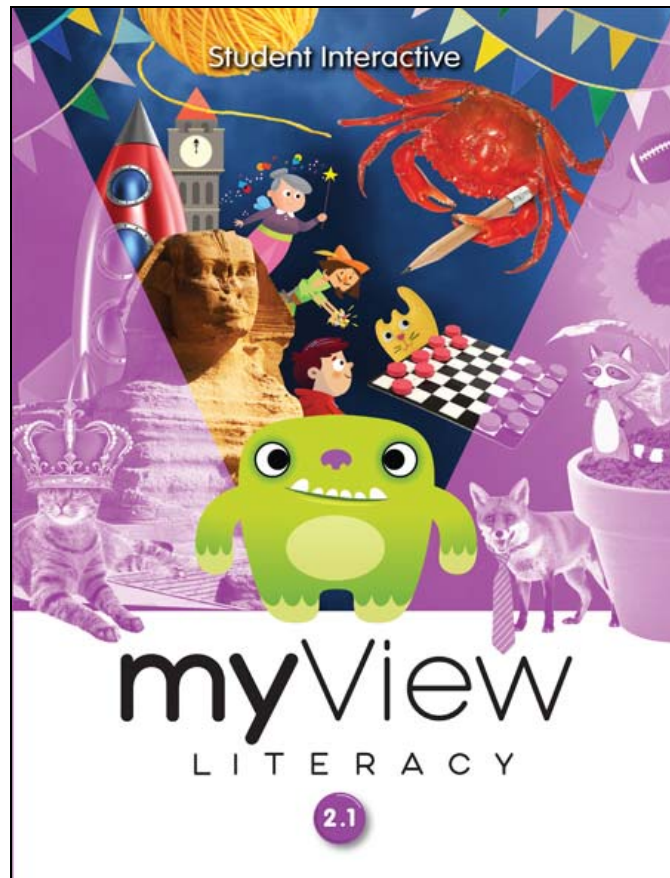


A Correlation of



Grade 2, ©2020

To the

**Florida CPalms Course #5010043
English Language Arts
Grade 2**

SAVVAS

A Correlation of myView Literacy, Grade 2 ©2020 to the Florida CPalms Standards, English Language Arts, Grade 2

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **Florida CPalms Standards for English Language Arts**. Correlation page references are to the Teacher’s Edition and Digital Resources and are cited by grade, unit and page references or digital activities.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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| LAFS.2.L Language | |
| LAFS.2.L.1 Conventions of Standard English | |
| LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| LAFS.2.L.1.1.a Demonstrate legible printing skills. | <p>Unit 1: Letter Formation, T150–T153, T294–T297, T368–T371 Handwriting, T74–T77, T150–T151, T226–T229, T294–T297, T368–T371</p> <p>Unit 2: Letter Formation, T76–T77, T148–T151 Handwriting, T76–T79, T148–T151, T230–T233, T312–T315, T386–T389</p> <p>Unit 3: Handwriting, T70–T73, T152–T155, T234–T237, T306–T309, T386–T389</p> <p>Unit 4: Letter Formation, T78–T79, T242–T243, T322–T325 Handwriting, T78–T81, T158–T161, T240–T243, T322–T325, T396–T399</p> <p>Unit 5: Letter Formation, T76–T77, T232–T235 Handwriting, T76–T79, T156–T159, T232–T235, T312–T315, T386–T389</p> <p>Digital Resources: <i>Resource Download Center</i>> Handwriting Models & Practice</p> |
| LAFS.2.L.1.1.b Use collective nouns (e.g., group). | <p>Unit 2: Collective Nouns, T392–T393</p> <p>Unit 3: Lesson 1: Collective Nouns, T76</p> <p>Digital Resources: <i>Resource Download Center</i>> Language Convention Center</p> |
| LAFS.2.L.1.1.c Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). | <p>Unit 2: Singular and Plural Nouns, T82–T83 Irregular Plural Nouns, T154–T155, T236</p> <p>Digital Resources: <i>Resource Download Center</i>> Language Convention Center</p> |
| LAFS.2.L.1.1.d Use reflexive pronouns (e.g., myself, ourselves). | <p>Unit 4: Reflexive Pronouns, T376, T402–T403</p> |

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| | <p>Unit 5: Spiral Review: Reflexive Pronouns, T82</p> <p>Digital Resources: <i>Resource Download Center</i>>Language Convention Center</p> |
| LAFS.2.L.1.1.e Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). | <p>Unit 3: Past-Tense Verbs, T114, Past and Future Verbs, T126 Irregular Past Tense Verbs, T196, T200, T205, T213, T240-T241, T312</p> <p>Digital Resources: <i>Resource Download Center</i>>Language Convention Center</p> |
| LAFS.2.L.1.1.f Use adjectives and adverbs, and choose between them depending on what is to be modified. | <p>Unit 3: Adverbs,T354, T367, T392-T393 Explore Descriptive Adjectives and Articles, T319–T320</p> <p>Unit 4: Adjectives, T44, T57, T84-T85, T164-T165, T408 Adverbs, T44, T57, T84-T85, T408</p> <p>Unit 5: Minilesson: Edit for Adverbs, T324</p> <p>Digital Resources: <i>Resource Download Center</i>>Language Convention Center</p> |
| LAFS.2.L.1.1.g Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). | <p>Unit 1: Compound Sentences, T194, T199, T232-T233, T300 Simple Sentences, T80-T81, T156</p> <p>Unit 3: Revise Drafts by Rearranging Words, T318</p> <p>Unit 5: Compound Subjects and Predicates, T318-T319, T392 How to Write a Command, T168</p> <p>Digital Resources: <i>Resource Download Center</i>>Language Convention Center</p> |
| LAFS.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| LAFS.2.L.1.2.a Capitalize holidays, product names, and geographic names. | <p>Unit 4: Minilesson: Capitalization and Commas, T334</p> |

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| | <p>Unit 5: Edit for Capitalization, T397, T399</p> <p>Digital Resources: <i>Resource Download Center</i>>Language Convention Center</p> |
| LAFS.2.L.1.2.b Use commas in greetings and closings of letters. | <p>Unit 3: Write a Thank You Note, T426</p> <p>Unit 4: Commas in Dates and Letters, T246-T247, T328 Write a Letter, T436</p> |
| LAFS.2.L.1.2.c Use an apostrophe to form contractions and frequently occurring possessives. | <p>Unit 1: Explore End Punctuation and Apostrophes, T306–T307</p> <p>Unit 2: Contractions, T22, T24, T26, T28, T60, T106, T153 Spell Words with Contractions, T80-T81 Possessive Nouns, T318-T319, T392</p> <p>Unit 4: Possible Teaching Point: Author's Craft, T52</p> <p>Unit 5: Conventions: Contractions, T162-T163, T238, T426</p> <p>Digital Resources: <i>Resource Download Center</i>>Language Convention Center</p> |
| LAFS.2.L.1.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). | <p>Unit 1: Lesson 4: Spell Words With CVC, T79 Long Vowels: CVCe, T102, T134, T154-T155, T180, T231 Inflected Endings, T318–T325, T398</p> <p>Unit 2:</p> |

