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313

Sound-Spelling/Word Study

- Word Study (practice word study skill with a partner)
 - TE pp. 13, 23, 33, 43, 53, 65, 75, 85, 95, 107, 117, 127, 137, 147, 157, 168, 177, 189, 199, 209, 219, 229, 239, 251, 261, 271, 281, 291, 303, 313

Writing Extension

- Write About It (get partner feedback)
 - TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317

continued

SPEAKING AND LISTENING

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Comprehension and Collaboration

	<p>Cumulative Assessment</p> <ul style="list-style-type: none"> Fluency Check (read word lists to partners) <ul style="list-style-type: none"> TE pp. 18, 28, 38, 48, 58, 70, 80, 90, 100, 112, 122, 132, 142, 152, 162, 172, 182, 194, 204, 214, 224, 234, 244, 256, 266, 276, 286, 296, 308, 318
<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (recall information from text read aloud to answer questions) <ul style="list-style-type: none"> TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 Decodable Passage (recount or describe key ideas from text read aloud) <ul style="list-style-type: none"> TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316
<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (recall information from text read aloud to answer questions) <ul style="list-style-type: none"> TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312 Decodable Passage (answer comprehension questions about text read aloud) <ul style="list-style-type: none"> TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316

Presentation of Knowledge and Ideas

<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> Extend (create and expand oral sentences by adding descriptive details) <ul style="list-style-type: none"> TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311
<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Dear Family</p> <ul style="list-style-type: none"> Extend the Learning (draw a picture of a word that uses a featured skill) <ul style="list-style-type: none"> SB/TE pp. 183 & 184

SPEAKING AND LISTENING

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Presentation of Knowledge and Ideas

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 for specific expectations.)

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Interact with the Text (answer question to a partner then write a complete sentence about it)
 - SB/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

Word Sort

- Sort It Out (produce a complete sentence about how words work)
 - SB/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

Writing Extension

- Write About It (reread the Decodable Passage then produce complete sentences about what was learned)
 - SB/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

TEACHER'S EDITION

Read Connected Text

- Connected Text (answer comprehension questions in complete sentences)
 - TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312
- Decodable Passage (answer comprehension questions in complete sentences)
 - TE pp. 16, 26, 36, 46, 56, 68, 78, 88, 98, 110, 120, 130, 140, 150, 160, 170, 180, 192, 202, 212, 222, 232, 242, 254, 264, 274, 284, 294, 306, 316

LANGUAGE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Conventions of Standard English

<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p>	
<p>L.2.1a Use collective nouns (e.g., <i>group</i>).</p>	<p><i>Representative modeling</i></p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 22 <i>r</i>-Controlled Vowel Syllables: Read Connected Text (herd) <ul style="list-style-type: none"> SB/TE p. 231 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 24 Short <i>oo</i> and Long <i>oo</i>: Blend It (group) <ul style="list-style-type: none"> SB/TE p. 247 Lesson 25 Diphthong /<i>ou</i>/: Read Connected Text (crowds/crowd) <ul style="list-style-type: none"> SB/TE p. 260
<p>L.2.1b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Irregular Plurals <ul style="list-style-type: none"> SB/TE p. 232 More Irregular Plurals <ul style="list-style-type: none"> SB/TE p. 284 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> Word Study: Irregular Plurals <ul style="list-style-type: none"> TE p. 237 Word Study: Make Irregular Plurals <ul style="list-style-type: none"> TE p. 285
<p>L.2.1c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p><i>Representative modeling</i></p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Decodable Passage <ul style="list-style-type: none"> <i>herself</i>—SB/TE p. 87 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context <ul style="list-style-type: none"> <i>myself</i>—SB/TE p. 196 <p>“Reading Big Words” Strategy</p> <ul style="list-style-type: none"> Step 5 <ul style="list-style-type: none"> <i>yourself</i>—SB/TE p. 332

LANGUAGE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Conventions of Standard English

L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

Representative modeling

STUDENT BOOK/TEACHER'S EDITION

Word Study

- Three-Letter Blends
 - *sat*—SB/TE p. 98
- Compound Words
 - *wrote*—SB/TE p. 264

High-Frequency Words

- Use in Context
 - *sat*—SB/TE p. 196

Read Connected Text

- Connected Text
 - *said*—SB/TE p. 74
 - *put*—SB/TE p. 84
 - *told*—SB/TE p. 159
 - *sat*—SB/TE p. 228
- Decodable Passage
 - *said, took*—SB/TE p. 253

Introduction

- Reading in Context
 - *ate*—SB/TE p. 247
- Reading in Context
 - *took*—SB/TE p. 309

L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

*Representative modeling**

STUDENT BOOK/TEACHER'S EDITION

High-Frequency Words

- Read-Spell-Write (adjectives)
 - *funny*—SB/TE p. 20
 - *clean*—SB/TE p. 174
 - *full*—SB/TE p. 248

High-Frequency Words

- Read-Spell-Write (adverbs)—even, p. 134; now, p. 196; very, p. 288
 - *even*—SB/TE p. 134
 - *now*—SB/TE p. 196
 - *very*—SB/TE p. 288

*Connected Text and Decodable Passage selections feature adjectives and adverbs in context.

