

**A Correlation of
Scott Foresman
Reading Street Common Core Edition
West Virginia Edition
Grade 2, © 2015**



to the
**West Virginia
2014-2020
Group II – English Language Arts**

PUBLISHER:	Pearson Education, Inc., publishing as Scott Foresman	
SUBJECT:	English Language Arts	SPECIFIC GRADE: Grade 2
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NON-NEGOTIABLE (Generic) EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Grade 2

Yes	No	CRITERIA	NOTES
Equity, Accessibility and Format			
✓		<p>1. INTER-ETHNIC The instructional materials meet the inter-ethnic requirements – concepts, content and illustrations – as set by West Virginia Board of Education Policy (Adopted December 1970).</p>	<p>The Student Edition of <i>Pearson Scott Foresman Reading Street</i> includes literature selections that reflect our multicultural society. The literature selections and the illustrations and photographs represent a wide range of ethnic groups, nationalities, and cultures. The literature selections provide opportunities for students to read literature by and about people representing our culturally diverse society. See example selections: U1: 26–43, U3: 388–405, 486–507, U4: 162–177, U6: 368–381, 434–447, 504–519.</p>

✓		<p>2. EQUAL OPPORTUNITY The instructional materials meet the requirements of equal opportunity – concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures – as set by West Virginia Board of Education Policy (Adopted May 1975).</p>	<p><i>Reading Street</i> also avoids stereotyping of males and females by providing selections at each grade level that show both males and females in positive and constructive roles. Students also read about older people and people with physical challenges. Examples can be found throughout the Student Edition.</p>
✓		<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p><i>Reading Street's</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction and enhance comprehension. <i>Reading Street</i> users can select digital assets to assign to students and provide feedback. Automatic remediation is delivered based on student assessment data. See Grade 2 Unit 1 p. 20c for an overview of the digital resources and the individual references on pages 20–21, 22b, 23a, 24a, 24c, 25, 25b, 25d, 25f, etc.</p>

Text Selection

Complexity of Texts: The submission exhibits concrete evidence that research-based quantitative measures as well as qualitative analysis have been used in selection of complex texts that align to the standards. Further, submissions will **include a demonstrable staircase of text complexity as materials progress across grade bands.**

✓

4. Texts for each grade band align with the complexity requirements outlined in the objectives. Rare exceptions (in which the qualitative measure has trumped the quantitative measure and placed the text outside the grade band) are usually reserved for literary texts in the upper grades, with clear explanation offered.

The goal of the *Reading Street* instructional design is that all students work with rich, complex text and ideas in order to advance their vocabulary, concept development, and syntax needed for strong reciprocal writing. A proud hallmark of the *Reading Street* program is its embedded standard of rigor for all, due in part to the influence of lead author Dr. Jeanne Paratore, whose multitext model informed the instructional processes. With rigor being a widely validated component of motivation, multiple means and ample opportunities are provided to open up access to grade-level content and beyond for all levels of learner in both whole and small groups.

The *Reading Street* Student Edition contains selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. The following chart shows the text complexity for the main selections in a sample unit of Grade 2.

Grade 2 Selection Examples

Title—Unit 1	Lexile	Average Sentence Length	Word Frequency
<i>The Twin Club</i>	400	7.82	3.74
<i>Exploring Space with an Astronaut</i>	390	8.31	3.37
<i>Henry and Mudge and the Starry Night</i>	430	7.73	3.54
<i>A Walk in the Desert</i>	510	8.88	3.32
<i>The Strongest One</i>	Drama N/A	6.57	3.47

✓	<p>5. Instructional materials include shorter, challenging texts that elicit close reading and multiple readings for varied purposes.</p>	<p>Each main selection is accompanied by two sets of questions. The Access Text questions used in the 1st Read help students comprehend the text. The Close Reading questions used in the 2nd Read extend the interpretation of the text using higher-level thinking skills with Analysis, Synthesis, and Evaluation questions applied to the text and supported by Text Evidence. In addition, scaffolding is provided in small group lessons to address the complex text provided in the Student Edition and in <i>Reading Street Sleuth</i>. <i>Reading Street</i> offers scaffolds to ensure that all students have access to complex text. Explicit and systematic support is provided at point of use in the core lesson and in the small group lessons. See examples from Grade 2 Unit 1: 26–27 to 42–43, 48–49.</p>
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✓		<p>6. Instructional materials, including read aloud selections, provide all students extensive opportunities to encounter and comprehend grade-level texts and beyond.</p>	<p>Selections for <i>Reading Street</i> Student Editions were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. Together with these quantitative criteria, qualitative and reader-task criteria, such as levels of meaning, structure, language conventionality and clarity, appropriateness of concepts, and reading purpose and task, were measured and assessed to place selections within and across grade levels. To support teachers, a Text Complexity Rubric for all main selections has been created and included on the back of the weekly Teacher's Editions tabs. The rubrics were created by Dr. Elfrieda Heibert based on the research of our authorship team including but not limited to the work of Dr. Elfrieda Heibert, Dr. P. David Pearson, and Dr. Karen Wixson. The program also includes <i>Reading Street Sleuth</i> selections. All concept-related Sleuth selection follow appropriate Lexile scores for the grade level.</p>
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Range of Text:

Instructional materials must reflect the distribution of text types and genres required by the standards.

✓		<p>7. In grades K-5, ELA programs shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6–12, ELA programs shift the balance of texts and instructional time toward reading a blend of literary fiction, literary nonfiction and other informational texts.</p>	<p>All of the selections in <i>Reading Street</i> are of high quality and fall within the prescribed grade level complexity bands described in Appendix A of the Common Core State Standards. The selections provide an equal balance of literary and informational text. For each week, <i>Reading Street</i> offers a main selection and a shorter paired selection on the same topic or concept. A rich variety of literary and informational texts were chosen for these selections. Most main selections are published works, excerpts from published books, or original selections created by well-known, grade-level appropriate authors. The selections range from ten to thirty pages. The paired selections are shorter works that range from two to six pages. Most are a different genre from that of the main selection. The program's weekly <i>Reading Street Sleuth</i> selections include fiction and nonfiction selections. Each Sleuth selection is two pages with text, illustrations, and text-based questions.</p> <ul style="list-style-type: none">• For Grade 2, there are 32 Literature selections and 28 Informational Text selections in the Student Edition with an additional 16 <i>Reading Street Sleuth</i> selections to give informational text more than 50% of the total.
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✓		<p>8. Instructional materials provide a thoughtful sequence or collection of texts that build knowledge systematically through reading, writing, speaking and listening. Specific anchor texts of grade-level complexity are selected for close reading.</p>	<p>Each lesson is text-based and the instruction includes reading as well as listening, speaking, and writing development. All phases of the lesson incorporate interaction that involves reading, speaking, listening, and writing. See the 5-Day Planner (Grade 2 Unit 1 Week 1 pages 20d–20e) for an overview of the closely related lesson concepts and Day at a Glance (Grade 2 Unit 1 Week 1 pages 20j, 26a, 44a, 48a, 50a) for the integrated daily plan.</p> <p>Extended writing applications can be found in the <i>Writing to Sources</i> component for each grade level. <i>Writing to Sources</i> uses a variety of activities to explore narrative, informative/explanatory, and opinion/argument writing carefully coordinated with the reading selections in <i>Reading Street</i>.</p>
✓		<p>9. Additional instructional materials increase the opportunity for regular independent reading of texts that appeal to students.</p>	<p>Independent Reading is a key component in <i>Reading Street</i>. At all grade levels, Independent Reading support is offered on the Access for All and the Independent Stations section of the weekly front matter. For examples, see Grade 2 Teacher’s Edition Unit 1 pages 20f–20g, 20h–20i.</p>

Quality of Texts:

High-quality texts are worth reading closely and exhibit exceptional craft and thought, and provide useful information.

✓		10. Literary texts must be content rich, well-crafted, and representative of a variety of genres and subject matter.	Most of the main selections in each grade are excerpts from published books or original selections created by well-known, grade-level appropriate authors. Each grade also has a drama or play. Full-length books can be found in the Independent Reading activities for the Pearson Trade Book Library. The main purpose of the reading materials used in the program is to include a wide variety of reading genres and grade-appropriate subjects related to the unit topic and concepts. These materials allow the instruction to use the questioning techniques to build comprehension concepts. See Grade 2 Unit 1 Week 3 pages 88–103 for an example of a literature selection.
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✓		<p>11. Informational texts must provide opportunities to develop rich content knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the band level.</p>	<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts. This structure is followed from Grade K to Grade 6.</p> <ul style="list-style-type: none"> • For Grade 2 Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. <p>See Grade 2 Unit 1 Week 2 pages 58–71 for an example of an informational selection.</p>
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Text-Dependent and Text-Specific Questions:

Questions in the instructional materials are high-quality, text-dependent and text-specific, drawing student attention to the significant aspects of the text.

✓		12. High-quality sequences of text-dependent questions and tasks require the use of textual evidence according to grade-specific objectives.	In the <i>Reading Street</i> program, each lesson in a unit begins with text-based instruction. The Access Text questions that accompany the main selection focus on finding information in the selection to answer the comprehension questions. The Close Reading questions also require text evidence but use Synthesis, Analysis, and Evaluation questions to help students achieve a deeper understanding of the text. See Grade 2 Unit 1 Teacher’s Edition pages 26–27 to 42–43.
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✓		<p>13. Questions and tasks support students in analyzing the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<p>Each selection lesson plan contains Amazing Words, which are content words related to the unit topic and the specific selection. The words are presented in a variety of contexts and are then used by students in daily activities to help them master the use and meanings of the words. The Content Knowledge and Build Oral Vocabulary sections at the beginning of each Day help enhance vocabulary development for all students.</p> <ul style="list-style-type: none"> Grade 2 Teacher’s Edition Unit 1 Week 1 Day 1: 20j, 20–21, 22a–22b; Day 2: 26a–26b; Day 3: 44a–44b; Day 4: 48a–48b; Day 5: 50a–50b <p>For Grade 2, the Monitor and Clarify strategy in many of the lessons, along with Context Clues activities, helps students use the context of a selection to check that they have correctly identified and understood words. The strategy also suggests ways, including rereading, that students can use to gain meaning and verify their understanding of the selection.</p> <ul style="list-style-type: none"> See Grade 2 Unit 1 Teacher’s Edition pages 26g, 30–31, 34–35, 38–39, and 42–43.
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Scaffolding and Supports:

The instructional materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either listened to or read) as required by the objectives. Instructional materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events and information regularly and systematically.

✓		14. Pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction and should exclude a summary of the text.	For Grade 2, the lesson begins with Content Knowledge to prepare students to understand the main and paired selections. The Oral Language section based on the Amazing Words is developed at the beginning of each Day’s instruction. Selection Vocabulary is presented and practiced in a short Read Aloud selection prior to reading the main selection. The Access Text with Modeling helps students recognize information so they can comprehend the text and gain information. By providing these activities, students are prepared to successfully read more complex text. See preliminary activities on Grade 2 Unit 1 p. 20j and selection activities beginning on p. 26g.
✓		15. Instructional materials must be built with the goal of students gaining full comprehension of complex texts. Reading strategies have to support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve solely as platforms to practice strategies.	<i>Reading Street</i> explicitly teaches reading strategies for students to apply to their deep reading of text through direct teaching, systematic review, and application. For examples, see Grade 2 Teacher’s Edition Unit 1 pages 25a–25b, 26f–43a.

✓		<p>16. Questions and tasks require careful comprehension of the text as a precursor for asking students for evaluation or interpretation.</p>	<p>Texts are the focal points for activities—individual and collaborative—in reading, writing, speaking, and listening. Questions and activities with all texts in <i>Reading Street</i> encourage students to grow as readers by sharing knowledge through high-level questions, deep thinking, and classroom discourse. In both the main and paired selections every week, which are conceptually coherent, multiple-genre texts, teachers have a model in our Close Read routine and in our Look Back and Write for text-reliant questioning. In <i>Reading Street Sleuth</i>, a student-friendly weekly routine allows readers to internalize the processes that will enable substantiating claims with text-based evidence. See Grade 2 Unit 1 Teacher’s Edition pages 26–27 to 42–43, 44–45, 46–47, 48–49 and the related instructional lessons.</p>
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✓		<p>17. Questions and tasks that address academic language (vocabulary and syntax) support students in analyzing the meaning of complex texts.</p>	<p>In Content Knowledge on Day 1 at all grade levels in <i>Reading Street</i>, students use academic vocabulary from texts to develop a concept-related graphic organizer that is expanded throughout the week as knowledge is built through discourse and text evidence. Students build oral language and oral vocabulary by acquiring academic and domain-specific words, exemplified in each week's Amazing Words. Students use these words in reading, writing, speaking, and listening. See Grade 2 Teacher's Edition Unit 1 pages 20j, 20–21, 22a–22b, 26a–26b, 44a–44b, 48a–48b, 50a–50b.</p>
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✓		<p>18. Instructional materials offer monitoring/assessment opportunities that genuinely measure progress. Progress must include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Assessment in <i>Reading Street</i> is provided at point of use and in additional assessment materials. For examples of Assessment Checkpoints for the Week, see Grade 2 Teacher's Edition Unit 1 page 511. The <i>Reading Street Assessment Handbook</i> provides more information for teachers on how to interpret assessment results to inform instruction.</p> <p><i>Reading Street</i> supports teachers with guidance on how to interpret student performance through progress monitoring. The daily monitor progress boxes provide teachers with point of use formative assessment and interpretations guidelines. On Day 3 at all grade levels, retelling rubrics assist teachers in quickly assessing students' retelling of the main selections (Anchor Text). Writing rubrics accompany all writing assignments in <i>Reading Street</i>, from formal weekly writing mini-lessons (Let's Write It!) to weekly writing assessment (Look Back and Write) to Process Writing projects at the end of each unit and extended-response writing in the Unit and End-of-Year Benchmark Tests.</p>
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✓		<p>19. Instructional materials must provide both reteaching and additional student learning opportunities.</p>	<p>The architecture of the daily instructional design affords specific strategies for mediating content in both whole and small group for the range of learning style and proficiencies in classrooms. Multimodal and diverse media experiences augment print instruction, and an increase in specificity and focus of instruction delivers targeted reteaching and remediation in small group or personalized learning settings, all informed by a strong progress monitoring component throughout the series. Also, see the Access for All information for Grade 2 Unit 1 Week 1 on pp. 20f–20g in addition to the <i>Reader’s and Writer’s Notebook</i>, Decodable Readers, and the Independent Practice Stations pp. 20h–20i.</p>
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Foundational Skills applicable for grades K-2 only

ARE SYSTEMATICALLY TAUGHT, ASSESSED AND REINFORCED:

Instructional materials provide explicit and systematic instruction in concepts of print, phonological awareness, phonics, word study, vocabulary development, and reading fluency.

Instructional materials provide diagnostic materials at regular instructional points in order to assess student progress in concepts of print, phonological awareness, phonics, word awareness and reading fluency.