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| | <p>Inflected Endings, T28–T29 Compound Words, T408–T409, T414–T417 Unit 3: Comparative Endings, T94–T99 Phonics: Write /s/ Spelled <i>c</i>; /j/ Spelled <i>g</i> or <i>dge</i>, T408, T414, T416 Unit 4: Open Syllables V/CV, T102, T104, T106, T142 Syllable Pattern VCCV, T346, T348, T350, T380, T426 VCCV, T346–T351, T426–T427 V/CV, T102–T107 Prefixes, T264–T269 Closed Syllables VC/V, T22–T27 Unit 5: Syllable Pattern VCCCV, T256–T261 Final Stable Syllables -le, -tion, -sion, T408–T411, T414–T415 Digital Resources: <i>Resource Download Center</i>>Spelling</p> |
| <p>LAFS.2.L.1.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | <p>Unit 1: Use Resources to Spell Words, T374, T375 How to Use a Glossary, T430–T431 Unit 2: Spiral Review: Use Resources to Spell Words, T82 Develop Vocabulary: Minilesson, T130, T368 Glossary, T136 Informational Text: Minilesson, T346</p> |

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| | <p>Glossary, T367 How to Use a Glossary, T448–T449 Unit 3: Minilesson: Develop Vocabulary, T288 Minilesson: Phonics: Decode and Write Words with Diphthongs ou, ow, oi, oy, T260 Minilesson: Phonics: Decode and Write Words with r-Controlled Vowels: er, ir, ur, T178 How to Use a Glossary, T448–T449 Unit 4: How to Use a Glossary, T458–T459 Unit 5: Dictionary/Glossary, T392 How to Use a Glossary, T448–T449 Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p> |
| <p>LAFS.2.L.2 Knowledge of Language</p> | |
| <p>LAFS.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> | |
| <p>LAFS.2.L.2.3.a Compare formal and informal uses of English.</p> | <p>Unit 1: Apply end punctuation and apostrophes (informality of contractions), 307 Write for a Reader (use formal language), T402, T408 Unit 2: Write for a Reader (use formal language), T426</p> |

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| | <p>Unit 3: ELL Targeted Support (formal language), T427 Write a Thank You Note (use formal closing), T426 Write for a Reader (use formal language), T420</p> <p>Unit 4: Read Like a Writer (informal language), T52 Write for a Reader (use formal language), T430, T434</p> <p>Unit 5: Write for a Reader (use formal language), T420, T426</p> |
| LAFS.2.L.3 Vocabulary Acquisition and Use | |
| LAFS.2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. | |
| LAFS.2.L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. | <p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Close Read: Vocabulary in Context, T47, T48, T117, T119, T205, T272, T340, T341 Context Clues, T114, T194–T195, T216–T217</p> <p>Unit 2: Close Read: Vocabulary in Context, T47, T121, T189 Context Clues, T190, T195, T201, T212–T213, T230, T231 Develop Vocabulary, T262, T266</p> <p>Unit 3: Vocabulary in Context, T123, T279, T358, T364 Context Clues, T197, T204, T220, T234 Develop Vocabulary, T270, T274, T344</p> <p>(Continued)</p> <p>Unit 4: Vocabulary in Context, T45, T127, T271, T345, T374 Context Clues, T200, T211, T215, T219, T222, T240</p> <p>Unit 5: Vocabulary in Context, T51, T263, T337 Context Clues, T199, T203, T207, T209, T214, T232</p> |
| (Continued) | |
| LAFS.2.L.3.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). | <p>Unit 2: Inflected Endings, T320, T322, T324</p> <p>Unit 3: Decode Words with Comparative Endings, T94–T98</p> <p>Unit 4:</p> |

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| | <p>Decode Words with Suffixes, T182–T183, T184–T185, T186, T187, T224, T225 Decode Words with Prefixes, T264–T269, T297 Words with Prefixes, T306 Build Words with Letter Tiles, T307 Prefixes, T326-T327</p> <p>Unit 5: Minilesson: Word Parts, T276, T312</p> <p>Digital Resources: <i>Language Awareness Handbook</i> > Vocabulary & Conventions, 109</p> |
| LAFS.2.L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). | <p>For supporting content please see:</p> <p>Unit 1: Base Words, T43 Inflected Endings, T320-T321, T372-T373</p> <p>Unit 2: Minilesson: Related Words, T76</p> <p>Unit 3: Base Words and Comparative Endings, T94, T156-T157, T282</p> <p>Digital Resources: <i>Language Awareness Handbook</i> > Vocabulary & Conventions, 109</p> |
| LAFS.2.L.3.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). | <p>Unit 1: Develop Vocabulary, T56-T57</p> <p>Unit 2: Compound Words, T408-T409, T410, T411, T412, T413, T414-T417</p> <p>Unit 3: Compound Words, T416-T417</p> |
| LAFS.2.L.3.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | <p>Unit 1: Use Resources to Spell Words, T374, T375 How to Use a Glossary, T430–T431</p> <p>Unit 2: Spiral Review: Use Resources to Spell Words, T82 Develop Vocabulary: Minilesson, T130, T368 Glossary, T136 Informational Text: Minilesson, T346 Glossary, T367 How to Use a Glossary, T448–T449</p> |

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| | <p>Unit 3: Minilesson: Develop Vocabulary, T288 Minilesson: Phonics: Decode and Write Words with Diphthongs ou, ow, oi, oy, T260 Minilesson: Phonics: Decode and Write Words with r-Controlled Vowels: er, ir, ur, T178 How to Use a Glossary, T448–T449</p> <p>Unit 4: How to Use a Glossary, T458–T459</p> <p>Unit 5: Dictionary/Glossary, T392 How to Use a Glossary, T448–T449</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p> |
| <p>LAFS.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> | |
| <p>LAFS.2.L.3.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> | <p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Develop Vocabulary, T56, T132, T208, T276, T350</p> <p>Unit 2: Develop Vocabulary, T58, T130, T212, T294, T368</p> <p>Unit 3: Develop Vocabulary, T134, T216, T288, T368</p> <p>Unit 4: Develop Vocabulary, T60, T140, T304, T378</p> <p>Unit 5: Develop Vocabulary, T58, T138, T214, T294, T368</p> <p>Digital Resources: <i>Resource Download Center</i>>High-Frequency Words Practice; <i>Decodable Readers</i>>Units 1–5; ><i>Foundational Skills Kit; Professional Development Center</i>>Vocabulary</p> |

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| LAFS.2.L.3.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). | <p>Unit 1: Synonyms, T150 Minilesson: Synonyms, T119, T148–T149</p> <p>Unit 3: Synonyms, T125, T128, T131, T152–T153</p> <p>Unit 4: Synonyms, T134 Develop Vocabulary, T60-T61, T64, T65 Comparative and Superlative Adjectives, T246-T247</p> <p>Unit 5: Synonyms, T124, T132, T135, T156–T157</p> |
| LAFS.2.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | <p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Academic Vocabulary: T41, T48, T337, T341, T400 Develop Vocabulary, T56, T132, T208, T276, T350 Listening Comprehension, T30–T31, T106–T107, T182–T183, T326–T327</p> <p>Unit 2: Academic Vocabulary: Language Of Ideas, T20, T170, T355, T357, T359, T365, T418 Develop Vocabulary, T58, T130, T212, T294, T368 Listening Comprehension, T30–T31, T108–T109, T180–T181, T262–T263, T344–T345</p> <p>Unit 3: Develop Vocabulary, T134, T216, T288, T368 Academic Vocabulary, T49, T70, T349, T359, T418 Adverbs, T367, T392-T393 Explore Descriptive Adjectives and Articles, T319 Listening Comprehension, T30–T31, T102–T103, T184–T185, T266–T267, T338–T339</p> <p>Unit 4:</p> |

