

A Correlation of



**Level 2**

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To the

**Common Core State Standards  
for  
English Language Arts**

**Grade 2**

**Sing, Spell, Read & Write, Level 2  
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**Introduction**

This document demonstrates how ***Sing, Spell, Read & Write*** meets the **Common Core Standards for English Language Arts**. Correlation references are to the Student Edition and Teacher’s Manual and are cited by grade and page number. Lessons in the annotated Teacher’s Manual contain facsimile Student Edition and ancillary pages.

***Sing, Spell, Read & Write*** is a unique reading program for Pre-Kindergarten through second grade that uses carefully sequenced, systematic, explicit phonics instruction to build fluent independent readers. Using look, listen, point, sing-along, and echo routines along with gross-motor and fine-motor activities, the program actively engages the senses and effectively reaches all types of learners. This approach is strongly supported by current research on brain function, language acquisition, and reading.

The program is effective because the method requires total participation. Every student must respond individually to each step in the program. Students take turns playing games, singing songs, and taking part in a wide variety of multisensory activities. Children learn to read as early as kindergarten, and they can achieve complete decoding, fluency, and comprehension skills by the end of first grade.

***Sing, Spell, Ready & Write*** uses a multi-sensory approach that makes learning to read fun. Songs help children remember what they’ve learned. Games allow for needed repetition and provide a nonthreatening atmosphere to master beginning skills.

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Common Core State Standards for English Language Arts Grade 2	Sing, Spell, Read & Write Level 2
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
<b>Literature 1.</b> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<p><b>TMR:</b> (informational text told in story form) 61-65, 66-70, 73-78, 84-89, 96-99, 100-105, 112-115, 121-128, 131-136, 138-144, 146-150, 151-154, 158-164, 166-173, 176-184, 187-193, 197-203, 206-212, 216-225, 230-239, 240-244, 247-250, 253-257, 262-268, 271-276</p> <p><b>TMLA:</b> 123, 127, 133, 137, 142, 146, 150, 153, 160, 162, 169, 171, 182, 188, 192, 199, 209, 212, 218, 221, 229, 240, 243, 250, 253, 260, 263, 269, 273, 279, 281, 286, 290, 296, 298, 306, 310, 316, 318, 325, 328, 336, 343, 352, 355, 265, 373, 376, 383, 386, 392, 395, 416</p> <p><b>SE:</b> <i>Grand Tour I:</i> 44, 48, 54, 58, 64, 68, 74, 78, 84, 88, 94, 98, 108, 114, 118, 124, 156, 160, 164, 168, 172, 176; <i>Grand Tour II:</i> 8, 12, 18, 22, 28, 32, 38, 42, 48, 52, 58, 62, 68, 72, 82, 88, 100, 104, 114, 120, 124, 130, 134, 140, 144, 170</p>
<b>Literature 2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>TMR:</b> 79, 89, 116, 126, 184, 204, 212
<b>Literature 3.</b> Describe how characters in a story respond to major events and challenges.	<b>TMR:</b> 74, 86, 89, 97, 99, 114, 124, 133, 142, 144, 159, 167, 168, 172, 180, 189, 190-192, 209, 224, 238
<b>Craft and Structure</b>	
<b>Literature 4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<p><b>TMLA:</b> 91, 92, 94, 95, 96, 106, 109, 111, 115, 116, 118, 119, 123, 125, 128, 131, 139, 141, 161, 165, 268, 281, 298, 316, 318, 323, 328, 385, 386, 399, 400</p> <p><b>SE:</b> <i>Grand Tour 1:</i> 8, 12, 14, 23, 29, 35, 37, 45, 51, 61, 85; <i>Grand Tour II:</i> 5, 21-22, 41, 57, 61, 65-66, 71, 131, 133-134, 147, 149</p>