Instructional materials include student reading materials allowing for systematic, regular and frequent practice of foundational skills as they are introduced. **Foundational skills should not be taught in isolation.**

✓		20. Instructional materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, letter recognition, phonics, vocabulary development, word awareness, and reading fluency in a logical and transparent progression. Foundational skills are to be integrated, not taught in isolation.	<i>Reading Street</i> provides explicit and systematic instruction and support at point of use for all foundational skills — concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency. Explicit instruction, progress monitoring, and assessment of foundational skills are found in Teacher’s Editions, Student Editions, Reader’s and Writer’s Notebooks, ancillary materials, and digital offerings. See Grade 2 Teacher’s Edition 5-Day Planner for Unit 1 Week 1 pages 20d–20e and the Access for All charts on pages 20f–20g.
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✓		<p>21. Student reading materials must integrate and follow the sequence of foundational skills instruction while providing opportunities for every student to become proficient in each of the foundational skills.</p>	<p>Every lesson includes pages for practice with decoding words, comprehension, writing, conventions, listening and speaking, vocabulary, and fluency. The carefully structured lessons in the Student Edition helps students learn the foundational skills and the basic language arts skills. See a typical Grade 2 Unit 1 Week 1 lesson: 22–23, 24, 25, Selection 26–43, 44, 46, 47, 48–49, 50–51.</p>
✓		<p>22. Reading materials are designed for daily opportunities for students to practice reading fluency with appropriate texts of a wide variety of topics, genres, and grade-level complexity.</p>	<p>The program includes a carefully structured sequence of lessons that deal with all aspects of fluency, including accuracy, appropriate rate, appropriate phrasing, and expression/intonation. Lessons provide teacher modeling, practice, and assessment of fluency skills.</p> <ul style="list-style-type: none"> • For Grade 2, the focus of the fluency lesson for the week is taught on a Student Edition page (see an example on Student Edition 2.1 page 50). See also the following representative fluency pages in the Teacher’s Edition for Unit 1 Week 1: 24c, 44f, 48f, 51a, 51d–51e, 51f.

✓		<p>23. Instructional materials provide consistent practice in encoding (spelling) the sound symbol relationships of English.</p>	<p>By Grade 2 <i>Reading Street</i>, students know how to write all the uppercase and lowercase letters of the alphabet, they have learned sound-spelling correspondences for many consonants and vowels, and they can construct simple sentences. As they continue to build their phonics, spelling, and grammar knowledge, students also improve and expand their writing abilities.</p> <ul style="list-style-type: none"> • See the Grade 2 Day 1 lesson structure for phonics, spelling, and grammar in Unit 1: Student Edition pages 24, 25; Teacher’s Edition pages 23a, 24, 24a, 24d, 25, 25c.
✓		<p>24. Instructional materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	<p>Lessons in the Spelling and Conventions strands that focus on inflected endings, prefixes, and suffixes help students understand how these word parts affect the meanings of the base words. Phonemic Awareness and Phonics lessons along with High-Frequency Words and Selection Words provide a solid foundation for decoding and learning grade-level words. See Grade 2 Unit 1 Week 4 Teacher’s Edition pages 117a, 118, 120c, 140c–140d, 148c.</p>

✓		<p>25. Instructional materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.</p>	<p>The instruction, activities, and questions for the selections focus on the foundational skills students need to read and comprehend literature and informational texts. The foundational skills are presented, reinforced, and applied to reading selections including the Decodable Stories and Readers and Big Book/Trade Book selections throughout the week in the daily lesson plans. The 5-Day lesson plan includes many reading activities to foster the development of critical reading concepts and many opportunities to read and apply the concepts. Foundational skills together with comprehension tools developed in the program enable students to comprehend texts at different levels of understanding so that they become proficient, independent readers.</p>
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✓		<p>26. Instructional materials provide diagnostic tools for educators to routinely monitor student progress on every aspect of the foundational skills.</p>	<p><i>Reading Street</i> supports teachers with guidance on how to interpret student performance through progress monitoring. The daily monitor progress boxes provide teachers with point of use formative assessment and interpretations guidelines. On Day 3 at all grade levels, retelling rubrics assist teachers in quickly assessing students' retelling of the main selections (Anchor Text). Writing rubrics accompany all writing assignments in <i>Reading Street</i>, from formal weekly writing mini-lessons (Let's Write It!) to weekly writing assessment (Look Back and Write) to Process Writing projects at the end of each unit and extended-response writing in the Unit and End-of-Year Benchmark Tests. For examples, see Grade 2 Teacher's Edition Unit 1 pages xviii–xix, 24a, 26e, 49b, 50b, 51d–51f, 51l.</p>
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Writing to Sources

Instructional materials must adequately address the writing objectives for the grade.

✓		27. Instructional materials provide opportunities for writing based on what students have read, heard or viewed according to grade-specific objectives.	Writing activities in <i>Reading Street</i> are text dependent and require students to confront the text directly. Daily, weekly, and unit writing activities provide performance tasks for students as they write in response to reading texts at various levels of complexity. The writing strand in <i>Reading Street</i> and the <i>Reading Sleuth</i> sections address opinion/ argument, informative/ explanatory, and narrative writing tasks, as required by the Common Core State Standards. Daily writing instruction is an integral part of the five-day instructional plan in which students write in response to high-quality, complex texts. Each assignment takes students through the steps in the writing process and focuses on the traits and craft of good writing. Weekly writing is in response to reading in whole or small group and requires students to use text evidence to support ideas, claims, and opinions. In grades K–6 Look Back and Write on each Think Critically page in the Student Edition requires students to respond in writing to the text and use textual evidence to support inferences from the text. On Day 4 in weekly small group instruction, students confront the text in <i>Sleuth</i> by “Making Their Case” as they draw on textual evidence to support claims and statements about the text.
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✓		<p>28. Instructional materials provide prominent and varied writing opportunities focusing on the following writing types and progressions:</p> <ul style="list-style-type: none"> • Grades K-2 must include opportunities for informative/explanatory, opinion and narrative writing. • Grades 3-5: informative/explanatory 35%, opinion 30%, narrative 35% • Grades 6-8: informative/explanatory 35%, argument 35%, narrative 30% • Grades 9-12: informative/explanatory 40%, argument 40%, narrative 20% <p>They also may reflect blended forms.</p>	<p>In <i>Reading Street Common Core Writing to Sources</i>, students receive weekly writing instruction aligned with a unit level writing focus. Each week students “Write Like a Reporter” and “Connect the Texts” in the same mode of writing throughout the unit, culminating in a unit level “Prove It!” in that featured mode.</p> <ul style="list-style-type: none"> • In weekly “Write Like a Reporter” tasks, students write an argumentative, explanatory, or narrative paragraph in response to the main selection and draw on textual evidence to support their ideas. The text-based prompt requires students to directly confront the text. • For weekly “Connect the Texts,” students write in response to two sources—the weekly main and paired selections—drawing on evidence from two texts to write an argument/opinion, to write to inform/explain, or to write a narrative. These lessons are in support of the requirement in the Standards that students make an increasing number of connections among ideas within and between texts as they develop their ability to use textual evidence with increasing facility. • In the unit level “Prove It!” writing tasks, students respond to multiple sources within a unit of instruction to prepare for performance tasks and the
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			<p>changing expectations of the upcoming Common Core assessments. In the first part of each unit-level writing task, students are asked to answer evidence-based short response questions based on three texts from that unit of instruction to demonstrate comprehension of key ideas and details. In the second half of the writing task, students use the texts and their notes from the short response questions to write an argument, explanation, or narrative that synthesizes information in response to a text-based prompt.</p> <p>All of the writing tasks in the new <i>Reading Street Common Core Writing to Sources</i> align to the Common Core State Standards and are supported with teacher instruction and rubrics.</p>
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✓		29. Instructional materials provide opportunities for short, focused research projects to guide students in developing the expertise needed to conduct research as stated in grade-specific objectives.	In many of the Research and Inquiry projects, students locate information about the unit topic or concept as they prepare to make a report or presentation on the topic. Each of these activities requires students to use both print and digital materials to locate the necessary information to complete the Research and Inquiry project. <ul style="list-style-type: none">• See Grade 2 Unit 1 Week 1 Teacher's Edition pages 25f, 43g, 47b, 49g, and 51j for one example.
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Speaking and Listening

To be aligned to the Next Generation Content Standards and Objectives, instructional materials must reflect communication skills required for real-world applications and for college and career readiness. Instructional materials should promote frequent and regular discussions about what students have read, heard or viewed.

✓		30. Instructional materials used in speaking and listening tasks must meet the criteria for complexity, range and quality of texts.	<i>Reading Street</i> content provides multiple opportunities for students to develop strong speaking and listening skills as prescribed by the Listening and Speaking strand. Listening and Speaking Standards are practiced during discrete weekly Listening and Speaking lessons and also during Writing projects (Publish and Present) and weekly Build Oral Language/Vocabulary instruction. Lessons and projects presented throughout the program incorporate a range of texts in increasing complexity. For examples, see Grade 2 Teacher's Edition Unit 1 pages 20j–22b, 26a–26b, 44a–44b, 48a–48b, 49f, 50a–50b, 50–51, 51a.
✓		31. Instructional materials provide students frequent, real-world opportunities to engage effectively in a range of discussions and collaborations that build on the ideas of others.	Many pages in the Student Edition for Grade 2 Unit 1 have topics intended to encourage discussion and participation. See the following references for the first selection: Review the Let's Talk About (Grade 2 pages 20–21), Let's Listen for... (Grade 2 pages 22–23), and Think Critically questions (Grade 2 page 44). The Listening and Speaking (or Media Literacy) activities (Grade 2 page 51) are also discussion-based with student collaborations.

✓		<p>32. Instructional materials provide opportunities to develop active listening skills, such as asking relevant questions and elaborating on remarks of others. In grades 3-12, this includes note taking.</p>	<p>Student Edition pages for Listening and Speaking (Grade 2 Unit 1 pages 50–51) or Media Literacy (Grade 2 Unit 1 pages 112–113) have many ideas to incorporate reading and discussions with guidelines for speaking, listening, and teamwork in the lesson and in the accompanying Teacher’s Edition pages. The oral and written activities in Think Critically (Grade 2 Unit 1 page 44) involve students in discussions about selection content while responding to questions that improve and extend comprehension. Additionally, the Small Group activities have Team Talk discussion activities on Day 4 for On-Level, Strategic Intervention, and Advanced learners.</p>
✓		<p>33. Instructional materials must provide opportunities to gather evidence to discuss and orally present findings using academic language.</p>	<p>At all grade levels, the instructional materials in <i>Reading Street</i> make the text the focus of all instruction. All support in <i>Reading Street</i> is designed to complement and enhance the text. All activities are text-based and students return to the text multiple times for reading, vocabulary, writing, speaking and listening, and strategy instruction.</p>

Language

Instructional materials must adequately address the language objectives for the grade.

✓		34. Instructional materials address the grammar and language conventions specified by the language objectives at each grade level.	At all grades in <i>Reading Street</i> , there is explicit instruction in grammar. In Grades 1–6, grammar instruction includes the following. <ul style="list-style-type: none">• Daily conventions lessons focused on a weekly grammar skill• Additional instruction and support for daily lessons in the <i>Reader’s and Writer’s Notebook</i> and the Let’s Practice It! TR DVD• Instruction in grammar, usage, and mechanics in the context of reading and writing• Cumulative grammar, usage, and mechanics practice through the Daily Fix-It activities• Grammar, usage, and mechanics practice in the Editing or Proofreading steps of the Weekly and Unit writing lessons
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✓		<p>35. Instructional materials guide students in discovering accurate usage patterns (grades K-2), and in identifying and correcting their own error patterns in usage and conventions (grades 3-12).</p>	<p>Throughout <i>Reading Street</i>, the conventions of grammar and usage are presented in student and teacher materials, which provide ample opportunities to use the conventions in speaking and writing. Teacher’s Edition lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more.</p> <ul style="list-style-type: none"> • See the following pages for Grade 2 Unit 1 Week 1: 25c, 43c, 45b, 49c, 51g.
✓		<p>36. To avoid teaching language concepts in isolation, instructional materials align and integrate language objectives with the reading, writing, speaking and listening objectives.</p>	<p>Conventions instruction is closely integrated into the content of each weekly lesson. Learning the concepts as an integral part of reading, writing, listening, and speaking development allows students to learn, practice, and apply the skills immediately as they progress through the lesson. From the Proofreading Tips in the weekly Writing activity (Grade 2 Unit 1 p. 51i) to the Conventions lesson (Grade 2 Unit 1 pp. 25c, 43c, 45b, 49c, 51g) and the Look Back and Write activity (Grade 2 Unit 1 p. 44–45), the development of language concepts is included in all areas of instruction.</p>

GENERAL EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Grade 2

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21 st Century which includes opportunities for students to develop:										
Next Generation Skills:											
Thinking and Problem-Solving Skills											
<i>English Language Arts Content:</i>											
Each day of the 5-Day plan for a lesson begins with Content Knowledge to start the day exploring and expanding knowledge. See TE 2.1: Content Knowledge 20j, 26a, 44a, 48a, 50a. Each day also includes a Research and Inquiry section. See TE 2.1: Research and Inquiry 25f, 43g, 47b, 49g, 51j.	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary connections;										

<p>In the 1st Read, students respond to questions that help them access and understand the text. In the 2nd Read, students draw knowledge from the text and respond to questions based on the higher-order thinking skills of analysis, synthesis, and evaluation. TE 2.1: 26–27 to 42–43, 44–45, 49f, 50–51</p>	<p>2. engages in complex analysis of content presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and judgments applicable to students' own lives and future situations;</p>							
<p>In each lesson, there are questions and activities such as Connect to Science, Connect to Social Studies, Connect Text to World, Text to Self and Reading and Writing Across Texts that bridge the learning from the selection to the world. TE 2.1: 40–41, 43a, 44–45, 49a</p>	<p>3. promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of the human condition; and</p>							
<p>For each week, <i>Reading Street</i> offers a main selection and a shorter paired selection on the same topic or concept. To fully comprehend any text, students must participate in discussions about the text as they search for text-based information, relate the information to other sources, compare and contrast information with that in other reading selections, and work to understand the text. These activities lead to identifying issues and creatively exploring all aspects to solve problems. See Unit 1 Teacher's Edition pages 26–27 to 42–43.</p>	<p>4. makes unusual associations and provides a variety of solutions to problems to reach unexpected answers.</p>							

Information and Communication Skills/English Language Arts

For student mastery of content standards and objectives, the instructional materials will include multiple strategies that provide students with opportunities to:

<p>Many questions including those labeled “Reread Challenging Text” direct students to reread text. The Look Back and Write question and often other questions on the Student Edition Think Critically page require students to reread text. At the end of each paired selection are Reading Across Texts and Writing Across Texts prompts that provide opportunities for original communication for comparison and synthesis. See Unit 1 Teacher’s Edition pages 26–27 to 42–43 and 44–45.</p>	<p>5. locate existing information in a variety of formats, interpret meaning and then create original communication;</p>							
<p><i>Reading Street</i> Teacher’s Editions at all levels provide a read-and-reread strategy for each main selection. In the 1st Read at Grade 2, students respond to questions that help them understand the text. In the 2nd Read, students draw knowledge from the text and respond to questions based on the higher-order thinking skills of analysis, synthesis, and evaluation. As students respond to the text-based questions that accompany the main and paired selections in the Student Edition and the <i>Reading Street Sleuth</i> selections in the Small Group lessons, they are continually required to use text information to make informed responses and choices. See Unit 1 Teacher’s Edition pages 26–27 to 28–29 and 44–45.</p>	<p>6. make informed choices; and</p>							