L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

TEACHER'S EDITION

High-Frequency Words

- Extend (create and expand oral sentences by adding descriptive details)
 - TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311

LANGUAGE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Conventions of Standard English

<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>L.2.2a Capitalize holidays, product names, and geographic names.</p>	<p>N/A</p>
<p>L.2.2b Use commas in greetings and closings of letters.</p>	<p><i>Modeling</i> STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Decodable Passage: Letter (commas in the greeting and closing) <ul style="list-style-type: none"> ○ SB/TE p. 55 • Connected Text: Letter (commas in the greeting and closing) <ul style="list-style-type: none"> ○ SB/TE pp. 280, 302
<p>L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Possessives (use an apostrophe) <ul style="list-style-type: none"> ○ SB/TE p. 88 • Contractions (use an apostrophe) <ul style="list-style-type: none"> ○ SB/TE p. 110 <p>TEACHER'S EDITION Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Possessives (use an apostrophe) <ul style="list-style-type: none"> ○ TE p. 89 • Word Study: Contractions (use an apostrophe) <ul style="list-style-type: none"> ○ TE p. 111 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write: Spell (contractions) <ul style="list-style-type: none"> ○ TE p. 114
<p>L.2.2d Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> • Spell It <ul style="list-style-type: none"> ○ SB/TE pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write <ul style="list-style-type: none"> ○ SB/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 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Conventions of Standard English

Build Fluency

- Speed Drill (underline featured spelling)
 - SB/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

Read Connected Text

- Interact with the Text (circle words with featured spelling)
 - SB/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

TEACHER'S EDITION

High-Frequency Words

- Read-Spell-Write: Spell
 - 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

Sound-Spelling/Blending

- Cumulative Quick Check (review cards with sound-spellings)
 - TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311
- Closed Sort (sort words based on common spelling patterns)
 - TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314

Build Fluency

- Speed Drill (underline featured spelling)
 - TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311

Independent/Partner Work

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

Sound-Spelling/Blending

- Cumulative Quick Check (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

continued

LANGUAGE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Conventions of Standard English

	<p>Word Sort</p> <ul style="list-style-type: none"> • Closed Sort (sort words based on common spelling patterns)/ Check and Discuss (check common spelling patterns) <ul style="list-style-type: none"> ○ TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314 <p>Introduce Spelling Pattern</p> <ul style="list-style-type: none"> • Learn and Blend/Corrective Feedback (common spelling patterns) <ul style="list-style-type: none"> ○ TE pp. 19, 29, 71, 113, 133, 173 <p>Learning Center</p> <ul style="list-style-type: none"> • Spelling Patterns <ul style="list-style-type: none"> ○ TE pp. 155, 278 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Guided Spelling/Dictation <ul style="list-style-type: none"> ○ TE pp. 14, 24, 34, 44, 54, 66, 76, 86, 96, 108, 118, 128, 138, 148, 158, 168, 178, 190, 200, 210, 220, 230, 240, 252, 262, 272, 282, 292, 304, 314 • Word Building (review sounds of each spelling) <ul style="list-style-type: none"> ○ 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
<p>L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> • Homographs (use a dictionary) <ul style="list-style-type: none"> ○ SB/TE p. 222 <p><u>TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> • Homographs (check a dictionary) <ul style="list-style-type: none"> ○ TE p. 222 <p>Learning Center</p> <ul style="list-style-type: none"> • Short Vowel Switch (confirm words in a print or online dictionary) <ul style="list-style-type: none"> ○ TE p. 10 • Syllable Concentration (confirm words in a print or online dictionary) <ul style="list-style-type: none"> ○ TE pp. 30, 174 • Spin and Spell (confirm words in a print or online dictionary) <ul style="list-style-type: none"> ○ TE p. 62 • Spelling Patterns (confirm words in a print or online dictionary) <ul style="list-style-type: none"> ○ TE pp. 154, 248 • Syllable Match-up (confirm words in a print or online dictionary) <ul style="list-style-type: none"> ○ TE p. 310

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

LANGUAGE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Conventions of Standard English

Sound-Spelling/Word Study

- Homographs (use a dictionary)
 - TE p. 223
- More Irregular Plurals (check spellings in a dictionary)
 - TE p. 285

Knowledge of Language

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3a Compare formal and informal uses of English. N/A

Vocabulary Acquisition and Use

L.2.4 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.