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<b>Literature 5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>TMR:</b> 173, 237
<b>Literature 6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>TMR:</b> 39-40
<b>Integration of Knowledge and Ideas</b>	
<b>Literature 7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>TMR:</b> 74-75, 76, 78-79, 83, 85,88, 96, 102, 111, 112,113,121,123,135, 138-139, 140, 143, 147, 151, 158, 166, 170, 177, 187, 197, 197, 202, 200, 202, 207, 208, 210, 217, 223, 224, 231, 232, 236, 240, 241, 242, 247, 250, 253, 255, 256,263, 264, 266, 271, 273
<b>8.</b> (Not applicable to literature)	Not applicable according to Common Core State Standards for English Language Arts
<b>Literature 9.</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>TMR:</b> 140
<b>Range of Reading and Level of Text Complexity</b>	
<b>Literature 10.</b> 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.	<b>TMR:</b> (informational text told in story form) 61-65, 66-70, 73-78, 84-89, 96-99, 100-105, 112-115, 121-128, 131-136, 138-144, 146-150, 151-154, 158-164, 166-173, 176-184, 187-193, 197-203, 206-212, 216-225, 230-239, 240-244, 247-250, 253-257, 262-268, 271-276 <b>TMLA:</b> 123, 127, 133, 137, 142, 146, 150, 153, 160, 162, 169, 171, 182, 188, 192, 199, 209, 212, 218, 221, 229, 240, 243, 250, 253, 260, 263, 269, 273, 279, 281, 286, 290, 296, 298, 306, 310, 316, 318, 325, 328, 336, 343, 352, 355, 265, 373, 376, 383, 386, 392, 395, 416 <b>SE:</b> <i>Grand Tour I:</i> 44, 48, 54, 58, 64, 68, 74, 78, 84, 88, 94, 98, 108, 114, 118, 124, 156, 160, 164, 168, 172, 176; <i>Grand Tour II:</i> 8, 12, 18, 22, 28, 32, 38, 42, 48, 52, 58, 62, 68, 72, 82, 88, 100, 104, 114, 120, 124, 130, 134, 140, 144, 170

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<b>Reading Standards for Informational Texts</b>	
<b>Key Ideas and Details</b>	
<b>Informational Text 1.</b> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and how to demonstrate understanding of key details in a text.	<b>TMR:</b> (informational text told in story form) 61-65, 66-70, 73-78, 84-89, 96-99, 100-105, 112-115, 121-128, 131-136, 138-144, 146-150, 151-154, 158-164, 166-173, 176-184, 187-193, 197-203, 206-212, 216-225, 230-239, 240-244, 247-250, 253-257, 262-268, 271-276 <b>TMLA:</b> 202, 232, 334, 362, 400, 419 <b>SE:</b> <i>Grand Tour I:</i> 128, 152, <i>Grand Tour II:</i> 78, 110, 150, 174
<b>Informational Text 2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<b>TMR:</b> (informational text told in story form) 61-65, 66-70, 73-78, 84-89, 96-99, 100-105, 112-115, 121-128, 131-136, 138-144, 146-150, 151-154, 158-164, 166-173, 176-184, 187-193, 197-203, 206-212, 216-225, 230-239, 240-244, 247-250, 253-257, 262-268, 271-276
<b>Informational Text 3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>TMR:</b> 62-63, 101, 113, 135, 174
<b>Craft and Structure</b>	
<b>Informational Text 4.</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<b>TMR:</b> 61, 67, 74, 84, 100-101, 122, 198, 232, 264
<b>Informational Text 5.</b> 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.	<b>TMR:</b> 61, 67, 75, 96, 122, 132, 166, 198
<b>Informational Text 6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>TMR:</b> 60, 66, 201

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<b>Integration of Knowledge and Ideas</b>	
<b>Informational Text 7.</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>TMR:</b> 62, 66, 75
<b>Informational Text 8.</b> Describe how reasons support specific points the author makes in a text.	This standard is outside the scope of this program.
<b>Informational Text 9.</b> Compare and contrast the most important points presented by two texts on the same topic.	<b>TMR:</b> 69
<b>Range of Reading and Level of Text Complexity</b>	
<b>Informational Text 10.</b> 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.	<b>TMR:</b> (informational text told in story form) 61-65, 66-70, 73-78, 84-89, 96-99, 100-105, 112-115, 121-128, 131-136, 138-144, 146-150, 151-154, 158-164, 166-173, 176-184, 187-193, 197-203, 206-212, 216-225, 230-239, 240-244, 247-250, 253-257, 262-268, 271-276
<b>Reading Standards for Foundational Skills</b>	
<b>Print Concepts</b>	
<b>Foundational Skills 1.</b> (Not applicable to Grade 2)	Not applicable according to Common Core State Standards for English Language Arts
<b>Phonological Awareness</b>	
<b>Foundational Skills 2.</b> (Not applicable to Grade 2)	Not applicable according to Common Core State Standards for English Language Arts
<b>Phonics and Word Recognition</b>	
<b>Foundational Skills 3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>Foundational Skills 3.a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.	<b>TMLA:</b> 94, 101, 108, 111, 112, 114, 116, 118, 131, 135, 142, 145, 149, 151, 161 <b>SE:</b> <i>Grand Tour I:</i> 11, 17, 25, 29, 31, 35, 37, 51, 55, 63, 67, 71, 75, 85
<b>Foundational Skills 3.b.</b> Know spelling sound correspondences for additional common vowel teams.	<b>TMLA:</b> 121, 122, 125, 126, 141 <b>SE:</b> <i>Grand Tour I:</i> 41, 43, 45, 61