<p>The program has been created to show how the materials are carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop the important reading, writing, listening, and speaking concepts. See Unit 1 page 20c.</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>							
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Personal and Workplace Productivity Skills

For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:

<p><i>Reading Street</i> provides daily Research and Inquiry projects each week in the core lessons. The weekly Research and Inquiry project expands and extends the weekly concept. In the weekly Research and Inquiry projects, students research to find information about a chosen topic as they prepare a report or presentation on the topic. Students are guided to use both print and digital materials to locate the information they need to answer inquiry questions, narrow their topic, and support their thesis. TE: 2.1 Week 1: 25f, 43g, 47b, 49g, 51j</p>	<p>8. conduct research, validate sources and report ethically on findings;</p>							
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<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. See page 20c for the Digital Resources and the Street Interactive icon as shown on page 20–21. Research and Inquiry and 21st Century Skills lessons provide opportunity for students to develop skills for using and evaluating technology. TE: 2.5: 347f, 351b, 352h, 352-355.</p>	<p>9. identify, evaluate and apply appropriate technology tools for a variety of purposes;</p>							
<p>Each main selection in the Student Edition includes a Think Critically page with a Look Back and Write question. Each paired selection in the Student Edition includes a Writing Across Texts prompt. Both writing tasks require students to answer the question and communicate their thinking. See Grade 2 Unit 1 Student Edition pages 44, 49 and Unit 1 Teacher’s Edition pages 44–45, 45a, 48–49, 49a. The weekly Research and Inquiry projects guide students in writing and answering inquiry questions and collecting and organizing information before communicating their findings to others. See Unit 1 Teacher’s Edition pages 25f, 43g, 47b, 49g, 51j.</p>	<p>10. engage in self-directed inquiry;</p>							

<p>Student Edition pages for Listening and Speaking (Unit 1 page 51) or Media Literacy (Unit 1 page 113) have many ideas to incorporate reading and discussions with guidelines for speaking, listening, and teamwork in the lesson and in the accompanying Teacher’s Edition pages. The oral and written activities in Think Critically (Unit 1 page 44) involve students in discussions about selection content while responding to questions that improve and extend comprehension. Additionally, the Small Group activities have Team Talk discussion activities on Day 4 for On-Level, Strategic Intervention, and Advanced learners.</p>	<p>11. work collaboratively; and</p>							
<p><i>Reading Street</i> offers instruction that allows students to work together in whole group activities, in small group, in team activities with several classmates or a partner. As students complete the activity, the activities are carefully structured to help student understand the task, complete the task, and share the information. The length and density of the section helps to promote the use of all aspects of reading. The Research and Inquiry sections in each Day in the 5-Day lesson plan ask students to use digital and print materials and recommend specific tasks to accommodate understanding of a wide variety of text content and concepts. See Unit 1 pages 25f, 43g, 47b, 49g, 51j.</p>	<p>12. practice time-management and project management skills in problem-based learning situations.</p>							

Developmentally Appropriate Instructional Resources and Strategies

For student mastery of content standards and objectives, the instructional materials

<p>In <i>Reading Street</i> Teacher’s Editions, weekly story tabs have direct correlations to Common Core State Standards being covered that week, while the Bridge to Common Core boxes throughout the daily plan offer insights to the anchor standards in action. Abundant practice and authentic application can be found in multiple components in both print and digital formats. Review and assessment occurs on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today’s digital classroom, with its high expectations for inquiry and collaboration toward CCR (College and Career Readiness). See the information on the front and back of the Weekly Tab for each selection.</p>	<p>13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.</p>						
<p>Teacher scaffolding is focused on reader and task suggestions to access text, routines for reading for understanding, and a two-tiered questioning strategy to address deep reading. For evidence of text as the central focus of daily instruction, see the following examples. See Unit 1 Teacher’s Edition pages 22a–22b, 25a–25b, 26a–26b, 26f–43a, 44a–44b, 44–45, 46–47, 48a–48b, 48h, 48–49, 49a, 50a–50b</p>	<p>14. include suggestions for appropriate scaffolding and provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations, and make cross-curricular, global connections.</p>						

<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts. This structure is followed from Grade K to Grade 6.</p> <p>For Grade 2 Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. Within each Week, the information is expanded on in the Bridge to Common Core knowledge notes. See Unit 1 Week 1 pages 20j, 25b, 25d, 26f, 26g, 43g, 44–45, 49c, 49f, and 51h. This well-designed structure allows students to incorporate prior knowledge and extend the concepts to deepen understanding.</p>	<p>15. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding.</p>							
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<p>In Grade 2 selections, the text and graphics are carefully put together to invite the reader to read and enjoy the selection and the related materials. A review of the Student Edition shows the Unit/Week structure with each main selection having vocabulary and comprehension pages prior to reading. The main selection is followed by Think Critically questions about the selection (see Unit 1 page 44–45) and Let’s Write It! pages with a writing activity (see Unit 1 page 46–47). The paired selection pages include annotations for Let’s Think About... for understanding the content reading (see Unit 1 page 48–49), which is followed by Vocabulary and Listening and Speaking or Media Literacy pages (see Unit 1 page 50–51). Additionally, the digital materials are incorporated into the lesson in the <i>eStreet Interactive</i> boxes.</p>	<p>16. provide students with opportunities to use print, graphs, visual displays, media and technology sources to acquire and apply new information.</p>							
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<p>Instruction and practice in sequence are included as students read each selection. Students answer questions about the key details and sequence of events in the selection and create their own questions as they monitor and clarify the content of the selection they are reading.</p> <p>The Retelling Cards are shown on the Think Critically page at the end of every selection in the Student Edition (see Unit 1 page 44–45). These cards can be used to help students retell the selection, including the central message or main ideas, presenting this information in the sequence found in the selection. Students can add to and interpret the events as they retell the story in their own words, verifying their understanding of the content. The Teacher’s Edition instruction for the Think Critically pages (see Unit 1 pages 44–45, 45a) provides suggestions to apply and extend retelling skills.</p>	<p>17. offer opportunities for students to build an understanding of sequencing of time, events and text with or without an anchor text.</p>							
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<p>In every lesson in <i>Reading Street</i>, students are actively involved in reading the selection. The questions and activities for each selection expose students to content that requires them to interpret the text by using text evidence to comprehend the selection and to combine that evidence with interpretive skills to understand the content and structure of the reading materials. Students are also asked to extend the interpretation to multiple applications for solutions. See Unit 1 page 44–45 for Text to Self, page 72–73 for Text to World, and page 174–175 for Text to Text connections.</p>	<p>18. provide opportunities for students to investigate issues that are interconnected to explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions.</p>							
<p>Weekly and unit instruction is built around science and social studies concepts. With the Main Selection as the anchor text, these concepts connect every piece of literature, vocabulary, and writing, allowing students to develop deep knowledge. Text-based instruction is the most important aspect of all instruction in <i>Reading Street</i>, and interaction with complex text begins on Day 1 at all grades. Interaction with complex text goes beyond the main selection and includes teacher read-aloud instructional passages (see Unit 1 Day 1 pages 25a–25b), Big Books (see Day 2 pages 26a–26b), main selection (see Day 2 pages 26g to 42–43 and Day 3 pages 44h to 44–45) and paired selection (see Day 4 page 48–49), and <i>Reading Street Sleuth</i> (see Small Group Days 4 and 5 pages SG•5, SG•6, SG•10, SG•11, SG•16, SG•17).</p>	<p>19. provide opportunities for students to investigate texts that are interconnected and linked to an anchor text.</p>							

<p>At all grade levels in <i>Reading Street</i>, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. Text-dependent and text-specific questions provided in the Teacher’s Edition for the main and paired selections include the 1st Read/Access Text questions, in which students explore the content of the selections, and the 2nd Read/Close Reading questions, in which students use text evidence as they synthesize, analyze, and evaluate the text. See Unit 1 Teacher’s Edition pages 26–27 to 42–43.</p>	<p>20. include guiding questions and text-dependent questions to aid student comprehension.</p>							
<p>In Content Knowledge on Day 1 at all grade levels in <i>Reading Street</i>, students use academic vocabulary from texts to develop a concept-related graphic organizer that is expanded throughout the week as knowledge is built through discourse and text evidence. Students build oral language and oral vocabulary by acquiring academic and domain-specific words, exemplified in each week’s Amazing Words. Students use these words in reading, writing, speaking, and listening. For examples, see Unit 1 Teacher’s Edition pages 20j, 20–21, 22a–22b, 26a–26b, 44a–44b, 48a–48b, 50a–50b</p>	<p>21. include best practices that emphasize the importance of authentic vocabulary acquisition using multiple methods and modes that motivate and increase vocabulary skills.</p>							

<p>Multi-modal and diverse media experiences augment print instruction, and an increase in specificity and focus of instruction delivers targeted reteaching and remediation in small group or personalized learning settings, all informed by a strong progress monitoring component throughout the series. <i>Reading Street</i> is dedicated to the advancement of all learners, including the gifted. Daily enrichment and targeted text, all designed by national gifted education expert, ensure consistent engagement for this specialized population. See the Access for All chart on Unit 1 pages 20f–20g as well as notes on Unit 1 Teacher’s Edition representative pages 22b, 23a, 24a, 26e, 44b, 47b, 49a.</p>	<p>22. support personalized learning through intervention and enrichment activities.</p>							
<p><i>Reading Street</i> provides an extensive offering of technology components to enhance and expand learning and instruction. The digital offerings are cited at the beginning of each week and at point of use on Teacher’s Edition pages. <i>Reading Street’s</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction and enhance comprehension. <i>Reading Street</i> users can select digital assets to assign to students and provide feedback. Automatic remediation is delivered based on student assessment data. See the Digital Resources on Unit 1 p. 20c.</p>	<p>23. provide a dynamic, interactive website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.).</p>							

<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. See <i>eStreet Interactive</i> notes on representative Unit 1 Day 1 pages 20–21, 22b, 23a, 24a, 24c, 25, 25b, 25d, 25f.</p>	<p>24. include a professional resource that builds content and pedagogical knowledge for the teacher.</p>							
<p>The activities and questions that accompany each main selection are intended for use by all students. The Access Text questions used in the 1st Read help students understand the text. The Close Reading questions used in the 2nd Read help them extend their interpretation of the text using higher-level thinking skills by applying Analysis, Synthesis, and Evaluation questions to the text and supporting their responses with Text Evidence. See these representative pages in Unit 1 Teacher’s Edition: 26–27 to 42–43.</p>	<p>25. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact.</p>							

<p>The program contains many forms of assessment for measuring students' abilities. The Monitor Progress suggestions within the lessons provide evaluation during the lesson, and the weekly assessments offer more formal evaluation. Tools are included to monitor students' letter recognition/phonics, high-frequency words, and comprehension development as listed in the next item. See Corrective Feedback notes on Unit 1 Teacher's Edition pages 22b, 22–23, 24c, 26c, 44f, 48c, 48d, 48f, 49e, 50–51, 51b; See Monitor Progress notes on Unit 1 pages 24a, 26e, 45a, 49b, 50b, 51d; See Scoring Rubric on pages 45a, 46–47.</p>	<p>26. include questions and tasks that assess the depth and complexity of the analytical thinking required by the objectives. (Note: not every objective must be assessed with every text.)</p>							
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Life Skills

For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:

<p>Among the genres for Grade 2 literary selections are drama, fable, fiction, fantasy, folk tale, historical fiction, humorous fiction, legend, myth, poetry, realistic fiction, and tall tale. Genres for Grade 2 informational texts include autobiography, biography, how-to text, literary nonfiction, magazine article, procedural text, science and social studies expository texts, and Web-related selections. See Unit 1 pages xi–xiii for Table of Contents for genre, with specific genre on lesson page (Unit 1 Week 1 page 26g).</p>	<p>27. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading materials that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative standards at the specific grade band;</p>							
<p>The program provides a variety of selections that can be used for read-aloud and read-along opportunities. These include teacher read-aloud selections that promote listening comprehension, Decodable Readers that children can read aloud, and the main and paired selections that can be used for reading along and aloud. Small Group pages in the Teacher’s Edition accommodate On-Level, Strategic Intervention, and Advanced instruction with the Decodable Readers, main selections, and <i>Sleuth</i> selections. The program includes a Read Aloud Anthology and Big Books with high-interest literature and informational texts. See Unit 1 Teacher’s Edition pp. 24b–24c, 25a–25b, 26a, 26g–26h, 44a, 44d, 48a, 248e–48f, 48–49, 49a, 50a, SG•1–</p>	<p>28. achieve visual and media literacy through access to a wide variety of high-quality materials including, but not limited to, graphic novels, primary and secondary source documents, digital media, podcasts, vodcasts, audio recordings, visual art, videos, etc.; and</p>							

18.								
<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts related to global literacy topics and events. This structure is followed from Grade K to Grade 6. For Grade 2 Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. Within each Week, the information is expanded on in the Bridge to Common Core knowledge notes. See Unit 1 Week 1 pages 20j, 25b, 43g, 50a.</p>	<p>29. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>							
<p>All of the instructional information in the Teacher’s Edition works with key reading, writing, speaking, and listening concepts that focus on the reading selection and help students read and apply all aspects of concept development to become successful readers who comprehend text and apply the learning to real-world activities. See the Listening and Speaking activities on Unit 1 Teacher’s Edition pages 50–51, 80–81, 112–113, 148–149, 182–183.</p>	<p>30. practice situational language (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media) in real-world activities.</p>							

Assessment

A comprehensive 5-step assessment system includes formative and formal daily, weekly, unit, and summative opportunities in print and fully digital formats. Support for using all soft and hard data to know and serve the students is found in the Assessment Handbook. Suggestions and ideas for assisting and scaffolding of students are given in the chapters of the Assessment Handbook, but are also dealt with extensively in the Teacher's Editions and in suggestions in the Teacher's Manuals of the various formal assessments. The *Reading Street Assessment* offerings include: Baseline Group Tests Corrective Feedback and Progress Monitoring (included at point of use in the Teacher's Editions), Weekly Assessments (included in the Teacher's Editions), Weekly Tests and Fresh Reads for Fluency and Comprehension Performance Tasks based on the *Reading Street Sleuth* (included in the Teacher's Editions), Unit Benchmark Tests, End-of-Year Benchmark Tests. See Unit 1 pages xviii and xix for Assessment component summary.

31. Instructional materials provide tools for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, text-dependent questions (TDQs), performance tasks, open-ended questions, portfolio evaluation, and multimedia simulations).