L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

TEACHER'S EDITION

Read Connected Text

- Connected Text (use context clues to confirm correct word)
 - TE pp. 12, 22, 32, 42, 52, 64, 74, 84, 94, 106, 116, 126, 136, 146, 156, 166, 176, 188, 198, 208, 218, 228, 238, 250, 260, 270, 280, 290, 302, 312
- Decodable Passage (use context clues to confirm correct word)
 - TE pp. 15-16, 25-26, 35-36, 45-46, 55-56, 67-68, 77-78, 87-88, 97-98, 109-110, 119-120, 129-130, 139-140, 149-150, 159-160, 169-170, 179-180, 191-192, 201-202, 211-212, 221-222, 231-232, 241-242, 253-254, 263-264, 273-274, 283-284, 293-294, 305-306, 315-316

L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

STUDENT BOOK/TEACHER'S EDITION

Word Study

- "Reading Big Words" Strategy (determine meaning of new word by looking for prefix, suffix, and known base word)
 - SB/TE p. 26
- More "Reading Big Words" Strategy (look for prefix, suffix, and known base word when reading a new word)
 - SB/TE p. 36

continued

LANGUAGE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Vocabulary Acquisition and Use

	<ul style="list-style-type: none"> • Prefixes (<i>un-, re-, dis-</i>) <ul style="list-style-type: none"> ○ SB/TE p. 170 • Prefixes (<i>un-, re-, dis-, pre-, mis-</i>) <ul style="list-style-type: none"> ○ SB/TE p. 274 • More Related Words (add prefix or suffix to base word to make related words) <ul style="list-style-type: none"> ○ SB/TE p. 316 <p><i>Related content (suffixes)</i></p> <p>Word Study</p> <ul style="list-style-type: none"> • Suffixes (<i>-y, -ly</i>) <ul style="list-style-type: none"> ○ SB/TE p. 150 • Comparative Suffixes (<i>-er, -est</i>) <ul style="list-style-type: none"> ○ SB/TE p. 192 • Suffixes (<i>-ful, -less</i>) <ul style="list-style-type: none"> ○ SB/TE p. 202 • Suffixes (<i>-ful, -less, -y, -ly</i>) <ul style="list-style-type: none"> ○ SB/TE p. 254 • Related Words (words with the same base word/add a suffix) <ul style="list-style-type: none"> ○ SB/TE p. 306
<p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending <i>-s</i> <ul style="list-style-type: none"> ○ SB/TE p. 16 • Inflectional Ending <i>-ing</i> <ul style="list-style-type: none"> ○ SB/TE p. 46 • Inflectional Ending <i>-ed</i> <ul style="list-style-type: none"> ○ SB/TE p. 56 • Inflectional Endings (drop e) <ul style="list-style-type: none"> ○ SB/TE p. 78 • Inflectional Endings (double final consonant) <ul style="list-style-type: none"> ○ SB/TE p. 120 • Inflectional Endings (change y to i) <ul style="list-style-type: none"> ○ SB/TE p. 130 • Inflectional Endings with Spelling Changes <ul style="list-style-type: none"> ○ SB/TE p. 242 • More Inflectional Endings with Spelling Changes <ul style="list-style-type: none"> ○ SB/TE p. 294 • Related Words (same base word) <ul style="list-style-type: none"> ○ SB/TE p. 306 • More Related Words (same base word) <ul style="list-style-type: none"> ○ SB/TE p. 316 <p>TEACHER'S EDITION</p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending <i>-s</i> <ul style="list-style-type: none"> ○ TE p. 17 <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

LANGUAGE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Vocabulary Acquisition and Use