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<b>Foundational Skills 3.c.</b> Decode regularly spelled two-syllable words with long vowels.	<b>TMLA:</b> 109, 116, 119, 146 <b>SE:</b> <i>Grand Tour I:</i> 35, 67
<b>Foundational Skills 3.d.</b> Decode words with common prefixes and suffixes.	<b>TMLA:</b> 123, 133, 139, 150, 152, 153, 158, 161, 162, 167, 168, 170, 171, 174, 189, 197, 229, 231, 238, 240, 241, 245, 269, 281, 289, 317, 324, 332, 341, 342, 343, 345, 348, 354, 376, 385, 391, 394, 395, 399, 404 <b>SE:</b> <i>Grand Tour I:</i> 43, 53, 73, 75, 77, 81, 85, 87, 91, 93, 95, 97, 121, 147, 149-150, 153-154, 156, 157-158; <i>Grand Tour II:</i> 7-8, 21-22, 31-32, 59-60, 67, 75-76, 85-86, 89-90, 101, 123-124, 132, 137, 141, 143, 148
<b>Foundational Skills 3.e.</b> Identify words with inconsistent but common spelling-sound correspondences.	<b>TMLA:</b> 191, 210, 212, 220 <b>SE:</b> <i>Grand Tour I:</i> 117, 133, 135, 141
<b>Foundational Skills 3.f.</b> Recognize and read grade-appropriate irregularly spelled words.	<b>TMR:</b> <i>Oral Guided Reading:</i> 61-65, 67-69, 74-79, 84-89, 96-99, 101-105, 112-116, 122-126, 132-136, 140-144, 148-150, 152-154, 159-164, 167-173, 178-184, 188-193, 198-203, 208-212, 218-225, 232-237, 241-243, 248-250, 254-257, 264-268, 272-276 <b>TMLA:</b> <i>Story Comprehension:</i> 123, 127, 133, 137, 192, 240, 243, 279, 281, 286, 296, 316, 318, 336, 355, 376, 419 <b>SE:</b> <i>Grand Tour I:</i> 44, 48, 54, 58, 64, 68, 74, 78, 84, 88, 94, 98, 108, 114, 118, 124, 128, 152, 156, 160, 164, 168, 172, 176; <i>Grand Tour II:</i> 8, 12, 18, 22, 28, 32, 38, 42, 48, 52, 58, 62, 68, 72, 78, 82, 88, 100, 104, 110, 114, 120, 124, 130, 134, 140, 144, 150, 170, 174



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<b>Fluency</b>	
<b>Foundational Skills 4.</b> Read with sufficient accuracy and fluency to support comprehension.	
<b>Foundational Skills 4.a.</b> Read on-level text with purpose and understanding.	<p><b>TMR:</b> 61-65, 66-70, 73-78, 84-89, 96-99, 100-105, 112-115, 121-128, 131-136, 138-144, 146-150, 151-154, 158-164, 166-173, 176-184, 187-193, 197-203, 206-212, 216-225, 230-239, 240-244, 247-250, 253-257, 262-268, 271-276</p> <p><b>TMLA:</b> 123, 127, 133, 137, 142, 146, 150, 153, 160, 162, 169, 171, 182, 188, 192, 199, 202, 209, 212, 218, 221, 229, 232, 240, 243, 250, 253, 260, 263, 269, 273, 279, 281, 286, 290, 296, 298, 306, 310, 316, 318, 325, 328, 334, 336, 343, 352, 355, 362, 265, 373, 376, 383, 386, 392, 395, 400, 416, 419</p> <p><b>SE:</b> <i>Grand Tour I:</i> 44, 48, 54, 58, 64, 68, 74, 78, 84, 88, 94, 98, 108, 114, 118, 124, 128, 152, 156, 160, 164, 168, 172, 176; <i>Grand Tour II:</i> 8, 12, 18, 22, 28, 32, 38, 42, 48, 52, 58, 62, 68, 72, 78, 82, 88, 100, 104, 110, 114, 120, 124, 130, 134, 140, 144, 150, 170, 174</p>
<b>Foundational Skills 4.b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p><b>TMR:</b> 61-65, 66-70, 73-78, 84-89, 96-99, 100-105, 112-115, 121-128, 131-136, 138-144, 146-150, 151-154, 158-164, 166-173, 176-184, 187-193, 197-203, 206-212, 216-225, 230-239, 240-244, 247-250, 253-257, 262-268, 271-276</p> <p><b>TMLA:</b> 123, 127, 133, 137, 142, 146, 150, 153, 160, 162, 169, 171, 182, 188, 192, 199, 202, 209, 212, 218, 221, 229, 232, 240, 243, 250, 253, 260, 263, 269, 273, 279, 281, 286, 290, 296, 298, 306, 310, 316, 318, 325, 328, 334, 336, 343, 352, 355, 362, 265, 373, 376, 383, 386, 392, 395, 400, 416, 419</p> <p><b>SE:</b> <i>Grand Tour I:</i> 44, 48, 54, 58, 64, 68, 74, 78, 84, 88, 94, 98, 108, 114, 118, 124, 128, 152, 156, 160, 164, 168, 172, 176; <i>Grand Tour II:</i> 8, 12, 18, 22, 28, 32, 38, 42, 48, 52, 58, 62, 68, 72, 78, 82, 88, 100, 104, 110, 114, 120, 124, 130, 134, 140, 144, 150, 170, 174</p>