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<p>For Grade 2, the Assessment Checkpoints (Grade 2 Unit 1 page 511) include Weekly Assessment, Differentiated Assessment, and Managing Assessment. Managing Assessment identifies the key components of the <i>Assessment Handbook: Weekly Assessment Blackline Masters for Monitoring Progress, Observation Checklists, Record-Keeping Forms, and Portfolio Assessment</i>. Support for assessment can also be found in the Teacher’s Edition at point of use. (TE Unit 1: 24a, 26e, 45a, 51d)</p>	<p>32. Instructional materials provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>							
<p>Organization, Presentation and Format</p>								
<p>The program has been created to show how the materials address the Common Core State Standards for each grade. As in earlier editions, this new edition is carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop those important reading, writing, listening, and speaking concepts. See Common Core State Standards notes on each spread of the lesson (for example Unit 1 22a, 22–23, 24, etc.) and Bridge to Common Core notes within the lesson (Unit 1 Week 1 pages 20j, 25b, 25d, 26f, 26g, etc.)</p>	<p>33. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.</p>							

<p>All of the instructional information in the Teacher’s Edition works with key reading, writing, speaking, and listening concepts that focus on the reading selection and help students read and apply all aspects of concept development to become successful readers who comprehend text. This edition is carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop those important reading, writing, listening, and speaking concepts. See Unit 1 components on pages iv–ix, Table of Contents on pages xi–xv, Skills Overview on pages xvi–xvii, and digital learning on pages xx–xxi.</p>	<p>34. The media included in the instructional materials must enhance and support instruction and learning.</p>							
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<p>The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. Reteaching opportunities are suggested and supported daily, with increased intensity, across the bands of a tiered model of intervention. Review and assessment occurs on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today’s classroom, incorporating an assortment of digital tools to obtain the highest expectations for inquiry and collaboration toward CCR (College and Career Readiness). See the Digital references in a typical week.</p> <ul style="list-style-type: none"> Grade 2 Unit 1 Week 1 Teacher’s Edition 20c, 20–21, 22b, 23a, 24a, 24c, 25, 25b, 25f, 26b, 26d, 26f, 26h, 43a, 43c, 43e, 44b, 44d, 44f, 44h, 45a, 4647, 47b, 48b, 48d, 48f, 48h, 49a, 49c, 49e, 50b, 51a, 51c, 51g, 51i 	<p>35. Instructional materials include an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher’s server, both of which are accessible by an internet-enabled device that can open standard file formats.</p>							
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SPECIFIC EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Grade 2

English Language Arts second grade students will continue to be immersed in a literacy-rich environment to encourage exploration of various literature and informational texts that are of appropriate complexity. They will apply skills of reading, writing, listening, speaking and media literacy across the curriculum. Students read with comprehension, communicate effectively, develop both literal and critical thinking skills and access information from various media forms. Second graders will develop from dependent to independent readers and will begin to make their own choices for recreational and informative reading. Active participation in meaningful experiences and developmentally appropriate and engaging environments will increase the student's ability to analyze and evaluate information and develop lifelong learning and global awareness. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Standard 1: Reading

The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Standard 2: Writing

Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

Standard 3: Speaking and Listening

Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Standard 4: Language

Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

<p>SG•66, SG•67, 319a, 320g–320h, 320–321, 322–323, 324–325, 326–327, 328–329, 330–331, 332–333, 334–335, 336–337a, 340–341, 342–343, 345b, SG•71, SG•72, SG•76, SG•77, SG•78, SG•83, UR•11, UR•41, UR•42–UR•43</p> <p>TE 3: 353a–353b, 354g, 354–355, 356–357, 358–359, 360–361, 362–363, 364–365, 366–367, 368–369, 371a, 372–373a, SG•3, SG•4, SG•5, SG•8, SG•9, SG•15, 387a–387b, 388g, 388–389, 390–391, 392–393, 394–395, 396–397, 398–399, 400–401, 402–403, 404–405a, 406h, 406–407, 410–411, 412–413, 414–415a, 417b, SG•20, SG•21, SG•25, SG•26, SG•32, 423a, 424–425, 426–427, 428–429, 430–431, 432–433, 434–435, 436–437, 438–439, 443a, 444h, 444–445a, 448–449a, SG•37, SG•38, SG•42, SG•43, SG•48, SG•49, 458–459, 460–461, 466–467, 468–469, 470–471a, 474h, 474–475, 476–477, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, SG•70, UR•12, UR•21, UR•22–UR•23</p> <p>TE 4: 27a, 32–33, 34–35, 36–37, 38–39, 42h, 42–43a, 46–47, 48–49, 50–51, 51a, SG•3, SG•4, SG•8, SG•9, SG•10, SG•15, 80–81a, 124a, 127a, 128–129, 130–131, 136–137, 138–139, 144–145a, 153b–153c, SG•54, SG•55, SG•56, SG•57, SG•59, SG•60, SG•61, SG•57, 161a, 177a, 178–179a, SG•71, SG•76, SG•77, SG•78, SG•81, UR•11, UR•12–UR•13</p> <p>TE 5: 216–217, 218–219, 226a, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243, 244–</p>								
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<p>245, 246–247a, 247b, 248h, 248–249a, 252–253a, 255b, 255g, SG•20, SG•21, SG•22, SG•25, SG•26, SG•31, SG•32, 260a, 263a–264a, 264–265, 266–267, 268–269, 270–271, 272–273, 274–275, 276–277, 277a, 278–279a, SG•37, SG•38, SG•43, SG•44, SG•49, 295a, 313a, 313b, 314–315a, 318–319, 320–321, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 331a, 336–337, 338–339, 344–345, 346–347, 347a, 348–349a, 357b, SG•71, SG•72, SG•73, SG•76, SG•77, UR•12, UR•22, UR•32</p> <p>TE 6: 367a, 368–369, 370–371, 372–373, 374–375, 376–377, 378–379, 380–381, 381a, 381b, 382–383a, SG•3, SG•4, SG•8, SG•9, SG•15, 430a, 433a, 434–435, 436–437, 438–439, 440–441, 442–443, 444–445, 446–447, 447a, 448–449a, 457b, 457c, SG•37, SG•38, SG•42, SG•43, SG•49, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 500a, 503a, 504–505, 506–507, 508–509, 510–511, 520–521a, 529b, 529c, SG•71, SG•72, SG•76, SG•77, UR•32, UR•52</p> <p>Writing to Sources: Unit 1: 26–27, 30–33, 34–35, 36–37 Unit 2: 58–59, 60–61, 62–65, 66–67 Unit 3: 90–91, 92–93, 94–97, 98–99 Unit 5: 154–155, 156–157, 158–161, 162–163 Unit 6: 186–187, 188–189, 190–193, 194–195</p>								
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<p>SE 1: 44, 311, 336, 342–343, 372, 444, 474 SE 2: 42, 124–125, 158–159, 178</p> <p>TE 1: 44–45, SG•48, SG•82 TE 2: 301a, 306–307, 308–309, 310–311a, SG•65, 319a–319b, 332–333, 334–335, 336–337a, 340–341, 342–343, SG•82, SG•84, UR•51, UR•52–UR•53 TE 3: 372h, 373a, 407a, 424g–424h, 430–431, 440–441, 444–445a, 448a–448b, 449f, SG•38, 471a, 476–477, 479c, SG•55, UR•31, UR•32–UR•33 TE 4: 27a–28a, 28–29, 30–31, 40–41, 41a, 41b, 42–43a, 53c, SG•4, SG•12, SG•15, 124a, 140–141, 142–143, 143a, 144–145a, 144h, 153b, 153c, SG•65, SG•66, 158a, 177a, 178h, 178–179a, 187b, SG•72, SG•82, UR•12–UR•13, UR•42–UR•43, UR•52–UR•53 TE 5: 247a, 298–299, 314h, 314–315a, 348–349a TE 6: 449a, SG•43, SG•65, 519a, 520–521</p> <p>Writing to Sources: Unit 2: 52–53, 56–57 Unit 4: 104–105, 114–115</p>	<p>2. recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral in literary text. (CCSS RL.2.2)</p>							
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<p>SE 1: EI•14–EI•15 SE 2: 37, 41, 42, 248, 292, 314</p> <p>TE 1: 25a–25b, 26g–26h, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43a, 51b, SG•15, 72b, 87a–87b, 113b, 113h–113i, 170–171, UR•11, UR•31 TE 2: 200–201, 202–203, SG•55, SG•59, SG•60, SG•61, 302h, 322–323, SG•72 TE 3: 358–359, 360–361, 362–363, 364–365, 368–369, SG•15, SG•32, 451c, SG•48, 458g–458h, UR•11, UR•31 TE 4: 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 46–47, 48–49, 50–51, 51a, SG•4, SG•12, SG•15, 132–133, 134–135, 166–167, 168–169 TE 5: 242–243, 244–245, 248–249, SG•21, 272–273, 274–275, SG•43, SG•44, SG•49, 292a, 296–297, 298–299, 300–301, 302–303, 304–305, 306–307, 308–309, 310–311, 313a, 323b, SG•60, SG•66, 340–341, 342–343, 344–345, 346–347, 348h, SG•82, SG•83, UR•42 TE 6: 381a, SG•4, SG•15, SG•48, 508–509, 512–513, 529c, SG•77</p> <p>Writing to Sources: Unit 2: 50–51 Unit 3: 78–79, 84–85, 98–99 Unit 4: 102–103, 118–119 Unit 5: 138–139, 142–143, 150–151, 158–161 Unit 6: 182–183</p>	<p>3. describe how characters in a story respond to major events and challenges in literary text. (CCSS RL.2.3)</p>							
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<p>SE 1: EI•23, 72, 140, 214, 240, 268, 377, 378–379, 508</p> <p>SE 2: 24–25, 76–77, 80, 88–89, 110, 116, 182–185, 200, 211, 212, 387, 388, 418</p> <p>TE 1: 58–59, 60–61, 62–63, 64–65, 70–71, 71a, 72–73, SG•20, SG•25, SG•26, SG•32, 132–133, 134–135, 140, 140h, 140–141a, 178–179, 180–181, 183b, SG•54, SG•55, SG•59, SG•60, SG•66, SG•78, SG•84</p> <p>TE 2: 212–213, 214–215, SG•3, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 239a, 240h, 254g, SG•20, SG•21, SG•25, SG•26, SG•27, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 268h, 268–269a, 272–273, 274–275, 277b, 277c, SG•37, SG•38, SG•39, SG•42, SG•43, SG•49, SG•50, SG•63, SG•80, UR•12–UR•13, UR•31, UR•32–UR•33</p> <p>TE 3: 376–377, 378–379, 486g, 486–487, 488–489, 490–491, 492–493, 498–499, 500–501, 502–503, 504–505, 506–507, 507a, 507b, 508–509a, 512h, 517b, 517c, SG•71, SG•72, SG•76, SG•77, SG•83, UR•51, UR•52–UR•53</p> <p>TE 4: 24a, 61a, 62–63, 64–65, 70–71, 72–73, 74–75, 75a, 76h, 76–77a, 83b, SG•20, SG•21, SG•25, SG•27, SG•32, 88a, 91a, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 109a, 110h, 110–111a, 114–115, 116–117, 119b, 119c, SG•37, SG•38, SG•42, SG•43, SG•49, SG•50, 182–183, 184–185, UR•32–UR•33</p>	<p>4. 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 informational text. (CCSS RI.2.1)</p>							
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TE 5: 194a, 194-195, 197a, 198-199, 200-201, 202-203, 204-205, 206-207, 208-209, 210-211, 211a, 212-213a, SG•3, SG•4, SG•5, SG•8, SG•9, SG•15, 282h, 282-283, 284-285, 318-319, 320-321, 328a, 352-353, 354-355

TE 6: 364a, 386-387, 388-389, 400-401, 402-403, 417a, 418h, 418-419a, SG•20, SG•21, SG•22, SG•25, SG•26, SG•32, 462a, 465a, 466-467, 468-469, 470-471, 472-473, 474-475, 476-477, 478-479, 480-481, 482-483, 484-485, 486-487, 487a, 488-489a, 492h, 500a-500b, 524-525, 526-527, UR•42

Writing to Sources:

Unit 1: 26-27, 28-29, 30-33, 34-35

Unit 2: 58-59, 60-61, 62-65, 66-67

Unit 3: 90-91, 92-93, 94-97, 98-99

Unit 4: 122-123, 124-125, 126-129, 130-131

<p>SE 1: 72–73, 76–77, 140–141, 179, 240, 268</p> <p>SE 2: 58–59, 76, 116, 212, SG•31, SG•48, 321, 328–329, 387, 418, 488, 526</p> <p>TE 1: SG•12, 57a–57b, 58g–58h, 62–63, 64–65, 66–67, 68–69, 70–71, 76–77, 81b, 81c, SG•31, 119a–119b, 120g, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 136–137, 140–141, 144–145, 146–147, 149d, SG•65, UR•21, UR•22–UR•23, UR•41, UR•42–UR•43</p> <p>TE 2: 240–241, 242–243, 269a, 277c, UR•22–UR•23</p> <p>TE 3: 507a, SG•82, UR•21, UR•22–UR•23, UR•41, UR•42–UR•43</p> <p>TE 4: 58a, 75a, 76–77a, SG•29, SG•31, 109a, 111a, SG•39, SG•48, SG•50</p> <p>TE 5: 212–213a, SG•14, 318h, 318–319, 320–321, 328a</p> <p>TE 6: 399a, 408–409, 414–415, 417b, 418–419, 425b, 425c, SG•31, 476–477, 488h, 488–489a, UR•26</p> <p>Writing to Sources: Unit 4: 110–111</p>	<p>5. identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text. (CCSS RI.2.2)</p>							
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<p>SE 1: EI•26, 108–109, 110–111 SE 2: 58–59, 110, 282–285, 389, 462–463</p> <p>TE 1: 108–109, 110–111, 113c TE 2: 236–237, 238–239 TE 3: 490–491, 492–493, 496–497, 507a TE 4: 58a, 83b, SG•22, SG•26, SG•27, SG•32, SG•34, SG•39, 150–151 TE 5: 282–283, 284–285, 287c TE 6: 408–409, 410–411, 416–417, 418h, 418–419a, 468–469, 472–473, UR•42</p> <p>Writing to Sources: Unit 2: 38–39, 42–43, 46–47 Unit 4: 106–107, 108–109, 116–117 Unit 5: 134–135</p>	<p>6. describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in an informational text. (CCSS RI.2.3)</p>							
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Craft and Structure

SE 1: 48–49, 244–245, 311, 448–449
SE 2: 80–81, 252–253, 422–423

TE 1: 48h, 48–49a, 51c
TE 2: 244–245a, 286–287, 311a,
SG•66, 345c
TE 3: 371b, 448h, 446–447, 448–
449a
TE 4: 80h, 80–81a, 83c, 136–137
TE 5: 252h, 255c
TE 6: 374–375, 397c–397d, 422h,
423a, 440–441, SG•54, SG•60

Writing to Sources:
Unit 1: 8–9
Unit 2: 54–55
Unit 6: 172–173

7. describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) in literary text supply rhythm and meaning in a story, poem or song. **(CCSS RL.2.4)**