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| | <p>Academic Vocabulary: T134, T368, T373, T428 Develop Vocabulary, T60, T140, T304, T378 Adjectives, T44, T57, T84-T85, T164-T165 Adverbs, T44, T57, T84-T85 Listening Comprehension, T30-T31, T110-T111, T190-T191, T272-T273, T354-T355</p> <p>Unit 5: Academic Words, T64, T144, T220, T300, T378 Develop Vocabulary, T58, T138, T214, T294, T368 Listening Comprehension, T30-T31, T108-T109, T188-T189, T264-T265, T344-T345</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary <i>Resource Download Center</i>>Language and Conventions</p> |
| LAFS.2.RI Reading Standards for Informational Text | |
| LAFS.2.RI.1 Key Ideas and Details | |
| LAFS.2.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | <p>Unit 2: Close Read: Ask and Answer Questions, T43 First Read: Ask, T44, T46, T50, T120 First Read: Look, T45, T51, T52 Close Read: Ask and Answer Questions, T49, T57 Minilesson: Generate Questions, T68-T69 Respond and Analyze, T368</p> <p>Unit 3: First Read: Ask, T280, T284</p> <p>Unit 4: Ask and Answer Questions, T43, T49, T54, T57, T70-T71 Read, T280 Close Read: Understand Persuasive Text, T372</p> <p>Unit 5: First Read: Ask, T45, T49, T53, T56, T136, T274 My View, T138 First Read: Ask, T274</p> |
| LAFS.2.RI.1.2 Identify the main topic of a | Unit 1: |

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| <p>multiparagraph text as well as the focus of specific paragraphs within the text.</p> | <p>Identify Main Idea, T186 First Read, T197, T203 Minilesson & Close Read: Identify Main Idea, T201, T202, T214-T215 Unit 2: Topic and Main Idea, T160 Unit 3: Close Read: Discuss Author's Purpose, T286 Unit 4: Wrap-Up, T111 First Read: Read, T364 Close Read: Understand Persuasive Text, T364 Unit 5: Minilesson: Describe Connections, T64 Minilesson: Informational Text, T346 Minilesson & Close Read: Identify Main Idea, T31, T367, T374-T375</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> | <p>Unit 2: Identify Text Structure, T46, T47, T64–T65 Cross-Curricular Perspectives: Science, T120 Unit 3: Procedural Text, T338–T339 Think Aloud, T338, T339 Minilesson: Multimodal Text, T340–T341 Introduce the Text, T346-T347 Procedural Text: My Food, Your Food, T347-T369 Unit 5: How-To Books, T87, T88, T89 Minilesson: Generate Ideas, T91 Describe Connections, T41, T64–T65</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>LAFS.2.RI.2 Craft and Structure</p> | |
| <p>LAFS.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> | <p>This standard is met throughout the program. See the following representative citations: Unit 1:</p> |

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| <p>(Continued)</p> | <p>Introduce the Text: Preview Vocabulary, T190 Vocabulary in Context, T197, T205 Minilesson: Develop Vocabulary, T208 Unit 2: Academic Vocabulary, T14-T15 Minilesson: Develop Vocabulary, T58 Introduce the Text: Preview Vocabulary, T352 Vocabulary in Context, T361 Unit 3: Introduce the Text: Preview Vocabulary, T274-T275 Unit 4: Minilesson: Develop Vocabulary, T60, T140, T304, T378 Vocabulary in Context, T47 Unit 5: Close Read: Vocabulary in Context, T53, T55, T136, T358, T366 Minilesson: Develop Vocabulary, T58</p> <p>(Continued) Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>LAFS.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> | <p>Unit 2: Text Features, T129, T130–T131, T136–T137, T245, T374–T375, T448–T449 Unit 3: Possible Teaching Point: Read Like A Writer: Author's Craft, T283 Minilesson: Text Structure, T308 Minilesson: Understand Text Features, T374 Minilesson: Organizing Information, T388 Unit 4: Close Read: Use Text Features, T121, T128, T133, T135, T136, T146, T148 First Read, T367, T368, T370, T372, T373, T377 Conduct Research: Use a Web Site, T432–T433 Unit 5: First Read: Look, T52</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Units 1–5; <i>Professional</i></p> |

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| | <i>Development Center</i> >Comprehension & Assessment |
| LAFS.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | <p>Unit 1: Read Like a Writer, T46 Author's Purpose, T46, T347</p> <p>Unit 2: Possible Teaching Point: Read Like a Writer: Author's Craft, T121 Author's Purpose, T121, T356</p> <p>Unit 3: Author's Purpose, T72–T73, T106, T112, T115, T120, T127, T132, T140–T141, T270, T276, T285, T286, T294–T295</p> <p>Unit 4: Minilesson: Understand Persuasive Text, T384</p> <p>Unit 5: How Graphic Features Support Purpose, T78–T79 Author's Purpose, T78–T79</p> |
| LAFS.2.RI.3 Integration of Knowledge and Ideas | |
| LAFS.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | <p>Unit 1: Interact with Sources: Explore the Diagram, T172–T173 Interact with Sources: Explore the Infographics, T316–T317</p> <p>Unit 2: Interact with Sources: Explore the Diagram, T20–T21 Interact with Sources: Explore the Infographics, T98–T99 Minilesson: Informational Text, T346 Possible Teaching Point: Read Like a Writer: Author's Craft, T356 Minilesson: Use Text Features, T374 Minilesson: Graphic Features, T388</p> <p>Unit 3: Interact with Sources: Explore the Infographics, T92–T93, T256–T257 Possible Teaching Point: Read Like a Writer: Author's Craft, T284</p> <p>Unit 4: First Read: Ask, T42 First Read: Look, T44 Interact with Sources: Explore the Infographics, T100–T101, T262–T263 First Read: Ask, T121</p> |

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| | <p>First Read: Look, T291 Minilesson: Monitor Comprehension, T388 Unit 5: Interact with Sources: Explore the Infographics, T98-T99, T254-T255 Minilesson: Monitor Comprehension, T388</p> |
| <p>LAFS.2.RI.3.8 Describe how an author uses reasons to support specific points in a text.</p> | <p>Unit 2: Minilesson: Apply Develop Details, T162 Critical Literacy: Challenge the Text, T420 Unit 3: Minilesson: Author's Purpose, T72 Minilesson: Word Choice, T236 Explore Opinion Writing, T420 Unit 4: Persuasive Text, T354 Understand Persuasive Text, T368, T372, T384–T385 First Read, T50</p> |
| <p>LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.</p> | <p>Unit 1: Strategy Group: Compare Texts, T72, T224–T225 Whole Group, T73 Compare Across Texts, T338–T389 Unit 2: Strategy Group: Compare Texts, T74, T384 Whole Group, T75, T147 Unit 4: Strategy Group: Compare Texts, T76, T156, T320, T394 Compare Across Texts, T416–T417 Unit 5: Strategy Group: Compare Texts, T74, T154, T384 Close Read: Compare and Contrast Texts, T118, T123, T130–T131, T144–T145, T146</p> |

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| | |
| <p>LAFS.2.RI.4 Range of Reading and Level of Text Complexity</p> | |
| <p>LAFS.2.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Reading Workshop: Matching Texts to Learning T186-T187 Read, T190-T207 Identify Informational Text, T186</p> <p>Unit 2: Reading Workshop: Matching Texts to Learning T34-T35, T112-T113 Read, T38-T57, T116-TT129 Identify Informational Text, T34, T112, T344, T348</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, T122, T129 Reading Workshop: Matching Texts to Learning T270-T271, T342-T343 Read, T274-TT287 Identify Informational Text, T270 Identify Multimodal Text, T342</p> <p>Unit 4: Reading Workshop: Matching Texts to Learning T34-T35, T276-T277 Read, T38-T59, T280-T303 Identify Narrative Nonfiction, T34 Identify Biographies, T114, T276 Identify Persuasive Text, T358</p> <p>Unit 5: Reading Workshop: Matching Texts to Learning</p> |