	<ul style="list-style-type: none"> • Word Study: Inflectional Ending <i>-ing</i> <ul style="list-style-type: none"> ○ TE p. 47 • Word Study: Inflectional Ending <i>-ed</i> <ul style="list-style-type: none"> ○ TE p. 57 • Word Study: Inflectional Endings (drop e) <ul style="list-style-type: none"> ○ TE p. 79 • Word Study: Inflectional Endings (double final consonant) <ul style="list-style-type: none"> ○ TE p. 121 • Word Study: Inflectional Endings (change y to i) <ul style="list-style-type: none"> ○ TE p. 131 • Word Study: Inflectional Endings with Spelling Changes <ul style="list-style-type: none"> ○ TE p. 243 • Word Study: More Inflectional Endings with Spelling Changes <ul style="list-style-type: none"> ○ TE p. 295 • Word Study: Related Words <ul style="list-style-type: none"> ○ TE p. 307 • Word Study: More Related Words <ul style="list-style-type: none"> ○ TE p. 317 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending <i>-s</i> <ul style="list-style-type: none"> ○ TE p. 32 • Word Study: Inflectional Ending <i>-ed</i> <ul style="list-style-type: none"> ○ TE p. 132 • Word Study: Inflectional Ending <i>-ing</i> and <i>-ed</i> <ul style="list-style-type: none"> ○ TE p. 189 • Word Study: Inflectional Ending (Review) <ul style="list-style-type: none"> ○ TE p. 376 • Word Study: Transition to Longer Words <ul style="list-style-type: none"> ○ TE pp. 292, 306, 362, 390, 406, 420, 434
<p>L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> • Compound Words <ul style="list-style-type: none"> ○ SB/TE pp. 160, 264 <p><u>TEACHER'S EDITION</u></p> <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Word Study: Compound Words <ul style="list-style-type: none"> ○ TE pp. 161, 265
<p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> • Homographs (check a dictionary) <ul style="list-style-type: none"> ○ SB/TE p. 222 <p><u>TEACHER'S EDITION</u></p> <p>Learning Center</p> <ul style="list-style-type: none"> • Short Vowel Switch (use a print or online dictionary) <ul style="list-style-type: none"> ○ TE p. 10 <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

LANGUAGE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Vocabulary Acquisition and Use

	<ul style="list-style-type: none"> • Syllable Concentration (use a print or online dictionary) <ul style="list-style-type: none"> ○ TE pp. 30, 174 • Spin and Spell (use a print or online dictionary) <ul style="list-style-type: none"> ○ TE p. 62 • Spelling Patterns (use a print or online dictionary) <ul style="list-style-type: none"> ○ TE pp. 154, 248 • Syllable Match-up (use a print or online dictionary) <ul style="list-style-type: none"> ○ TE p. 310 <p>Sound-Spelling/Word Study</p> <ul style="list-style-type: none"> • Homographs (use a dictionary) <ul style="list-style-type: none"> ○ TE p. 223 • More Irregular Plurals (use a dictionary) <ul style="list-style-type: none"> ○ TE p. 285
<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context (use real-life connections as clues to selecting a study word to complete the sentence) <ul style="list-style-type: none"> ○ SB/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 <p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (expand oral sentences by adding real-life connected descriptive details) <ul style="list-style-type: none"> ○ TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311 • Use in Context (use study words to complete sentences with real-life connections) <ul style="list-style-type: none"> ○ 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>Home/School Connection</p> <ul style="list-style-type: none"> • Build Fluency (write sentences reflecting home and school experiences with words containing target skills) <ul style="list-style-type: none"> ○ 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 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE

GRADE 2 ELA STANDARDS

FROM PHONICS TO READING, LEVEL B / GRADE 2

Vocabulary Acquisition and Use

	<p>Teacher Table: English Learners</p> <ul style="list-style-type: none"> Vocabulary (explain words with real-world connections with pictures and pantomime) <ul style="list-style-type: none"> 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
<p>L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>N/A</p>
<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> Write About It (use unit words to create a story) <ul style="list-style-type: none"> SB/TE pp. 9, 19, 29, 39, 49, 61, 71, 81, 91, 103, 113, 123, 133, 143, 153, 163, 173, 185, 195, 205, 215, 225, 235, 247, 257, 267, 277, 287, 299, 309 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Use in Context (select a study word to complete the sentence) <ul style="list-style-type: none"> SB/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 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (use words acquired through conversation/reading/responding to texts) <ul style="list-style-type: none"> SB/TE pp. 17, 27, 37, 47, 57, 69, 79, 89, 99, 111, 121, 131, 141, 151, 161, 171, 181, 193, 203, 213, 223, 233, 243, 255, 265, 275, 285, 295, 307, 317 <p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Extend (add descriptive details) <ul style="list-style-type: none"> TE pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311 Use in Context (use study words to complete sentences) <ul style="list-style-type: none"> 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>Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> Vocabulary <ul style="list-style-type: none"> 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