<p>SE 1: 104, 302 SE 2: 124–125, 158–159, 260–261</p> <p>TE 1: 26g–26h, 26–27, 28–29, 42–43, 43b, 44h, 88g–88h, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 103a, 104h, 113h–113i, 156g–156h, 158–159, 160–161, 162–163, 173b, 174h, UR•31, UR•32–UR•33 TE 2: 294–295, 298–299, 302–303, 306h, SG•55, 340h, UR•41, UR•43 TE 3: SG•14, 407a, 417c, SG•31, SG•48, 457a, 464–465, 468–469, 479b, SG•65, UR•31, UR•32–UR•33, UR•41, UR•42–UR•43 TE 4: 46h, 124a, 140–141, 142–143, 143a, SG•65, 158a, 168–169, 172–173, 174–175, 187b, 187c, SG•82 TE 5: 227c, 260a, 268–269, 272–273, 277a, 278h, 278–279, 287b, 293c–293d, 304–305, 312–313, 313a, 321c–321d, 352h, UR•42 TE 6: 447b, 448–449a, 457c, 495b, SG•82</p> <p>Writing to Sources: Unit 1: 26–27 Unit 5: 142–143</p>	<p>8. describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text. (CCSS RL.2.5)</p>							
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<p>SE 1: 183, 312, 450 SE 2: 322</p> <p>TE 1: 174f, 181e, 183, 183c TE 2: 301b, 311b, 313a, 313b TE 3: 444f, 449b, 462–463, 464–465, UR•33 TE 4: 34–35, 144f TE 5: 221c, 232–233, 268–269, 277a, 285a, 295a–296a, 306–307, 314f, 318–319, 320–321, 357c, UR•42 TE 6: 529c</p> <p>WV 21st Century Writing Projects (online): Autobiographical Portrait</p>	<p>9. acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud from literary text. (CCSS RL.2.6)</p>							
<p>SE 2: 26–27, 60–61, 126–127, 196–197, 398–399, 432–433, 464–465</p> <p>TE 1: 54a–54b, 58a–58b, 58f, 72g, 81b, SG•20, SG•29, SG•46, 122–123, 126–127, 140g, SG•55, SG•59, SG•63 TE 2: 224f, 234–235, 254f, 256–257, SG•38, SG•42, SG•43, SG•46 TE 3: 502–503, 508g, SG•77, SG•78, SG•80 TE 4: 25a, 59a, 60g, 70–71, SG•21, SG•26, 89a, 96–97, 100–101, SG•38 TE 5: 195a, 204–205, 206–207, 212g, 221b, SG•4, SG•9 TE 6: 397a, 398e, 402–403, 425b, SG•20, SG•26, 463a, 464e, 478–479</p> <p>Writing to Sources: Unit 2: 48–49 Unit 5: 134–135</p>	<p>10. determine the meaning of words and phrases in informational text relevant to a <i>grade 2 topic or subject area</i>. (CCSS RI.2.4)</p>							

<p>SE 1: 72, 76, 78–79, 108–109, 144–145, 178–179, 212–213, 236–237, 272–273, 274–275, 512–513, 514–515</p> <p>SE 2: 114–115, 148–149, 216–217, 318–319, 386, 389, 452–453, 454</p> <p>TE 1: 58–59, 60–61, 66–67, 71b, 72–73, 76h, 76–77, 78–79, 81c, SG•25, SG•26, 108–109, 136–137, 139f, 144h, 149c, 178h</p> <p>TE 2: 236–237, 253a–253b, 262–263, 264–265, 267g, 272h, 272–273, 274–275, 301g, 335f, UR•23, UR•31</p> <p>TE 3: 405g, 469f, 512–513, 514–515</p> <p>TE 4: 41g, 61a, 64–65, 68–69, 75a, 109a, 114h, 114–115, SG•39, 143f</p> <p>TE 5: 211g, 313g, 318h, 318–319, 352h</p> <p>TE 6: 452h, 452–453, 487g, 492–493a, 493f</p> <p>Writing to Sources: Unit 1: 10–11, 12–13, 16–17, 20–21</p>	<p>11. know and use various informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS RI.2.5)</p>							
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<p>SE 1: 72, 140, 240, 268, 378, 508 SE 2: 76, 110, 144, 178, 320, 321, 328–329, 396–397, 418, 492, 525</p> <p>TE 1: SG•5, SG•10, 72h, 72–73a, 108h, 136–137, 139a, 140–141, 144–145, 149b TE 2: 212h, 223a–223b, 224g, 228–229, 240–241, 267b, UR•21, UR•22–UR•23, UR•31 TE 3: 353a–353b, 376h, 376–377, 378–379, 381b, 508–509 TE 4: 75b, 76–77, 119c, 150–151, 182h TE 5: 212h, 212–213, 282–283, 284–285, 320–321, 323c, 352h TE 6: 396a, 402–403, 404–405, 408–409, 410–411, 412–413, 418–419, 425b, 425c, 487a, 488–489a, 495c, 524h, UR•26</p> <p>Writing to Sources: Unit 4: 110–111</p>	<p>12. identify the main purpose of informational text, including what the author wants to answer, explain or describe. (CCSS RI.2.6)</p>							
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Integration of Knowledge and Ideas

SE 1: 104, 174
SE 2: 124, 248, 278, SG•54, 314, 348, 382, 448
TE 1: 38–39, 40–41, SG•3, SG•4, SG•8, SG•14, SG•15, 100–101, 102–103, 103a, 104–105a, SG•37, SG•49, 156g–156h, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 170–171, 172–173, 174, 174h, UR•12–UR•13, UR•32–UR•33, UR•51, UR•52–UR•53
TE 2: 200–201, 248, 278, 314, 335a, SG•83
TE 3: 362–363, 388–389, 390–391, SG•14, SG•15, 392–393, 394–395, 400–401, 402–403, 410–411, 412–413, 424–425, 426–427, 432–433, 434–435, 470–471, UR•12, UR•32, UR•51, UR•52–UR•53
TE 4: SG•3, SG•8, SG•9, 124a, 128–129, 130–131, 132–133, 134–135, 144–145a, SG•55, 162–163, 164–165, 178–179a, SG•72, SG•70SG•76, SG•77, UR•32–UR•33, UR•43
TE 5: 234–235, 236–237, 238–239, 248–249a, 264–265, 266–267, 268–269, 270–271, 278–279a, 292a, 295a, 300–301, 302–303, 310–311, 312–313, 313a, 314–315, 323b, SG•65, 332–333, 334–335, 342–343, 348–349a, 357b, 357c, UR•22, UR•52–53
TE 6: 367a, 380–381, 382–383a, 434–435, 438–439, 448–449, 520–521, SG•71, SG•83, UR•52

Writing to Sources:

Unit 1: 6–7, 14–15
Unit 3: 70–71, 74–75, 82–83
Unit 5: 138–139, 140–141
Unit 6: 182–183

13. use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting or plot. **(CCSS RL.2.7)**

<p>SE 1: 49, 79, 444</p> <p>TE 2: 324–325, 334–335, 335a, UR•52–UR•53</p> <p>TE 3: 428–429, 432–433, 442–443, 443a, 444–445, 451c</p>	<p>14. compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures in a literary text. (CCSS RL.2.9)</p>						
<p>SE 1: 108–109</p> <p>SE 2: 152, 282, 388</p> <p>TE 1: 108–109, 113c, 173g</p> <p>TE 2: 236–237, 239f</p> <p>TE 3: 371g, 486–487</p> <p>TE 4: 68–69, 104–105, 109b, 109g, SG•42, SG•43</p> <p>TE 5: 247g, 287c</p> <p>TE 6: 391c, 412–413, 487b, UR•12</p> <p>Writing to Sources: Unit 6: 180–181</p>	<p>15. explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text. (CCSS RI.2.7)</p>						
<p>SE 2: 194</p> <p>TE 2: 223a, 228–229, 230–231, 232– 233, 234–235, UR•22</p> <p>TE 3: 381b, 490–491, 506–507</p> <p>TE 4: 75b, SG•46</p> <p>TE 6: 388–389, 404–405, 417a, 486– 487, 487a</p>	<p>16. describe how reasons support specific points the author makes in an informational text. (CCSS RI.2.8)</p>						

<p>SE 1: 79, 181, 215, 245, 449 SE 2: 81, 117, 185, 219, 285, 389, 493, 527</p> <p>TE 1: 78–79 TE 2: 245a TE 4: 109a TE 5: 202–203, 211a TE 6: 417a, 487a, 493a</p> <p>Writing to Sources: Unit 1: 12–13, 20–21 Unit 2: 40–41, 48–49 Unit 3: 88–89 Unit 4: 108–109, 112–113, 122–123, 124–125</p>	<p>17. compare and contrast the most important points presented by two informational texts on the same topic. (CCSS RI.2.9)</p>							
<p>Range of Reading and Level of Text Complexity</p>								
<p>SE 1: 26h, 50, 113, 156h, 182</p> <p>TE 2: 206–207 TE 3: 410h, 424g–424h, 442–443, 458g–458h, 470h TE 4: 27a–28a, 127a–128a, TE 5: 216h, 229a–229b TE 6: 422–423, 423a, 503a–504a, 519a, 520h, 520–521</p>	<p>18. 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>SE 1: 120–139, 224–239, 254–267, 486–507 SE 2: 62–75, 92–110, 466–488</p> <p>TE 2: 224g–224h, 254g–254h TE 3: 486g–486h, 517c TE 4: 61a–62a, 91a–92a TE 5: 197a–198a TE 6: 399a–400a, 465a–466a, 492–493a, 524h</p>	<p>19. 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>Phonics and Word Recognition</p>								
<p>20. know and apply grade-level phonics and word analysis skills in decoding words. in understanding of the organization and basic features of print.</p> <p>SE 1: 24–25, 56–57, 86–87, 118–119, 190–191, 222–223, 252–253, 282–283, 456, 484–485 SE 2: 22–23, 56–57, 86–87, 122–123, 156–157, 192–193, 224–225, 258–259, 290–291, 326–327, 352–353, 362–363, 386–387, 394–395, 422–423, 428–429, 460–461, 498–499</p> <p>TE 1: 23a, 24–24a, 24b–24c, 26c, 34–35, 44c–44d, 48c–48d, 48e–48f, 48g, 50c, 51d, 54, SG•2, SG•3, SG•7, SG•8, SG•9, SG•12, SG•14, 54, 55a, 56–56a, 56b–56c, 58c, 62–63, 72c–72d, 76c–76d, 76e–76f, 80c, 81d, SG•19, SG•20, SG•24, SG•31, 85a, 86–86a, 86b–86c, 88c, 92–93, 104c–104d, 104g, 108c–108d, 108e–108f, 112c, 113d–113e, SG•36, SG•37, SG•41, SG•46, SG•48, 117a, 118–</p>	<p>20. know and apply grade-level phonics and word analysis skills in decoding words. in understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • distinguish long and short vowels when reading regularly spelled one-syllable words. • know spelling-sound correspondences for additional common vowel teams. • decode regularly spelled two-syllable words with long vowels. • decode words with common prefixes and suffixes. • identify words with inconsistent but common spelling-sound correspondences. • recognize and read grade-appropriate irregularly spelled words. (CCSS RF.2.3) 							