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| | <p>T34-T35, T112-T113 Read, T38-T57, T116-T137 Identify Informational Text, T34, T112, T348</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Units 1–5</p> |
| <p>LAFS.2.RL Reading Standards for Literature</p> | |
| <p>LAFS.2.RL.1 Key Ideas and Details</p> | |
| <p>LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> | <p>Unit 1: Realistic Fiction, T30 Read, T38 First Read: Ask, T42 Respond and Analyze, My View, T56, T132 Ask and Answer Questions, T131, T142–T143</p> <p>Unit 2: First Read: Ask, T193, T196, T275, T277, T280, T284, T290 Close Read: Determine Key Ideas, T355, T366 Respond and Analyze, My View, T294 Check for Understanding, T213</p> <p>Unit 3: First Read, T41, T46, T49, T50, T204 Close Read: Determine Key Ideas, T49</p> <p>Unit 4: Close Read, T49, T57, T216, T372 Reread A Place To Play, T189 Realistic Fiction, T190 Read, T198 Close Read</p> <p>Unit 5: Read The Best Place, T29 Reread Lizard's Move, T263 First Read: Ask, T290, T291 Respond and Analyze, T368–T369</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Units 1–5; <i>Professional Development Center</i>>Comprehension &</p> |

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| | <p>Assessment</p> |
| <p>LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> | <p>Unit 2: First Read, T279, T285, T289, T293 Unit 3: Retell, T29, T101, T337 Traditional Tales: Fables, T30, T32–T33, T34 Traditional Tales: Legends, 102, 106 Identify Folktales, T188 Whole Group, T109 Identify Theme, T58–T59 Unit 4: Retell, T29, T109, T189, T271, T353 Read, T198 First Read, T203, T209, T213, T221 Minilesson: Determine Theme, T228 Strategy Group: Determine Theme, T230 Unit 5: Retell, T29, T107, T187, T263, T343</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.</p> | <p>Unit 1: Describe and Understand Characters, T110, T121, T123, T126, T186–T187 Minilesson: Character Traits, T138–T139 Describe and Understand Plot Elements, T347, T349, T356–T357 Unit 2: Describe and Understand Characters, T266, T274, T278, T281, T282, T291, T300–T301 Unit 3:</p> |

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| | <p>Strategy Group: Identify Fables, T36 First Read: Talk, T215 Unit 4: Main Characters, T171—T172</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| <p>LAFS.2.RL.2 Craft and Structure</p> | |
| <p>LAFS.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> | <p>Unit 1: Minilessons: Poetry, T260 Unit 2: Possible Teaching Point: Author's Craft, T283, T290 Unit 3: Imagery, T164–T167 Possible Teaching Point: Author's Craft, T194, T197 Minilessons: Explore Alliteration, T247–T248 Independent Writing, T247 Share Back, T247, T248 Unit 4: Possible Teaching Point: Author's Craft, T47, T54, T208 Read Like a Writer, Write for a Reader, T324–T325 Unit 5: Possible Teaching Point: Read Like a Writer: Author's Craft, T200 Minilessons: Explain Patterns and Structures, T276, T300–T301, T314</p> <p>Digital Resources: <i>Resource Download Center</i>>High-Frequency Words Practice; <i>Decodable Readers</i>>Units 1–5; ><i>Foundational Skills Kit</i>; <i>Professional Development Center</i>>Vocabulary</p> |

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| LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | <p>Unit 1: Minilesson: Explore the Structure of Fiction, T238–T239 Spotlight on Genre: Realistic Fiction, T328-T329 Minilesson: Describe and Understand Plot Elements, T356</p> <p>Unit 3: Traditional Tale: Legend: T104 Minilesson: Story Structure, T154–T155</p> <p>Unit 4: Minilesson: Sequence of Events, T252 Minilesson: Explore Conclusion, T253</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| LAFS.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | <p>Unit 1: Fluency, T30 Possible Teaching Point: Read Like a Writer: Author's Craft, T46, T338 Read Like a Writer: Voice, T76–T77</p> <p>Unit 2: Possible Teaching Point: Read Like a Writer: Author's Craft, T274, T291 Check for Understanding, T295 Minilesson: Dialogue, T314 Writing Workshop, T315</p> <p>Unit 3: Close Read: Determine Key Ideas, T41</p> <p>Unit 5: Close Read: Fluency, T213</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Units 1–5; <i>Professional Development Center</i>>Comprehension &</p> |

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| | Assessment |
| LAFS.2.RL.3 Integration of Knowledge and Ideas | |
| LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | <p>Unit 1: Close Read: Describe and Understand Setting, T41, T45, T51, T64 Close Read: Describe and Understand Plot Elements, T337, T356 First Read, T41, T44, T49, T51, T53 Close Read: Use Text Evidence, T46 Minilesson: Setting, T62–T63</p> <p>Unit 2: Use Visuals or Illustration, T194, T278 First Read: Read, T198 Author’s Craft, T286</p> <p>Unit 3: First Read: Look, T48</p> <p>Unit 5: Close Read: Identify Elements of Drama, T198</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Units 1–5; <i>Professional Development Center</i>>Comprehension & Assessment</p> |
| LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | <p>Unit 3: Folktales, T186–T187 Cendrillon: An Island Cinderella, T206-T215 Compare and Contrast Stories, T222-T223 Interact with Sources: Telling a Story, T174-T175 Interstellar Cinderella, T192-T205 Reflect and Share, T230-T231 Respond and Analyze, T216-T217</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Leveled Readers</i>>Units 1–5; <i>Professional Development Center</i>> Comprehension & Assessment</p> |

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| LAFS.2.RL.4 Range of Reading and Level of Text Complexity | |
| <p>LAFS.2.RL.4.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Matching Texts to Learning (Leveled Readers) T38-T39, T262-T263 Read, T114-T131, T266-T275 Genre: Poetry, T260-T261 Identify Poetry, T262 Genre: Realistic Fiction, T32-T33, T34</p> <p>Unit 2: Matching Texts to Learning (Leveled Readers) T184-T185, T266-T267 Read, T188-T211, T270-T293 Genre: Realistic Fiction, T182-T183, T184</p> <p>Unit 3: Matching Texts to Learning (Leveled Readers) T34-T35, T106-T107, T188-T189 Read, T110-TT133 Identify Fables, T34 Identify Folktales, T186-T187, T188 Identify Legends, T104-T105, T106 Read Perfect!, T182</p> <p>Unit 4: Matching Texts to Learning (Leveled Readers) T194-T195 Read, T198-T221 Genre: Realistic Fiction, T192-T193</p> <p>Unit 5: Matching Texts to Learning (Leveled Readers) T192-T193, T268-T269, T348-T349 Read, T196-T213, T272-T293 Genre: Poetry, T266-T267 Identify Drama, T192-T193, T194</p> <p>Digital Resources: Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Decodable Books</i>>Units 1–5; <i>Leveled Readers</i>>Levels 1–5</p> |