<p>118a, 118b–118c, 120c, 130–131, 140c–140d, 144c, 144e–144f, 148c, 149d–149e, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 153a, 154–154a, 154b–154c, 156c, 166–167, 174c–174d, 178c, 178e–178f, 182c, 183d–183e, SG•70, SG•71, SG•70, SG•75, SG•76, SG•77, SG•80, SG•83, UR•8, UR•18, UR•28, UR•38, UR•48</p> <p>TE 2: 189a, 190–190a, 190b–190c, 192c, 198–199, 208c–208d, 212c, 212e–212f, 216c, 217d, SG•2, SG•3, SG•7, SG•8, SG•9, SG•12, 221a, 222b–222c, 224c, 224e, 226–227, 240c–240d, 244c, 244d, 244e–244f, 246c, 247d, SG•19, SG•20, SG•25, SG•26, SG•29, 251a, 252–252a, 252b–252c, 254c, 260–261, 268c, 268d, 272c, 272d, 272e–272f, 276c, 277d, SG•36, SG•37, SG•42, SG•43, 281a, 282–282a, 282b–282c, 284c, 290–291, 302c–302d, 306c–306d, 306e–306f, 312c, 313d, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 317a, 318–318a, 318b–318c, 332–333, 336c–336d, 340c–340d, 340e–340f, 345d, SG•70, SG•71, SG•76, SG•77, UR•8, UR•28, UR•36</p> <p>TE 3: 352b–352c, 372c–372d, 376e–376f, SG•7, 385a, 386b–386c, 400–401, 406c–406d, 410e–410f, SG•24, 421a, 422b–422c, 424c, 436–437, 444c–444d, 448c–448d, 448e–448f, 451d, SG•36, SG•37, SG•41, SG•42, SG•43, SG•46, SG•48, 455a, 456b–456c, 462–463, 470c–470d, 474c–474d, 474e–474f, 478c, 483a, 484–484a, 484b–484c, 486c, 494–495, 508c–508d, 512e–512f, 516c, SG•70, SG•71, SG•76, SG•77, SG•80,</p>								
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<p>SG•82, UR•8, UR•18, UR•28, UR•38, UR•48</p> <p>TE 4: 22a–22b, 23a, 23c–23d, 26c, 42c–42d, 46c, 46e–46f, 52c, SG•2, SG•7, SG•12, 57c–57d, 68–69, 76c– 76d, 80c–80d, 80e–80f, SG•24, SG•29, 87c–87d, 110c–110d, 114e– 114f, 118c, SG•36, SG•41, SG•46, 122a, 122–123, 123a, 123c–123d, 126c, 144c–144d, 148e–148f, 152c, SG•53, SG•58, SG•63, 156a, 156– 157, 157c–157d, 160c, 178c–178d, 182c–182d, 182e–182f, SG•70, SG•80, UR•8</p> <p>TE 5: 193c–193d, 204–205, 212c– 212d, 216e–216f, 225c–225d, 236– 237, 248c–248d, 252e–252f, 258a, 258–259, 259a, 259c–259d, 262c, 270–271, 278c–278d, 282e–282f, 286c, SG•36, SG•41, 290a, 290–291, 291a, 291c–291d, 294c, 314c–314d, 318c, 318e–318f, 322c, SG•53, SG•58, SG•63, 326a, 326–327, 327c– 327d, 340–341, 348c–348d, 352c– 352d, 352e–352f, 357d, 357f, SG•70, UR•28, UR•38</p> <p>TE 6: 362a, 362–363, 363a, 363c– 363d, 366c, 370–371, 382c–382d, 386c, 386e–386f, 390c, 391d, SG•2, SG•7, SG•12, 394a, 394–395, 395c– 395d, 418c–418d, 422c–422d, 422e– 422f, 424c, SG•19, SG•24, SG•29, 428a, 428–429, 429a, 429c–429d, 432c, 440–441, 448c–448d, 452c– 452d, 452e–452f, 456c, 457d, SG•36, SG•46, 461c–461d, 474–475, 488c– 488d, 492c–492d, 492e–492f, 498a, 498–499, 499c–499d, 502f, 512–513, 520c–520d, 524c–524d, 524e–524f, 529d, UR•8, UR•18, UR•28</p>								
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<ul style="list-style-type: none"> distinguish long and short vowels when reading regularly spelled one-syllable words. <p>SE 1: 24, 54, 56</p> <p>TE 1: 24–24a, 24b–24c, 48g, 50c, 54, SG•9, 55a, 56, 56b–56c, 58c, 58d, 76c–76d, 76e–76f, 80c, SG•24, SG•25, SG•26, SG•29, SG•31, 108d, 108e–108f, UR•8, UR•19, UR•38</p> <p>TE 2: 317a, 320c, 336c–336d, 344c, UR•48</p> <p>TE 3: 351a, 352–352a, 372c–372d, 376c–376d, 380c, SG•2, SG•7, SG•8, SG•9, SG•12, 410c–410d, 416c, SG•19, SG•20, SG•24, SG•26, SG•29, SG•31, 448c, 448d, 456–456a, 458c, 470c–470d, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 512c, UR•8, UR•18</p> <p>TE 4: 178c</p> <ul style="list-style-type: none"> know spelling-sound correspondences for additional common vowel teams. <p>SE 1: 190, 252, 318, 352, 386, 456</p> <p>SE 2: 56, 86, 156, 326</p> <p>TE 2: 318–318a, 318d, SG•70, SG•75, SG•76, SG•77, SG•82</p> <p>TE 3: 351a, 352–352a, 354c, 372c–372d, 376e–376f, 376g, SG•2, SG•3, SG•8, SG•9, 386–386a, 388c, 406c–406d, 416c–416d, SG•19, SG•20, SG•25, 456–456a, 458c, 458d, 474e–474f, SG•53, SG•54, SG•59, SG•60, UR•8, UR•9, UR•39</p> <p>TE 4: 56a, 56–57, 57a, 60c, 60d, 76d, 80d, 82c, 86a, 86–87, 87a, 90c, 110c–110d, 110e, 114c, SG•36, SG•41, SG•46, 123b, 148c–148d, 148e–148f,</p>								
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<p>152d, SG•53, 156a, 156–157, 157b, 160c, 160d, 178c–178d, 178e, 186c, 182d, 182e–182f, 182g, 186d, SG•75, SG•80, UR•18, UR•19, UR•28, UR•29, UR•48, UR•49</p> <p>TE 5: 216c, 216d, 326a, 326–327, 327a, 327b, 330c, 330d, 348c–348d, 352e–352f, 352g, 356c, 356d, SG•70, SG•80, UR•48, UR•49</p> <p>TE 6: 386c</p> <ul style="list-style-type: none"> decode regularly spelled two-syllable words with long vowels. <p>SE 1: 56, 318, 386, 456</p> <p>SE 2: 122</p> <p>TE 1: 55a, 56–56a, 58c, 72d, 76d, 80c, SG•19, SG•20, SG•29, SG•31, 108c–108d</p> <p>TE 2: 318–318a, 318d, 320c, 344c, SG•80, SG•82, UR•48</p> <p>TE 3: 351a, 352–352a</p> <p>TE 4: 22a–22b, 23c–23d, 80c, 122a, 122–123, 148e–148f, SG•63, UR•38</p> <ul style="list-style-type: none"> decode words with common prefixes and suffixes. <p>SE 1: 416</p> <p>SE 2: 192–193, 224–225, 460–461, 498–499</p> <p>TE 4: 119a, 170–171, 186–187, UR•30</p> <p>TE 5: 192a, 192–193, 193a, 196c, 196g, 212c–212d, 220c, 220–221, SG•2, SG•7, SG•12, 224a, 224–225, 225a, 228c, 248c–248d, 252c, 252d, 254c, SG•19, SG•24, SG•29, 282c, 330g, 334–335, 348g, UR•8, UR•18</p> <p>TE 6: 460a, 460–461, 461a, 461c–461d, 464c, 488c–488d, 492c–492d, 494c, SG•53, SG•58, SG•63, 498a,</p>								
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<p>498–499, 499a, 499c–499d, 502c, 520c–520d, 524c–524d, 524e–524f, 524g, 528c, 529d, SG•70, SG•74, SG•80, UR•38, UR•48</p> <ul style="list-style-type: none"> identify words with inconsistent but common spelling-sound correspondences. <p>TE 2: 190d, SG•8, SG•9, SG•12, SG•14, 251a, 252, 252a, 252b, 254c, 268d, 272d, 276d, SG•36, SG•37, SG•41, SG•48, UR•28</p> <p>TE 4: SG•24, 157a, 157b, 160c, 160d</p> <p>TE 5: SG•36, SG•41, SG•46, 290a, 290–291, 294c, 294d, 314c–314d, 322c, 322d, SG•53, SG•58, SG•63, 326a, 326–327, 327a, 327b, 330c, 330d, 348c–348d</p> <ul style="list-style-type: none"> recognize and read grade-appropriate irregularly spelled words. (CCSS RF.2.3) <p>SE 1: 25, 57, 87, 119, 155, 191, 223, 253, 283, 319, 353, 387, 423, 457, 485</p> <p>SE 2: SG•8, 290–291</p> <p>TE 1: 25, 26e, 28–29, 30–31, 32–33, 44g, 48e–48f, SG•2, SG•11, 56–56a, 56e, 57, 58e, 76d, SG•19, 86–86a, 87, 88e, 104g, SG•36, 118e, 120e, SG•53, SG•62, 154e, 156e, 174e, 174g, 178d, 178e–178f, 182d, 183b, SG•70, UR•10</p> <p>TE 2: SG•7, SG•11, 224e, SG•24, 253, 254e, SG•41, 283, 284e, 302g, 313b, SG•58, 319, 320e, 336g, SG•75, UR•20, UR•40</p> <p>TE 3: 352–352a, 353, 354e, 372g, SG•11, 388e, 406g, SG•28, 422–422a, 424e, 444g, SG•45, 457, 458e, 470g, SG•62, 485, 486e, 508g,</p>								
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<p>SG•79, UR•10 TE 4: 126f, 144d, 160f, 182d TE 5: 294f, 314d, 318d, 318e–318f TE 6: 386d, 492d</p>								
<p>Fluency</p>								
<p>21. read with sufficient accuracy and fluency to support comprehension.</p> <p>SE 1: 113, 148, 216, 344, 416, 479</p> <p>TE 1: 44f, 49b, 51a, SG•7, 79a, 81a, SG•24, 108e–108f, 113a, SG•41, 140f, 144d, 144f, 147a, SG•75, SG•80, UR•12–UR•13, UR•43 TE 2: SG•7, 208f, SG•24, SG•25, SG•26, 275a, SG•40, SG•57, 340f, 345a, SG•75, UR•13 TE 3: SG•7, 410d, 417a, SG•24, 448f, SG•41, 470f, 477a, 479a, SG•58, SG•75, SG•84, UR•13, UR•43 TE 4: 46d, SG•7, 58–59, SG•24, 110f, 117a, SG•41, 123d, 126–127, 153d, SG•58, SG•70, SG•75, UR•33 TE 5: 212f, 219a, 221a, SG•7, SG•24, SG•41, 292–293, 318f, 328–329, 330–331, 352d, SG•75, UR•13 TE 6: 363d, SG•7, SG•12, 395a, 418d, 422f, SG•24, 492f, SG•58, 524f</p> <ul style="list-style-type: none"> read on-level text with purpose and understanding. <p>SE 1: See all the main and paired selections. For specific fluency activities, see pp. 50, 80, 113, 148, 182, 216, 246, 276, 312, 344, 380, 416, 450, 479, 516.</p>	<p>21. read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> read on-level text with purpose and understanding. read on-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS RF.2.4) 							

<p>SE 2: See all the main and paired selections. For specific fluency activities, see pp. 52, 82, 118, 152, 186, 220, 254, 286, 322, 356, 390, 424, 456, 494, 528.</p> <p>TE 1: 88–89, 90–91, 92–93, 94–95 TE 2: SG•8, SG•9, SG•14, SG•15, 260–261, 268f, 275a, SG•42, SG•43, SG•46, SG•50, SG•51, 284–285, 286–287, SG•59, SG•60, SG•63, SG•65, SG•66, SG•67, SG•68, SG•77, SG•80, UR•33 TE 3: 424–427 TE 4: SG•8, SG•9, SG•10, SG•25, SG•26, SG•27, SG•28, SG•42, SG•43, 128a, 148–149, 150–151, 153a, 153d, SG•59, SG•60, SG•63, 157d, 170–171, 172–173, SG•76, SG•77, SG•80 TE 5: SG•12, 287d, 291c–291d, 318h, 323d, 357a, UR•53 TE 6: 425d, 448f, 455a, 457a, 457d, 495f, 502–503, 529a, 529d, UR•33, UR•53</p> <ul style="list-style-type: none"> • read on-level text orally with accuracy, appropriate rate, and expression. <p>SE 1: 50, 80, 113, 182, 216, 246, 312, 344, 380, 416, 450, 516; SE 2: 52, 82–83, 119, 153, 186, 220, 255, 286, 322, 356, 390, 424, 494</p> <p>TE 1: 44f, 49b, 51a, 51d, 72f, 79a, 81a, 81d, 104f, 111a, 113d, 149d, 149f, 174f, 181a, 182, 183a, 183d, UR•13, UR•23, UR•33, UR•53 TE 2: 208f, 215a, 217a, 217d, 240f, 245b, 247a, 247d, 277a, 277d, 277g, 302f, 311b, 313a, 313d, 336f, 343a, 345a, 345d, 345f, UR•13, UR•23,</p>								
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<p>UR•33, UR•43, UR•53</p> <p>TE 3: 372f, 379a, 381a, 381d, 381f, 406f, 415b, 417a, 417d, 417f, 444f, 449b, 451a, 451f, 470f, 479d, 479f, 508f, 515a, 517a, 517d, 517f, UR•23, UR•33, UR•53</p> <p>TE 4: 42f, 51b, 53a, 53d, 53f, 76f, 81b, 83a, 83d, 83f, SG•19, 119d, 119f, SG•36, 144f, 151a, 153a, 153f, SG•53, 178f, 185a, 187f, UR•13, UR•23, UR•43, UR•53</p> <p>TE 5: 221a, 221d, 221f, 248f, 253b, 255a, 255d, 255f, 278f, 285a, 287a, 287f, 292–293, 294–295, 314f, 321a, 323a, 348f, 355a, 357a, UR•23, UR•33, UR•43</p> <p>TE 6: 382f, 389a, 391a, 391d, 391f, 418f, 423b, 425a, 425d, 425f, 457f, 488f, 493b, 495a, 495d, 502–503, 520f, 527a, 529a, 529f, UR•13, UR•23, UR•43</p> <ul style="list-style-type: none"> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS RF.2.4) <p>SE 2: 26–27, 60–61, 126–127, 366–367, 398–399, 424, 432–433, 456, 464–465, 494–495</p> <p>TE 2: 198–199, 226–227, SG•29, 260–261, SG•46, 290–291, 320f, 332–333, SG•80</p> <p>TE 3: 400–401, 436–437, 460–461, 462–463, 494–495</p> <p>TE 4: 68–69, SG•45, SG•49, 126g, 134–135, 144g, 158a, 158–159, 159a, 172–173</p> <p>TE 5: 204–205, 236–237, 270–271, 308–309, 340–341</p> <p>TE 6: 370–371, 412–413, SG•19, 440–441, 464g, 474–475, UR•40</p>								
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WRITING

Text Types and Purposes

SE 1: 240, 510–511
SE 2: 44–45, 178, 522–523

TE 1: SG•50, WP•2–WP•10
TE 3: 387d–387e, 405d–405e, 409a, 415d–415e, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i
TE 4: 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i, 178–179a
TE 5: WP•2–WP•9
TE 6: 423f, 431c–431d, 450–451, 451a, 455c–455d, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d

Writing to Sources:

Unit 1: 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99, 198–199 200–201
Unit 2: 202–203, 204–205
Unit 3: 206–207, 208–209
Unit 4: 210–211, 212–213
Unit 5: 214–215, 216–217
Unit 6: 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195, 218–219, 220–221, 222–223

22. 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. **(CCSS W.2.1)**

<p>SE 1: 74–75, 142–143, 242–243, 270–271</p> <p>SE 2: 76, 78–79, 110, 112–113, 212, 248, 418, 488, 490–491</p> <p>TE 1: 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i</p> <p>TE 2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i, WP•2–WP•7</p> <p>TE 3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e, UR•15, UR•25, WP•2–WP•10</p> <p>TE 4: 59c–59d, 75d–75e, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 112–113, 113a, 117c–117d, 119h–119i, WP•2–WP•7</p> <p>TE 6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i, WP•2–WP•9</p> <p>Writing to Sources:</p> <p>Unit 1: 224–225, 226–227</p> <p>Unit 2: 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–65, 66–67, 228–229, 230–231</p> <p>Unit 3: 232–233</p> <p>Unit 4: 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–129, 130–131, 234–235</p> <p>Unit 5: 236–237</p> <p>Unit 6: 238–239</p>	<p>23. write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section. (CCSS W.2.2)</p>							
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<p>SE 1: 46–47, 106–107, 174, 210–211, 304–305, 338–339, 374–375, 446–447, 472–473</p> <p>SE 2: 180–181, 250–251, 280–281, 314, 316–317, 348, 350–351, 382, 384–385, 420–421, 448, 520</p> <p>TE 1: 25d, 25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d, 87e, 103c–103d, 107a, 111c–111d, 155d, 173d–173e, 177a, 181c–181d, 183h–183i, WP•1–WP•10</p> <p>TE 2: 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283e, 301d–301e, 304–305, 305a, 319d–319e, 335c–335d, 338–339, 339a</p> <p>TE 3: 371d–371e, 374–375, 375a, 409a, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d</p> <p>TE 4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a</p> <p>TE 5: 195c–195d, 211d–211e, 214–215, 215a, 219c–219d, 221h–221i, 227c–227d, 247d–247e, 250–251, 251a, 253d–253e, 255h–255i, 261c–261d, 277d–277e, 280–281, 281a, 285c–285d, 287h–287i, 293c–293d, 313d–313e, 414–315a, 316–317, 317a, 323h–323i, 347c–347d, 350–351, 351a, 355c–355d</p> <p>TE 6: 365c–365d, 381d–381e, 382–383a, 384–385, 385a, 389c–389d, 391h–391i, 397c–397d, 417d–417e, 420–421, 421a, 423d–423e, 425h–425i, 448–449a, 520–521a</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 12–13, 14–</p>	<p>24. write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use transitional words to signal event order and provide a sense of closure. (CCSS W.2.3)</p>							
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<p>15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–33, 34–35</p> <p>Unit 5: 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–161, 162–163</p>								
<p>Production and Distribution of Writing</p>								
<p>TE 1: 49d–49e, 51h–51i, 79c–79d, 81h–81i, 87d, 103c–103d, 106–107, 107a, 111d, 113h–113i 147c–147d, 159181c–181d, 183h–183i, WP•1–WP•9</p> <p>TE 2: 215c–215d, 217h–217i, 245d–245e, 247h–247i, 277h–277i, 311d–311e, 313h–313i, 343c–343d, 345h–345i, WP•2–WP•3, WP•6–WP•9</p> <p>TE 3: 379c–379d, 381h–381i, 415d–415e, 417h–417i, 449d–449e, 451h–451i, 479h–479i, 515c–515d, 517h–517i, WP•2–WP•9</p> <p>TE 4: 51d–51e, 53h–53i, 75g, 83h–83i, 117c–117d, 117f, 119h–119i, 151c–151d, 153h–153i, 177c–177d, 181a, 185c–185d, 187h–187i, WP•2–WP•9</p> <p>TE 5: 219c–219d, 221h–221i, 253d–253e, 255h–255i, 285c–285d, 287h–287i, 321c–321d, 355c–355d, 357h–357i, WP•2–WP•9</p> <p>TE 6: 389c–389d, 391h–391i, 423d–423e, 425h–425i, 455c–455d, 457h–457i, 493d–493e, 495h–495i, 529h–529i, WP•2–WP•9</p> <p>Writing to Sources:</p> <p>Unit 1: 30–33</p> <p>Unit 2: 62–65</p> <p>Unit 3: 94–97</p> <p>Unit 4: 126–129</p> <p>Unit 5: 158–161</p> <p>Unit 6: 190–193</p>	<p>25. 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>							