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| LAFS.2.RF Reading Standards: Foundational Skills | |
| LAFS.2.RF.3 Phonics and Word Recognition | |
| LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. | |
| LAFS.2.RF.3.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. | <p>Unit 1: Phonological Awareness & Phonics: Long and Short Vowels, T22, T23, T24, T28, T53, T58, T98, T98, T99, T155, T180 Decode Words with Long Vowels: CVCE, T134 Build Words with Letter Tiles, T135</p> <p>Unit 2: Phonics: Words with Long Vowels, T106, T256, T260, T336, T337, T340, T390-T391</p> <p>Unit 3: Minilesson: Phonics: Decode Words with Long i, T22, T24, T26, T28, T54</p> <p>Digital Resources: <i>Resource Download Center</i>>Phonics ><i>Decodable Readers</i></p> |
| LAFS.2.RF.3.3.b Know spelling-sound correspondences for additional common vowel teams. | <p>Unit 2: Decode and Write Words with Vowel Digraphs, T102 Lesson 2-3, 5: Spell Words with Long a: ai, ay, ea, T104, T152-T153 Lessons 1-3, 5: Spell Words with ie, T234-T235 Write Words with Vowel Digraph ie, T174, T178, T214, T234-T235 Word Work Activity: Build Words with Letter Tiles, T215 Decodable Reader, T297 Phonics: Write Words with Long o Spelled o, oa, ow, T338, T340</p> <p>Unit 3: Spell Words with ou, ow, oi, oy, T310-T311, T391 Spell Words with Vowel Teams oo, ue, ew, ui, T330-T335, T390-T391 Word Work Activity: Build Words with Letter Tiles, T371</p> <p>Unit 4:</p> |

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| <p>(Continued)</p> | <p>Spell Words with Vowel Teams oo, ue, ew, ui, T83 Unit 5: Phonics: Decode and Write Words Spelled aw, au, augh, al, T180–T185 (Continued) Digital Resources: <i>Resource Download Center</i>>Phonics ><i>Decodable Readers</i></p> |
| <p>LAFS.2.RF.3.3.c Decode regularly spelled two-syllable words with long vowels.</p> | <p>Unit 1: Review Long and Short Vowels, T22, T28 Phonological Awareness: Listen for Long and Short Vowels, T98 Phonics: Decode Words with Long Vowels, T100 Formative Assessment Options, T101 Phonics: Long Vowels: CVCe, T102, T134 Unit 2: Phonics: Decode Words with Vowel Digraphs ai, ay, ea, T102 Phonics: Decode Words with Long e, T256 Minilesson: Phonics: Long e: ee, ea, ey, y, T258, T296 Minilesson: Phonics: Decode Words with Long o Spelled o, oa, ow, T338, T340, T416 Unit 3: Minilesson: Phonics: Decode Words with Long i: I, ie, i_e, igh, y, T22, T24, T26, T28, T54 Build Words with Letter Tiles, T55 Unit 4: Decode Words with Open Syllables V/CV, T102–T103, T104, T106, T142, T162–T163 Phonics: Open Syllables V/CV Digital Resources: <i>Resource Download Center</i>>Phonics ><i>Decodable Readers</i></p> |

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| LAFS.2.RF.3.3.d Decode words with common prefixes and suffixes. | <p>Unit 1: Inflected Endings, T352</p> <p>Unit 2: Inflected Endings, T320, T322, T324</p> <p>Unit 3: Decode Words with Comparative Endings, T94–T98</p> <p>Unit 4: Decode Words with Suffixes, T182–T183, T184–T185, T186, T187, T224, T225 Decode Words with Prefixes, T264–T269, T297 Words with Prefixes, T306 Build Words with Letter Tiles, T307 Prefixes, T326–T327</p> <p>Digital Resources: <i>Language Awareness Handbook</i> > Vocabulary & Conventions, 109</p> |
| LAFS.2.RF.3.3.e Identify words with inconsistent but common spelling-sound correspondences. | <p>Unit 3: Minilesson: Phonics: Decode Words with Diphthongs ou, ow, oi, oy, T258 Decode /s/ Spelled c; /j/ Spelled g or dge, T408, T408, T412, T414, T416</p> <p>Unit 5: Minilesson: Phonics: Decode Words with Vowel Sound Spelled aw, au, augh, al, T180, T182, T184 ELL Targeted Support: Spelling Patterns, T181</p> <p>Digital Resources: <i>Resource Download Center</i> > Phonics > <i>Decodable Readers</i></p> |

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| <p>LAFS.2.RF.3.3.f Recognize and read grade-appropriate irregularly spelled words.</p> | <p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Academic Vocabulary: T41, T48, T337, T341, T400 Develop Vocabulary, T56, T132, T208, T276, T350</p> <p>Unit 2: Academic Vocabulary: Language Of Ideas, T20, T170, T355, T357, T359, T365, T418 Develop Vocabulary, T58, T130, T212, T294, T368</p> <p>Unit 3: Develop Vocabulary, T134, T216, T288, T368 Academic Vocabulary, T49, T70, T349, T359, T418</p> <p>Unit 4: Academic Vocabulary: T134, T368, T373, T428 Develop Vocabulary, T60, T140, T304, T378</p> <p>Unit 5: Academic Words, T64, T144, T220, T300, T378 Develop Vocabulary, T58, T138, T214, T294, T368 Minilesson: Phonics: Decode and Write Words Spelled aw, au, augh, al, T182 Minilesson: Phonics: Decode Vowel Sound Spelled aw, au, augh, al, T180 Phonics: Review Vowel Sound Spelled au, aw, augh, al, T184</p> <p>Digital Resources: <i>Professional Development Center</i>>Vocabulary</p> |

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| LAFS.2.RF.4 Fluency | |
| LAFS.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. | |
| LAFS.2.RF.4.4.a Read on-level text with purpose and understanding. | <p>Unit 1: Fluency, T30, T108 Fluency: Prosody/Oral Reading Rate and Accuracy, T60, T68, T136, T220</p> <p>Unit 2: Fluency, T108, T180, T262 Fluency: Rate/Oral Reading Rate and Accuracy, T134, T214, T224</p> <p>Unit 3: Fluency: Prosody/Oral Reading Rate and Accuracy, T60, 146, T220, T372, T412</p> <p>Unit 4: Fluency, T110, T354 Fluency: Rate/Oral Reading Rate and Accuracy, T152, T234, T386, T390</p> <p>Unit 5: Fluency, T29, T108, T188, T264, T344, T367 Fluency: Prosody/Oral Reading Rate and Accuracy, T150, T218</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5; <i>Decodable Books</i>>Units 1–5; <i>Leveled Readers</i>>Levels 1–5; <i>Professional Development Center</i>>Foundational Skills>Fluency</p> |
| LAFS.2.RF.4.4.b Read on-level text orally with | Unit 1: |

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| <p>accuracy, appropriate rate, and expression on successive readings.</p> | <p>Decodable Reader,T59, T135, T211, T279, T353, T395 Fluency: Prosody/Oral Reading Rate and Accuracy, T60, T68, T136, T220 Unit 2: Decodable Reader,T61, T133, T215, T297, T371, T413 Fluency: Rate/Oral Reading Rate and Accuracy, T134, T214, T224 Unit 3: Decodable Reader,T55, T137, T219, T291, T371, T413 Fluency: Prosody/Oral Reading Rate and Accuracy, T60, 146, T220, T372, T412 Unit 4: Decodable Reader,T63, T143, T225, T307, T381, T423 Fluency: Rate/Oral Reading Rate and Accuracy, T152, T234, T386, T390 Unit 5: Decodable Reader,T61, T141, T217, T297, T371, T413 Fluency: Prosody/Oral Reading Rate and Accuracy, T150, T218 Digital Resources: <i>Book Club: Trade Books>Units 1–5; Decodable Books>Units 1–5; Leveled Readers>Levels 1–5; Professional Development Center>Foundational Skills>Fluency</i></p> |
| <p>LAFS.2.RF.4.4.c Use context to confirm or self-correct word recognition and understanding,</p> | <p>This standard is met throughout the program. See the following representative citations:</p> |

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| rereading as necessary. | <p>Unit 1: Close Read: Vocabulary in Context, T47, T48, T117, T119, T205, T272, T340, T341 Context Clues, T114, T194–T195, T216–T217</p> <p>Unit 2: Close Read: Vocabulary in Context, T47, T121, T189 Context Clues, T190, T195, T201, T212–T213, T230, T231 Develop Vocabulary, T262, T266</p> <p>Unit 3: Vocabulary in Context, T123, T279, T358, T364 Context Clues, T197, T204, T220, T234 Develop Vocabulary, T270, T274, T344</p> <p>Unit 4: Vocabulary in Context, T45, T127, T271, T345, T374 Context Clues, T200, T211, T215, T219, T222, T240</p> <p>Unit 5: Vocabulary in Context, T51, T263, T337 Context Clues, T199, T203, T207, T209, T214, T232</p> <p>Digital Resources: <i>Resource Download Center</i>>High-Frequency Words Practice</p> |
| Speaking and Listening | |
| Comprehension and Collaboration | |
| LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | |
| LAFS.2.SL.1.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at | <p>Unit 1: Listening Comprehension, T22–T23, T86–T87, T156–T157, T228–T229, T290–T291</p> |

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| <p>a time about the topics and texts under discussion).</p> | <p>Turn, Talk, and Share, T25, T84, T88, T154, T159, T226, T231, T293 Reflect and Share, T54–T55, T124–T125, T196–T197, T258–T259, T326–T327 Unit 2: Listening Comprehension, T22–T23, T92–T93, T162–T163, T232–T233, T298–T299 Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301 Reflect and Share, T60–T61, T130–T131, T200–T201, T266–T267, T334– T335 Unit 3: Listening Comprehension, T22– T23, T90–T91, T156–T157, T228–T229, T288–T289 Turn, Talk, and Share, T25, T93, T154, T159, T226, T231, T291 Reflect and Share, T58–T59, T124–T125, T196–T197, T256–T257, T322–T323 Unit 4: Listening Comprehension, T22–T23, T88–T89, T158–T159, T226–T227, T296– T297 Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299 Reflect and Share, T56–T57, T126–T127, T194–T195, T264– T265, T340–T341 Collaborate and Discuss, T376 Unit 5: Listening Comprehension, T22–T23, T96–T97, T164–T165, T234–T235, T294–T295 Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297 Reflect and Share, T64–T65, T132–T133, T202–T203, T262–T263, T330–T331 Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |
| <p>LAFS.2.SL.1.1.b Build on others’ talk in conversations by linking their comments to the remarks of others.</p> | <p>Unit 1: Turn, Talk, and Share, T25, T84, T88, T154, T159, T226, T231, T293 Unit 2: Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301 Unit 3: Turn, Talk, and Share, T25, T93, T154, T159, T226,</p> |

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| | <p>T231, T291</p> <p>Unit 4: Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299 Collaborate and Discuss, T376</p> <p>Unit 5: Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |
| <p>LAFS.2.SL.1.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>(Continued)</p> | <p>Unit 1: Generate Questions, T37, T38, T99 Turn, Talk, and Share, T25, T84, T88, T154, T159, T226, T231, T293 Reflect and Share, T54–T55, T124–T125, T196–T197, T258–T259, T326–T327</p> <p>Unit 2: Generate Questions, T196–T197, T198, T199, T25 Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301 Reflect and Share, T60–T61, T130–T131, T200–T201, T266–T267, T334– T335 Monitor Understanding, T136, T374</p> <p>Unit 3: Generate Questions, T37, T110, T241 Turn, Talk, and Share, T25, T93, T154, T159, T226, T231, T291 Reflect and Share, T58–T59, T124–T125, T196–T197, T256–T257, T322–T323 Seek Clarification, T230</p> <p>(Continued)</p> <p>Unit 4: Generate Questions, T262, T307 Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299 Reflect and Share, T56–T57, T126–T127, T194–T195, T264– T265, T340–T341 Collaborate and Discuss, T376</p> <p>Unit 5:</p> |

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| | <p>Generate Questions, T43, T181, T307, T313 Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297 Reflect and Share, T64–T65, T132–T133, T202–T203, T262–T263, T330–T331 Seek Clarification, T72–T73 Compare Texts, T74, T75</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p> |
| <p>LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>(Continued)</p> | <p>Unit 1: Listening Comprehension, T22–T23, T86–T87, T156– T157, T228–T229, T290–T291 Reflect and Share, T54–T55, T124–T125, T196–T197, T258–T259, T326–T327</p> <p>Unit 2: Listening Comprehension, T22–T23, T92–T93, T162– T163, T232–T233, T298–T299 Reflect and Share, T60–T61, T130–T131, T200–T201, T266–T267, T334– T335</p> <p>Unit 3: Listening Comprehension, T22– T23, T90–T91, T156–T157, T228–T229, T288–T289 Reflect and Share, T58–T59, T124–T125, T196–T197, T256–T257, T322–T323</p> <p>Unit 4: Listening Comprehension, T22–T23, T88–T89, T158– T159, T226–T227, T296– T297 Reflect and Share, T56–T57, T126–T127, T194–T195, T264– T265, T340–T341 Collaborate and Discuss, T376</p> <p>(Continued)</p> <p>Unit 5: Listening Comprehension, T22–T23, T96–T97, T164– T165, T234–T235, T294–T295 Reflect and Share, T64–T65, T132–T133, T202–T203, T262–T263, T330–T331</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |

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| <p>LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>(Continued)</p> | <p>Unit 1: Questioning, T111, T117, T129, T131, T142–T143 Listening Comprehension, T30–T31, T106–T107, T182–T183, T326–T327 Turn, Talk, and Share, T33, T96, T109, T185, T261, T329, T397 Reflect and Share: Talk About It, T70–T71, T146–T147, T222–T223, T290–T291, T364–T365</p> <p>Unit 2: Questioning, T35, T43, T49, T57, T68–T69 Listening Comprehension, T30–T31, T108–T109, T180–T181, T262–T263, T344–T345 Turn, Talk, and Share, T33, T170, T183, T252, T415 Reflect and Share: Talk About It, T72–T73, T144–T145, T226–T227, T308–T309, T382–T383</p> <p>Unit 3: Listening Comprehension, T30–T31, T102–T103, T184–T185, T266–T267, T338–T339 Turn, Talk, and Share, T187 Reflect and Share: Talk About It, T66–T67, T148–T149, T230–T231, T302–T303, T382–T383</p> <p>Unit 4: Questioning, T35, T43, T49, T54, T57, T70–T71 Listening Comprehension, T30–T31, T110–T111, T190–T191, T272–T273, T354–T355 Turn, Talk, and Share, T193, T275, T357 Reflect and Share: Talk About It, T74–T75, T154–T155, T236–T237, T318–T319, T392–T393</p> <p>(Continued)</p> <p>Unit 5: Listening Comprehension, T30–T31, T108–T109, T188–T189, T264–T265, T344–T345 Turn, Talk, and Share, T27, T98, T100, T111, T191, T267 Reflect and Share: Talk About It, T72–T73, T152–T153, T228–T229, T308–T309, T382–T383</p> |
| LAFS.2.SL.2 Presentation of Knowledge and Ideas | |
| LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive | <p>Unit 1: Retelling, T55, T206, T312</p> |