TE 1: WP•9

TE 2: 247j, 302–303, 303a, 311g,
WP•9

TE 3: 417i, 507g, 511b

TE 4: 187i, WP•9, WP•10

TE 5: 215b, 277g, 347f, 351b, WP•9,
WP•10

TE 6: 391i, 457i, WP•3, WP•5,
WP•9, WP•10

Writing to Sources:

Unit 1: 34–35

Unit 2: 66–67

Unit 3: 98–99

Unit 4: 130–131

Unit 5: 162–163

Unit 6: 194–195

26. 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)

Research to Build and Present Knowledge

TE 1: 43g, 47b, SG•16, 57f, 71d–71e, 74–75, 75b, 79c–79d, 79f, 81j, SG•29, 87f, 103f, 107b, 113j, SG•46, SG•48, SG•49, 119d, 139c, 143b, SG•63, SG•67, 181f
TE 2: 223f, 243b, 245g
TE 3: 375b, SG•16, SG•29, SG•33, SG•46, SG•50, SG•67
TE 4: 181b
TE 5: SG•33, SG•50, SG•67, 351b, SG•85
TE 6: 381g, 385b, 417g, SG•33, 491b, 493g, SG•67, WP•2–WP•7

Writing to Sources:

Unit 1: 12–13, 20–21
Unit 2: 40–41, 48–49
Unit 3: 88–89
Unit 4: 108–109, 112–113, 122–123, 124–125

27. 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). **(CCSS W.2.7)**

SE 1: 44, 72, 79, 110

TE 1: 43g, 47b, 49g, SG•14, SG•15, 71g, 75b, 79, 111f, 143b, 147f, 181f
TE 2: 207f, 211b, 243b, 245g, 271b, 275f, 305b, 311f, 311g, 339b, 343f, SG•80, SG•84
TE 3: 379f, SG•12, 409b, 415g, SG•29, 443f, 447b, 449g, SG•46, 473b, 477f, SG•63, 507g, 511b, 515f, WP•3
TE 4: 45b, 75g, 79b, 81g, 177f, 185f
TE 5: 251b, 253g, SG•29, SG•46, 277g, 281b, 285f, 317b, 321f, SG•53, 355f, SG•80
TE 6: 385b, SG•12, SG•16, 421b, SG•29, 431e, 447g, SG•46, 491b, SG•69, 523b, 527f, WP•2–WP•5

28. recall information from experiences or gather information from provided sources to answer a question. **(CCSS W.2.8)**

<p>Writing to Sources: Unit 1: 12–13, 20–21 Unit 2: 40–41, 48–49 Unit 3: 88–89 Unit 4: 108–109, 112–113, 122–123, 124–125</p>								
SPEAKING AND LISTENING								
Comprehension and Collaboration								
<p>29. participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SE 1: 20, 51, 82, 150, 186, 218, 248, 278, 313, 314, 348, 382, 418, 452 SE 2: 20, 53, 54, 82, 84, 120, 154, 186, 190, 222, 256, 286, 288, 324, 360, 392, 425, 426, 458, 496</p> <p>TE 1: 20, 22a–22b, 25a–25b, 25f, 26a–26b, 26g–26h, 43d–43e, 44a–44b, 48a–48b, 49f, 51a, 51b, 51c, 51i, 57a–57b, 57c, 57f, 58g, 71e, 73b, 79c–79d, 87f, 88g, 103e, 111e, 113j, 119d, 119f, 120a–120b, 139c, 147c–147d, 149j, 155c, 155d, 155f, 173d–173e, 173g, 177a, 181c–181d, 181f, 183a, 183j, SG•73, UR•6, UR•7, UR•15, UR•16, UR•20, UR•25, UR•26, UR•34, UR•35, UR•36, UR•45, UR•46, UR•55 TE 2: 191f, 192g, 217j, 217k, SG•5, 223c, 247j, 247k, SG•22, SG•34, SG•50, SG•51, 253f, 277k, 283c, 283f, 311f, 313a, 313k, SG•56,</p>	<p>29. participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • 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). • build on others’ talk in conversations by linking their comments to the remarks of others. • ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS SL.2.1) 							

<p>SG•67, 319c, 319e, 319f, 345k, SG•84, UR•6, UR•14, UR•15, UR•16, UR•24, UR•25, UR•26, UR•34, UR•35, UR•36, UR•45, UR•46, UR•55</p> <p>TE 3: 353c, 353e, 353f, 381k, 387c, 387f, 388g, 415f, 417k, 423c, 423e, 423f, 457e, 457f, 479k, 485c, 485f, 515e, UR•6–UR•7, UR•14, UR•15, UR•16, UR•24, UR•25, UR•26, UR•35, UR•36, UR•44, UR•45, UR•46</p> <p>TE 4: 21b, 25d, 25e, 51f, 51g, 53a, SG•4, SG•5, 59d, 59e, 82–83, 89e, 113a, 119k, 125e, 151e, 151f, 159e, 182a, 185e, SG•73, UR•6, UR•14, UR•15, UR•16, UR•25, UR•26, UR•36, UR•46</p> <p>TE 5: 195e, 227e, 261e, 287a, 293c, 293e, 313g, 329c, 329e, UR•6, UR•15, UR•16, UR•25, UR•26, UR•34, UR•34, UR•36, UR•37, UR•45, UR•46, UR•55</p> <p>TE 6: 365e, 381f, 381g, 389e, 389f, 391j, SG•16, 397e, 423f, 425a, 463e, 501e, UR•6, UR•15, UR•16, UR•25, UR•26, UR•35, UR•36, UR•45, UR•46, UR•55</p> <p>Writing to Sources: Unit 1: 26–27, 34–35 Unit 2: 58–59, 66–67 Unit 3: 90–91, 98–99 Unit 4: 122–123, 130–131 Unit 5: 154–155, 162–163 Unit 6: 186–187, 194–195</p> <ul style="list-style-type: none"> 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). 								
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<p>SE 1: 51, 81, 149, 183, 247, 277, 313, 417 SE 2: 53, 82, 118, 152, 221, 255, 323, 357, 457</p> <p>TE 1: 51, 51j, 79e, 81, 81a, 81j, 149a, 149j, 181e, 183a, 183j TE 2: 217j, 245f, 247j, 277j, 313a, 313j TE 3: 415f, 417a, 451j TE 4: 51a, 53j, 81f, 83j, 117e, 118–119, 119j, 151e, 152153, 153j, 187j TE 5: 255j, 285e, 287j, 357j TE 6: 425j, 455e, 457a</p> <p>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p> <ul style="list-style-type: none"> • build on others' talk in conversations by linking their comments to the remarks of others. <p>TE 2: 217g TE 3: 387f, 415f, 477e TE 4: 113b, 147b, 159e, 185e TE 5: 219e, 227e, 285e TE 6: 431e</p> <p>Writing to Sources: Unit 1: 26–27, 34–35 Unit 2: 58–59, 66–67 Unit 3: 90–91, 98–99 Unit 4: 122–123, 130–131 Unit 5: 154–155, 162–163 Unit 6: 186–187, 194–195</p>								
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- ask for clarification and further explanation as needed about the topics and texts under discussion. **(CCSS SL.2.1)**

SE 1: 247, 277, 345

TE 2: 245f, 275e, 313j, 343e, 345a

TE 3: 358–359, 370–371, 417a, 515e, UR•13

TE 4: 94–95, 126a–126b

TE 5: 253a, 253f, 255a

TE 6: 391j, 452–453, 454–455

<p>SE 1: 149, 217, 247, 451, 517 SE 2: 53, 187, 255, 495, 529</p> <p>TE 1: 26a–26b, 26g, 44a, 48a, 58b, 76b, 88b, 104a, 108b, 113a, 120g, 140a, 144b, 149, 174a, 178b, 183b TE 2: 192b, 208a, 212b, 215e, 217a, 224b, 240a, 244b, 247a, 254a, 254b, 268a, 272b, 284b, 284g, 302a, 302b, 306b, 320b, 320g, 336a, 336b, 340a, 340b, 343e TE 3: 354b, 372a, 376b, 388b, 406a, 410b, 417j, 423f, 424a, 424b, 424g, 444a, 448b, 451a, 458b, 458g, 470a, 470b, 474b, 485b, 486b, 508a, 508b, 512b, 517a, 517j, UR•52 TE 4: 26a, 26b, 42a, 42b, 46b, 53a, 53b, 53c, 60b, 76a, 76b, 80a, 80b, 90b, 91a, 110a, 110b, 114b, 126b, 144a, 144b, 148b, 151e, 152–153, 160a, 160b, 178a, 178b, 182a, 182b, 187a TE 5: 196a, 196b, 212a, 212b, 216a, 216b, 219e, 221a, 221j, 228b, 248a, 248b, 263a, 278a, 278b, 282b, 285e, 294b, 314a, 318b, 323j, 330b, 348a, 348b, 352b, SG•84 TE 6: 366b, 382a–382b, 386b, 391j, 398b, 417g, 418a, 422a, 425a, 425j, 432b, 448a, 452b, 457j, 464b, 488a, 492b, 493f, 495a, 495j, 502b, 520a, 524a, 524b, 527e, 529j</p>	<p>30. 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>							
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<p>SE 1: 277, 313, 345</p> <p>TE 1: 149j TE 2: 215e, 247a, 275e, 277a, 345a TE 3: 381j, 451j, 479j TE 4: 81f, 82–83, 83j, 153j, 187j, WP•10 TE 5: 255j, 287j, 357a, 357j TE 6: 423g, 425a, 455e, 457a, 457j, 495j, 519f, 529j</p>	<p>31. 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>								
<p>Presentation of Knowledge and Ideas</p>									
<p>SE 1: 149, 451, 479 SE 2: 118, 187, 323, 457</p> <p>TE 1: 147e, 149a TE 3: 451a, 477e TE 4: 82–83, 117e, 118–119, 187a TE 5: 255a, 321e, 323a TE 6: 425i, SG•51</p>	<p>32. tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS SL.2.4)</p>								
<p>TE 2: WP•10 TE 3: 381i, 451i TE 4: 153i TE 5: 221i, 323i TE 6: 425i, WP•10</p> <p>WV 21st Century Writing Projects (online): Autobiographical Portrait</p>	<p>33. 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>SE 1: 51, 381, 451 SE 2: 118, 357, 529</p> <p>TE 1: 49f, 51, 51a TE 2: 313j, 343e, WP•10 TE 3: 354–355, 379e, 381a, 381i, 388–389, 423e, 424–425, 451j, 477e, 479j TE 4: 82–83, 117e, 118–119, 185e, 187a TE 5: 255a, 287j, 355e, 357a TE 6: 389e, 434–435, 466–467, 529a</p>	<p>34. produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS SL.2.6)</p>							
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LANGUAGE

Conventions of Standard English

35. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

SE 1: 47, 75, 107, 143, 177, 210, SG•7, 242, 270, 304, 374, 408, 446
SE 2: 44–45, 53, 79, 82, 113, 118, 146–147, 180–181, 214–215, 250–251, 280–281, 316–317, 384–385, 451, 457

TE 1: 25c, 43c, 45b, 49c, 51g, SG•6, 57c, 71c, 73b, 79b, 81g, SG•34, 87c, 103b, 105b, 111b, 113g, SG•40, SG•51, 147b, SG•56, SG•57, SG•68, 155c, 173c, 181b, 181g, SG•74, SG•85, UR•14, UR•24, UR•34, UR•54

TE 2: 191c, 207b, 215b, 217g, SG•16, 253c, 267c, 269b, 270–271, 275b, 277g, SG•40, UR•14, UR•34

TE 3: 353c, 371c, 373b, 379b, 381g, SG•6, SG•17, 387c, 405c, 407b, 415c, 417g, SG•34, 423c, 443b, 443d, 446a, 449c, 451g, 451h–451i, SG•40, SG•51, 477b, 477e, SG•55, SG•57, SG•68, 515b, UR•14, UR•24, UR•34, UR•44, UR•54

TE 4: SG•17, 75c, 83j, 83k, SG•34, 112a, 119g, SG•51, 146a, 146–147, 151b, 153g, SG•68, 177b, 180a, 180–181, 185b, 187g, SG•85

TE 5: 195b, 211c, 214a, 219b, 221g, SG•6, SG•11, SG•14, 227b, 247c, 250a, 253c, 255g, SG•23, SG•28, SG•34, 261b, 277b, 277c, 280a, 285b,

35. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- use collective nouns (e.g., *group*).
- form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- use reflexive pronouns (e.g., *myself, ourselves*).
- form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- use adjectives and adverbs, and choose between them depending on what is to be modified.
- produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movies; The little boy watched the movie; The action movie was watched by the little boy*). **(CCSS L.2.1)**