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| <p>details, speaking audibly in coherent sentences.</p> | <p>Publish and Celebrate, T383 Project-Based Inquiry: Collaborate and Discuss, T407 Celebrate and Reflect: Share, T410 Unit 2: Retelling, T218, T312 Celebrate and Reflect: Share, T428 Unit 3: Share Back, T165 Retelling, T32, T186T306 Possible Teaching Point: Read Like a Writer: Author's Craft, T357 Prepare for Celebration, T400 Publish and Celebrate, T401 Minilessons: Assessment, T402 Celebrate and Reflect: Share, T428 Unit 4: Retelling, T48, T139, T312, T314 Prepare for Celebration, T410 Celebrate and Reflect: Share, T438 Unit 5: Retelling, T127, T137, T255, T312 Celebrate and Reflect: Share, T428</p> |
| <p>LAFS.2.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> | <p>Unit 1: Conference Support for ELL, T214 Unit 2: Develop with Visuals and Multimedia, T154 Conference Support for ELL, T352 Celebrate and Reflect: Celebrate!, T378 Unit 3: Explore Audio Recording, T249 Writing Club, T250 Explore Media, T286–T287 Extend Research: Add Photos and Time Lines, T362–T363 Customize It!, T366</p> |

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| | <p>Unit 4: Celebrate!, T384</p> <p>Unit 5: Conduct Research: Graphics, T364–T365 Collaborate and Discuss, T366–T367 Recording Tips, T370–T371 Make a Video or Record Infomercial, T426</p> |
| <p>LAFS.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p> | <p>Unit 1: Simple Sentences, T68-T69, T138 Complete Sentences, T68 Reading-Writing Bridge, T72 Compound and Complex Sentences, T173, T210-T211, T272 Also see: Reflect and Share: Talk About It, T70–T71, T146–T147, T222–T223, T290–T291, T364–T365</p> <p>Unit 2: Students can practice this skill with the following: Reflect and Share: Talk About It, T72–T73, T144–T145, T226–T227, T308–T309, T382–T383</p> <p>Unit 3: Students can practice this skill with the following:</p> |

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| | <p>Reflect and Share: Talk About It, T66–T67, T148–T149, T230–T231, T302–T303, T382–T383</p> <p>Unit 4: Students can practice this skill with the following: Reflect and Share: Talk About It, T74–T75, T154–T155, T236–T237, T318–T319, T392–T393</p> <p>Unit 5: Students can practice this skill with the following: Reflect and Share: Talk About It, T72–T73, T152–T153, T228–T229, T308–T309, T382–T383</p> <p>Digital Resources: <i>Resource Download Center</i>>Speaking and Listening</p> |
| LAFS.2.W Writing | |
| LAFS.2.W.1 Text Types and Purposes | |
| LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | <p>Unit 3: Opinion Letters, T418–T419, T420–T421, T422–T423, T424–T425, T4226–T427, T428–T429</p> <p>Unit 5: Persuasive Script, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |
| LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | <p>Unit 2: List Article, T84–T93, T156–T165, T238–T247, T320–T329, T394–T403 Informational Writing, T420–T421</p> <p>Unit 5: How-To Book, T84–T93, T164–T173, T240–T249, T320–T329, T394–T403 Informational Writing, T430–T431</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons; Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p> |
| LAFS.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of | <p>Unit 3: Poetry, T78–T87, T160–T169, T242–T251, T314–</p> |

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| events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | T323, T394–T403 Unit 4: Personal Narrative, T86–T95, T166–T175, T248–T257, T330–T339, T404–T413 Digital Resources: <i>Writing Anchor Charts and Minilessons; Resource Download Center</i> >Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes |
| LAFS.2.W.2 Production and Distribution of Writing | |
| LAFS.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | Unit 1: Revise, T89, T164, T305, T309, T310, T382, T409 Editing, T380 Unit 2: Revise, T324, T326, T328, T426-T427 Editing, T235, T237, T398, T399 Unit 3: Revise, T318, T319, T426-T427 Editing, T241, T392, T398, T399 Unit 4: Revise, T334, T336, T436-T437 Editing, T408, T409 Unit 5: Revise, T325, T326, T327, T328, T426-T427 Editing, T83, T237, T239, T324, T398, T399 Digital Resources: <i>Writing Anchor Charts and Minilessons</i> |
| LAFS.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | Unit 1: Minilesson: Digital Tools Authors Use, T242 Unit 2: Minilesson: Celebrate, T401 Unit 3: Conduct Research: Search Online, T422–T423 Unit 4: Conduct Research: Use a Web Site, T432–T433 Unit 5: ELL Targeted Support, T425 Make a Video or Record Infomercial, T426 Celebrate and Reflect: Share, T428 Digital Resources: <i>Writing Anchor Charts and Minilessons; Resource Download Center</i> >Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes |

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| LAFS.2.W.3 Research to Build and Present Knowledge | |
| LAFS.2.W.3.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | <p>Unit 1: Project-Based Inquiry, T400–T401, T402–T403, T404–T405, T406–T407, T408–T409, T410–T411</p> <p>Unit 2: Project-Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p>Unit 3: Project-Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p>Unit 4: Project-Based Inquiry, T428–T429, T430–T431, T432–T433, T434–T435, T436–T437, T438–T439</p> <p>Unit 5: Project-Based Inquiry, T418–T419, T420–T421, T422–T423, T424–T425, T426–T427, T428–T429</p> <p>Digital Resources: <i>Resource Download Center</i>>Inquiry-Based Project Rubrics and Checklists</p> |
| LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question. | <p>Unit 1: Write to Sources, T146–T147 Conduct Research: Interview an Expert, T404-T405</p> <p>Unit 2: Write to Sources, T144–T145 Writing Club, T164 Inquire: Introduce the Project, T418–T419 Conduct Research: Library Database and Books, T422-423 Extend Research: Create a Poster with Images, T426</p> <p>Unit 3: Inquire: Introduce the Project, T418 Conduct Research: Search Online, T422 Extend Research: Write a Thank You Note, T426</p> <p>Unit 4: Inquire: Introduce the Project, T428–T429 Introduce Informational Writing, T430 Conduct Research: Use a Web Site, T432–T433</p> |

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| | <p>Extend Research: Write a Letter, T436</p> <p>Unit 5: Inquire: Introduce the Project, T418 Conduct Research: Use Media to Research, T422 Collaborate and Discuss: Cite Your Sources, T424–T425</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p> |
| <p>HE.2.B.3.1: Understand the meaning of warning labels and signs on hazardous products. Remarks/Examples: Hazardous-waste sign and medication labels.</p> | <p>Unit 1: ELL: Environmental Print, T62</p> <p>Unit 5: ELL: Environmental Print, T279 First Read: Look (road signs), T279, T284, T285 First Read: Talk (shape and color of signs and meaning), T278</p> |
| <p>HE.2.B.3.2: Select trusted adults and professionals who can help promote health. Remarks/Examples: Family members, educators, and environmentalists.</p> | <p>Unit 1: Cross-Curricular Perspectives (EMT), T205 Cross-Curricular Perspectives (firefighters), T192 ELL Targeted Support (firefighters), T173, T184 Opportunities to address this standard are found with the lessons on firefighters and EMTs. See the following: Explore the Diagram, T172 Teacher-Led Options: Inquiry (share findings about those who help), T224</p> |
| <p>HE.2.B.4.3: Demonstrate ways to respond to unwanted, threatening, or dangerous situations. Remarks/Examples: Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."</p> | <p>Unit 3: Opportunities to address this standard are found with the lesson on safety when using science materials and road safety. See the following: Procedural Text, T338-T339</p> <p>Unit 5: First Read: Look (road signs), T279, T284, T285</p> |