<p>287g, SG•40, SG•45, SG•51, 293b, 294g, 313c, 316a, 316–317, 321b, 323g, SG•57, SG•62, SG•68, 329c–329d, 347b, 350a, 357g, SG•73, UR•14, UR•24, UR•34, UR•44</p> <p>TE 6: SG•14, SG•17, 431b, 447c, 450a, 455b, 457g, SG•45, SG•51, SG•62, 529g, UR•34</p> <p>Writing to Sources:</p> <p>Unit 1: 6–7, 10–11, 14–15, 18–19, 22–23</p> <p>Unit 2: 38–39, 42–43, 46–47, 50–51, 54–55</p> <p>Unit 3: 70–71, 73–74, 78–79, 82–83, 86–87</p> <p>Unit 4: 102–103, 106–107, 110–111, 114–115, 118–119</p> <p>Unit 5: 134–135, 138–139, 142–143, 146–147, 150–151</p> <p>Unit 6: 166–167, 170–171, 174–175, 178–179, 182–183</p> <ul style="list-style-type: none"> • use collective nouns (e.g., <i>group</i>). <p>TE 2: 191c, 207b, 209b, 215b, 217g, 251c, 292–293, UR•14</p> <ul style="list-style-type: none"> • form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). <p>SE 1: 304–305</p> <p>TE 2: 283c, 301c, 303b, 304–305, 311c, 313g, 313h–313i, UR•44</p> <p>TE 3: 405c, 417g, 477b</p> <ul style="list-style-type: none"> • use reflexive pronouns (e.g., <i>myself, ourselves</i>). <p>TE 5: 293b, 313c, 316a, 321b, 323g, UR•44</p>								
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<ul style="list-style-type: none"> form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). <p>SE 1: 473, 511</p> <p>TE 3: 457c, 469b, 471b, 472–473, 477b, 479g, 485c, 507c, 509b, 515b, 517g, SG•74, UR•44</p> <ul style="list-style-type: none"> use adjectives and adverbs, and choose between them depending on what is to be modified. <p>Adjectives SE 2: 44, 78, 82, 113</p> <p>TE 1: 139d TE 3: SG•21, 477c TE 4: 25b, 41c, 44a, 53g, SG•6, SG•17, 59b, 75c, 78a, 82–83, 83g, SG•23, SG•34, 89b, 112a, 112–113, 117b, SG•40, WP•6–WP•7</p> <p>Adverbs SE 2: 83, 146–47, 181, 357</p> <p>TE 4: 125b, 143b, 146a, 146–147, 153g, SG•57, SG•68, 159b, 180–181, SG•74, UR•44, UR•54</p> <p>Adjectives and Adverbs TE 3: SG•32 TE 4: 177b, 180a, 185b, 187g</p> <ul style="list-style-type: none"> produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movies; The little boy watched the movie; The action movie was watched by the little boy</i>). (CCSS L.2.1) 								
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<p>SE 1: 46–47, 142–143, 176–177</p> <p>TE 1: 25c, 43c, 45b, 49c, 51g, 57c, 71c, 73b, 74–75, 79b, 81g, 87c, 103b, 105b, 111b, 113g, 119c, 139b, 141b, 147b, 149g, 173c, 175b, 181b, UR•44</p> <p>TE 2: 339a, UR•54</p> <p>TE 3: UR•44</p> <p>TE 4: 113a</p> <p>TE 5: 280a, 285c–285d, 357h–357i, WP•7, WP•8–WP•9</p> <p>TE 6: 447e, 501b, 519b, 522a, 527b, 529g</p>								
<p>36. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>SE 1: 46–47, 143, 177, 242, 338–339</p> <p>SE 2: 180, 384–385, 420–421, 490–491</p> <p>TE 1: 24d, 26d, 44e, 45b, 48g, 50d, 56d, 58d, 72e, 76g, 80d, 85a, 86d, 88d, 104e, 108g, 112d, 118d, 120d, 140e, 144g, 148d, 154d, 156d, 174e, 175b, 177a, 178g, 182d, UR•9, UR•29, UR•39, UR•49, WP•9</p> <p>TE 2: 190d, 191, 192d, 208e, 216d, 222a, 223c, 240c–240d, 240e, 246d, 247g, SG•23, 252d, 254d, 268e, 272g, 276d, 282d, 284d, 302e, 306g, 312d, 318d, 320d, 336e, 340g, 344d, UR•9, UR•19, UR•24, UR•29, UR•39, UR•49</p> <p>TE 3: 352d, 354d, 372e, 380d, 381h–381i, 386d, 388d, 406e, 410g, 416d, 422d, 424d, 433d, 444e, 448g, 450d, 451h–451i, 456d, 470e, 474g, 478d, 484d, 486d, 508e, 512g, 516d, UR•9,</p>	<p>36. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • capitalize holidays, product names and geographic names. • use commas in greetings and closings of letters. • use an apostrophe to form contractions and frequently occurring possessives. • generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). • consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS L.2.2) 							

<p>UR•29, UR•39, UR•49</p> <p>TE 4: 23b, 26d, 42e, 46g, 52d, 57b, 60d, 76e, 80g, 82d, 87b, 90d, 110e, 114g, 118d, 123b, 126d, 143b, 144e, 148g, 152d, 160d, 178e, 180–181, 186d, 187h–187i, UR•19, UR•49, WP•9</p> <p>TE 5: 193b, 196d, 212e, 216g, 220d, 225b, 228d, 248e, 252g, 254d, 259b, 262d, 278e, 286d, 294d, 314e, 318g, 322d, 330d, 348e, 355b, 355c–355d, 356d, 357h–357i, UR•18, UR•39, UR•49</p> <p>TE 6: 363b, 365b, 366d, 381c, 382e, 386g, 390d, 391g, SG•6, SG•11, 395b, 397b, 398d, 417c, 418e, 420a, 422g, 423c, 424d, 425g, SG•23, SG•34, SG•28, 429b, 432d, 448e, 452g, 456d, 457h–457i, 461b, 463b, 464d, 487c, 488e, 490a, 492g, 493c, 494d, 495g, 495h–495i, SG•57, SG•62, SG•68, 502d, 520e, 522a, 524g, 528d, 529h–529i, SG•74, SG•85, UR•14, UR•24, UR•44, WP•9</p> <p>Writing to Sources:</p> <p>Unit 1: 6–7, 10–11, 14–15, 18–19, 22–23, 26–27</p> <p>Unit 2: 38–39, 42–43, 46–47, 50–51, 54–55</p> <p>Unit 3: 70–71, 73–74, 78–79, 82–83, 86–87</p> <p>Unit 4: 102–103, 106–107, 110–111, 114–115, 118–119</p> <p>Unit 5: 134–135, 138–139, 142–143, 146–147, 150–151</p> <p>Unit 6: 166–167, 170–171, 174–175, 178–179, 182–183</p>								
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<ul style="list-style-type: none"> • capitalize holidays, product names and geographic names. <p>SE 1: 243 SE 2: 385</p> <p>TE 2: 223c, 239b, 241b, 245c, 247g, UR•24 TE 4: 148g TE 6: 365b, 381c, 384a, 389b, UR•14</p> <ul style="list-style-type: none"> • use commas in greetings and closings of letters. <p>SE 1: 409 SE 2: 450</p> <p>TE 3: 408–409, 417h–417i TE 4: 25d, 53h–53i, 159c, 187h–187i TE 5: WP•9 TE 6: 431c, 447e, 457h–457i, 463b, 487c, 490a, 493c, 495g</p> <ul style="list-style-type: none"> • use an apostrophe to form contractions and frequently occurring possessives. <p>SE 1: 222, 338–339 SE 2: 351</p> <p>TE 2: 221a, 222–222a, 222d, 224d, 240c–240d, 240e, 244g, 246d, 272c, 319c, 335b, 337b, 343b, 345g, 345h–345i, SG•74, UR•18–UR•19, UR•54 TE 5: 329b, 347b, 350a, 355b, 357g, SG•74, SG•77, SG•85, UR•54</p> <ul style="list-style-type: none"> • generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). <p>TE 3: 354d, 388d, 458d, 508c TE 4: 87b, 90d, 118c TE 5: 330d TE 6: UR•9</p>								
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<ul style="list-style-type: none"> consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS L.2.2) <p>TE 1: 183h, WP•9 TE 4: 153i TE 5: 221h–221i, 248g, 254–255, 255h, 287h–287i TE 6: 395b, 398d, 425h–425i, 457h–457i, 464d, 495h–495i, 502d</p>								
Vocabulary Acquisition and Use								
<p>37. 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.</p> <p>SE 2: 26–27, 52, 126–127, 152, 228–229, 262–263, 286, 330–331, 356, 398–399, 424, 464–465, 502–503, 528</p> <p>TE 2: 224f, 234–235, 324–325, 246–247, 344–345, SG•78 TE 3: SG•9, SG•54 TE 4: 26g, 52–53, SG•3, SG•9, 125a, 126g, 144g, 153a, SG•72, UR•10, UR•40, UR•50 TE 5: 228e, 329a, 240–241, SG•43, 330g, UR•50 TE 6: 372–373, 374–375, 398e, 418g, 424–425, SG•26, 431a, 432e, 448g, 488g, 494–495, 501a, UR•20, UR•40, UR•50</p>	<p>37. 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.</p> <ul style="list-style-type: none"> use sentence-level context as a clue to the meaning of a word or phrase. determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). 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>). use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS L.2.4) 							

<ul style="list-style-type: none"> use sentence-level context as a clue to the meaning of a word or phrase. <p>SE 1: 216, 344, 478 SE 2: 26–27, 52, 60–61, 82–83, 126–127, 366–367, 390, 398–399, 424, 432–433, 456, 464–465, 494</p> <p>TE 1: SG•9, 96–97, 122–123, 126–127, SG•59, SG•70 TE 2: 192f, 194–195, 202–203, 216–217, 320f, 324–325, 344–345 TE 3: 362–363, SG•9, SG•26, 478–479 TE 4: 26g, 42g, 52–53, 59a, 60g, 126g, 134–135, 144g, 153a, UR•20 TE 5: SG•9, 262e, SG•43, SG•60, SG•76, SG•77 TE 6: 366g, 390–391, SG•3, 398g, 406–407, 424–425, 432g, 442–443, 456–457, SG•43, 464g, 476–477, 488g, 494–495, SG•77, UR•20, UR•40, UR•50</p> <ul style="list-style-type: none"> determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). <p>SE 1: 416 SE 2: 160, 186</p> <p>TE 3: 388f, 416–417, UR•20 TE 4: 160g, 170–171, 178g, 186–187, UR•50 TE 5: 224a, 228c, SG•19, 282c, 348f</p>								
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<ul style="list-style-type: none"> 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>SE 2: 90, 119, 196, 220, 356</p> <p>TE 4: 90g, 100–101, 110g, 119a, UR•30</p> <p>TE 5: 192a, 192–193, 196g, 204–205, 212g, 220–221, 252c, 356–357, UR•10, UR•50</p> <p>TE 6: 492g, 524c use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). <p>SE 1: 422</p> <p>SE 2: 294, 322</p> <p>TE 3: 421a, 422b–422c, 424d, 444c, 448f, 450c, 474c, SG•37, SG•41, SG•46, UR•28, UR•29</p> <p>TE 4: 126d</p> <p>TE 5: 294g, 314g, 322–323, 330e, UR•40</p> <p>TE 6: 398e, 464e use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS L.2.4) <p>SE 2: 228, 254, 262, 286, 502, 528</p> <p>TE 2: 224f, 234–235, UR•20</p> <p>TE 4: 144g, 164–165</p> <p>TE 5: 228g, 240–241, 248g, 254–255, 262g, 278g, UR•20, UR•30</p> <p>TE 6: 366e, 502g, 506–507, 528</p> </p></p>								
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<p>38. demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>SE 1: 112, 182, 312, 380, 450, 516, UR•50 SE 2: 262, 286</p> <p>TE 1: 88f, 112–113, 113b, SG•39, 168–169, 156f, 182–183, SG•72</p> <p>TE 2: 284f, SG•72 TE 3: 354f, 358–359, 371b, 380–381, 405b, 424f, 450–451, SG•38, SG•39, SG•43, 486f, 498–499, 516–517, UR•10, UR•30, UR•50 TE 4: 60g, 76g, 78a, 79b, 81c, 83a, 90e, 109c, 112a, 119g, 126e, 160e, SG•83, UR•20, UR•24 TE 5: 262g, 278g, 286–287, 294e, 330e, UR•30 TE 6: 382g, 448g, 464e, UR•10</p> <ul style="list-style-type: none"> • identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). <p>TE 1: 22a–22b, 58f, 84a–84b, 94–95, UR•7, UR•17, UR•20, UR•47 TE 2: SG•4, 254f, SG•38, SG•39, SG•55, SG•61, UR•7, UR•17, UR•27, UR•37, UR•47 TE 3: SG•4, SG•56, UR•7, UR•17, UR•27, UR•37, UR•47 TE 4: 25b, 26e, 41c, 44a, 51c, 53g, 60e, 110g, SG•38, 155a–155b, 178a–178b, 187b, UR•7, UR•14, UR•17, UR•27, UR•37, UR•47, SG•49, SG•83 TE 5: 211b, SG•13, 228e, SG•21, SG•38, SG•49, SG•55, 325a, UR•7,</p>	<p>38. demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). • distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>). (CCSS L.2.5) 							
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UR•17, UR•27, UR•37, UR•47
TE 6: 456–457, SG•38, 495b, SG•55,
SG•66, SG•83, UR•7, UR•17, UR•27,
UR•37, UR•47

- distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
(CCSS L.2.5)

TE 1: 88f, UR•50

TE 3: 371c, 379b, 381g, 407b, 473a,
477c, 498–499

TE 4: 75c, 78a, UR•34

<p>SE 1: 52, 82, 114, 150, 186, 218, 248, 278, 314, 348, 382, 418, 452, 480</p> <p>SE 2: 20, 54, 84, 112, 120, 146, 154, 180, 190, 222, 256, 288, 324, 360, 392, 426, 458, 496</p> <p>TE 1: 52, 72a–72b, 82, 84a–84b, 88a–88b, 104a–104b, 108a–108b, 114, 116a–116b, 120a–120b, 140a–140b, 144a–144b, 149b, 150, 152a–152b, 156a–156b, 174a–174b, 178a–178b, UR•6–UR•7, UR•27, UR•30, UR•40, UR•46–UR•47, UR•50</p> <p>TE 2: 188a–188b, 192a–192b, 208a–208b, 212a–212b, 212g, 217b, 220a–220b, 240a–240b, 244b, 247b, 250a–250b, 254a–254b, 272a, 272b, 277b, 280a–280b, 284a–284b, 306a–306b, 316a–316b, 320a–320b, 340b, 345b, UR•7, UR•10, UR•17, UR•26, UR•27, UR•30, UR•37, UR•44, UR•50</p> <p>TE 3: 350a–350b, 354a–354b, 381b, 384a–384b, 388a–388b, 410a–410b, 417b, 420a–420b, 444a–444b, 451b, 454a–454b, 474a–474b, 479b, 482a–482b, 512a–512b, 517b, UR•7, UR•17, UR•27, UR•30, UR•40, UR•47, UR•50</p> <p>TE 4: 21a–21b, 46b, 55a–55b, 60a–60b, 76a–76b, 83c, 83g, SG•25, 85a–85b, 90a–90b, 90e, 109c, 110a–110b, 114b, SG•42, SG•44, 121a–121b, 125a, 125b, 126a–126b, 144a–144b, 146–147, SG•59, SG•61, SG•65, 155a–155b, 180a, 180–181, 182b, SG•71, SG•76, SG•79, UR•7, UR•17, UR•27, UR•34, UR•37, UR•45, UR•47, UR•54, WP•6–WP•7</p> <p>TE 5: 191a–191b, 196e, 212a–212b, 216b, SG•5, SG•10, 223a–223b,</p>	<p>39. 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>). (CCSS L.2.6)</p>							
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<p>248a–248b, 257a–257b, 262a–262b, 278a–278b, 282a–282b, 289a–289b, 294a–294b, 318b, 325a–325b, 330a– 330b, 348a–348b, 352b, UR•7, UR•17, UR•27, UR•37, UR•47 TE 6: 361a–361b, 366a–366b, 366e, 382a–382b, 386a–386b, 393a–393b, 398a–398b, 418a–418b, 422b, 427a– 427b, 432a–432b, 448a–448b, 452b, 459a–459b, 464a–464b, 488a–488b, 492b, 497a–497b, 502a–502b, 520a– 520b, 529b, 357b, UR•17, UR•37, UR•47</p>								
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