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| <p>HE.2.B.5.1: Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p>Remarks/Examples: When you think your friend is in trouble and food choices.</p> | <p>Unit 1: Cross-Curricular Perspectives (EMT), T205 Cross-Curricular Perspectives (firefighters), T192 ELL Targeted Support (firefighters), T173, T184 Opportunities to address this standard are found with the lessons on firefighters and EMTs. See the following: Explore the Diagram, T172 Teacher-Led Options: Inquiry (share findings about those who help), T224</p> |
| <p>SC.2.N.1.1: Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.</p> | <p>Unit 2: Reading Workshop: A Green Kid's Guide to Watering Plants, T38-T57 Reading Workshop: A Home on the Prairie, T116-T129 Reading Workshop: Amazing Migrations, T352-T365 Reading Workshop: The Season's of Arnold's Apple Tree, T188-T211 Reading Workshop: What's in the Egg, Little Pip?, T270-T283</p> <p>Unit 5: Reading Workshop: from How Earthquakes Shape the Earth, T128-T137 Reading Workshop: from How Water Shapes the Earth, T116-T127 Reading Workshop: Introducing Landforms, T38-T57 Reading Workshop: Rocks!, T352-T367</p> |

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| | <p>Reading Workshop: Volcano Wakes Up!, T272-T293 Reading Workshop: Where Do They Go in Rain or Snow?, T196-T213</p> <p>Digital Resources: <i>Leveled Readers</i>><i>Level I</i>>The Monarch Butterfly >Time to Hibernate ><i>Level L</i>>At the Weather Station >Guroop and the Ocean Tides >Our Changing Earth >The Rising Seas ><i>Level M</i>>A Fish Out of Water >Amazing Migrations >Continents on the Move >Eerie Cavern</p> |
| <p>SC.2.N.1.3: Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. Remarks/Examples: Florida Standards Connections: LAFS.2.W.3.8. Recall information from experiences or gather information from provided sources to answer a question.</p> | <p>Unit 1: Opportunities to address this standard can be found using the following feature: Respond and Analyze, T56-T57, T132-T133, T208-T208, T276-T277, T350-T351</p> <p>Unit 2: Opportunities to address this standard can be found using the following feature: Respond and Analyze, T58-T59, T130-T131, T212-T213, T294-T295, T368-T369</p> <p>Unit 3: Opportunities to address this standard can be found using the following feature: Respond and Analyze, T52-T53, T134-T135, T216-T217, T288-T289, T368-T369</p> <p>Unit 4: Opportunities to address this standard can be found using the following feature: Respond and Analyze, T140-T141, T222-T223, T304-T305, T378-T379, T</p> <p>Unit 5:</p> |

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| | <p>Opportunities to address this standard can be found using the following feature: Respond and Analyze, T58-T59, T138-T139, T214-T215, T294-T295, T368-T369</p> <p>Digital Resources: <i>Leveled Readers</i>><i>Level I</i>>The Monarch Butterfly >Time to Hibernate ><i>Level L</i>>At the Weather Station >Guroop and the Ocean Tides >Our Changing Earth >The Rising Seas</p> |
| <p>SC.2.N.1.5: Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). Remarks/Examples: Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.</p> | <p>Unit 2: Author's Craft: Graphics and Inferences, T45 Cross-Curricular Perspectives: Science, T46, T48, T54 Unit 3: Opportunities to address this standard are found with the lesson on safety when using science materials and road safety and the connections to scientific observations found below. Please see: Procedural Text (Science Project), T338-T339</p> |
| <p>SS.2.C.2.4: Identify ways citizens can make a positive contribution in their community. Remarks/Examples: Examples are volunteering and recycling.</p> | <p>Unit 4: Reading Workshop: Building on Nature, T118-T139 Reading Workshop: Kids Can Be Big Helpers, T362-T377 Reading Workshop: One Plastic Bag, T280-T303 Reading Workshop: The Garden of Happiness, T198-T221 Reading Workshop: Who Says Women Can't Be Doctors?, T38-T59</p> <p>Digital Resources: <i>Leveled Readers</i>><i>Level I</i>>Pass It On</p> |

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| | >Helping Your Community >Level M>Ivan and the Lost Kitten |
| SS.2.C.2.5: Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women. | Unit 3: Reading Workshop: The Legend of the Lady Slipper (Native American Legend), T110-T133 Unit 4: Cross-Curricular Perspectives: Social Studies: Clara Barton, T46 Cross-Curricular Perspectives: Social Studies: Florence Nightingale, T40 Leveled Readers, T115 Digital Resources: <i>Leveled Readers</i> >Level L>Mary Ann Shadd: Fighting for Change >Franklin Delano Roosevelt: A People's Leader |
| SS.2.C.3.2: Recognize symbols, individuals, events, and documents that represent the United States. Remarks/Examples: Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution. | Unit 5: Interact with Sources: Famous Rocks (Mt. Rushmore), T334-T335 Digital Resources: <i>Leveled Readers</i> >Level I>Landmarks of the United States >Travel the United States >Level J>Flags >Level M>Independence Day |

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| <p>ELD.K12.ELL.LA.1: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> | <p>Unit 1: The Teacher's Edition includes Conference Support for ELL (English Language Learners) to help students communicate their ideas. See the following examples: Conference Support for ELL, T84, T236, T378</p> <p>Unit 2: The Teacher's Edition includes Conference Support for ELL (English Language Learners) to help students communicate their ideas. See the following examples: Conference Support for ELL, T158, T240, T322</p> <p>Unit 3: The Teacher's Edition includes Conference Support for ELL (English Language Learners) to help students communicate their ideas. See the following examples: Conference Support for ELL, T80, T244, T396</p> <p>Unit 4: The Teacher's Edition includes Conference Support for ELL (English Language Learners) to help students communicate their ideas. See the following examples: Conference Support for ELL, T88, T250, T406</p> <p>Unit 5: The Teacher's Edition includes Conference Support for ELL (English Language Learners) to help students communicate their ideas. See the following examples: Conference Support for ELL, T166, T242, T322</p> <p>Digital Resources: <i>Dual Language Educator's Implementation Guide;</i> ><i>Intervention</i></p> |
| <p>ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.</p> | <p>The Teacher's Edition includes ELL activities (English Language Learners) to help students communicate their ideas. See the following examples;</p> <p>Unit 1: ELL: Responding to Questions, T142 ELL: Retell, T55, T206 ELL Targeted Support, T127, T392, T401, T405 ELL Conference Support, T84, T160, T236, T304, T378</p> <p>Unit 2: ELL: Ask Questions, T181</p> |

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| | <p>ELL: Responding to Questions, T300 ELL: Share Information, T226 ELL Targeted Support, T419, T423 ELL Conference Support, T86, T158, T240, T322, T396</p> <p>Unit 3: ELL: Discuss Themes, T66 ELL: Responding to Questions, T298 ELL: Retell, T32, T186, T306 ELL Targeted Support, T45, T216, T238, T240, T312, T419, T423 ELL Conference Support, T80, T162, T244, T316, T396</p> <p>Unit 4: ELL: Retell, T48, T139, T314 ELL: Share Information, T392 ELL Targeted Support, T140, T150, T218, T232, T333, T429, T433 ELL Conference Support, T88, T168, T250, T332, T406</p> <p>Unit 5: ELL: Responding to Questions, T64 ELL: Retell, T127, T137, T255 ELL Targeted Support, T39, T45, T346, T419, T423, T427 ELL Conference Support, T86, T166, T242, T322, T396</p> <p>Digital Resources: <i>Dual Language Educator's Implementation Guide;</i> <i>>Intervention</i></p> |