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<b>Foundational Skills 4.c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>TMR:</b> 63, 67, 69, 74, 76, 77, 78, 84, 85, 87, 88, 97, 101, 104, 115, 122, 124, 125, 132, 133, 134, 136, 139, 140, 141, 148, 149, 152, 154, 160, 163, 168, 170, 173, 178, 180, 184, 188, 190, 191, 192, 193, 199, 200, 201, 202, 209, 211, 219, 223, 233, 236, 248, 250, 254, 255, 256, 265
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
<b>Writing 1.</b> 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., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	<b>TMLA:</b> 137, 199, 211, 277, 290, 355, 438-439, 455-456, 467-468
<b>Writing 2.</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>TMLA:</b> 169, 192, 273, 287, 365, 387, 433-434, 435-437, 451-452, 459-460, 461-462, 465-466
<b>Writing 3.</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<b>TMLA:</b> 115, 123, 127, 132, 134, 146, 153, 209, 224, 347, 362, 384, 400, 431-432, 440-441, 442-443, 444-445, 448, 449-450, 453-454, 463-464
<b>Production and Distribution of Writing</b>	
<b>Writing 4.</b> (Begins in Grade 3)	Not applicable according to Common Core State Standards for English Language Arts
<b>Writing 5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>TMLA:</b> 154, 164, 173, 183, 193, 300, 347, 357, 366, 403, 408, 432, 434, 436, 439, 441, 443, 446, 448, 450, 452, 454, 456, 460, 462, 464, 466, 467 <b>SE:</b> <i>Grand Tour I:</i> 80, 89, 99, 109, 119; <i>Grand Tour II:</i> 43, 93, 105, 115, 154, 160
<b>Writing 6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>TMLA:</b> 432, 434, 436-437, 439, 441, 443, 446, 448, 450, 452, 454, 456, 460, 462, 464, 466, 468

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<b>Research to Build and Present Knowledge</b>	
<b>Writing 7.</b> 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).	<b>TMR:</b> 71, 81, 91-92, 107-108, 118, 128, 137, 145, 155, 165, 174-175, 185, 194, 205, 213, 227, 238, 252, 259-260, 270, 278 <b>TMLA:</b> 169, 387
<b>Writing 8.</b> Recall information from experiences or gather information from provided sources to answer a question.	<b>TMR:</b> 71, 81, 91-91, 108, 118, 128, 137, 145, 155, 165, 174-175, 185, 194, 205, 213, 227, 238, 252, 260 <b>TMLA:</b> 163, 169, 387
<b>Writing 9.</b> (Begins in Grade 4)	Not applicable according to Common Core State Standards for English Language Arts
<b>Range of Writing</b>	
<b>Writing 10.</b> (Begins in Grade 4)	Not applicable according to Common Core State Standards for English Language Arts

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<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
<b>Speaking/Listening 1.</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	
<b>Speaking/Listening 1.a.</b> 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).	<b>TMR:</b> <i>Oral Guided Reading:</i> 61-65, 67-69, 74-79, 84-89, 96-99, 101-105, 112-116, 122-126, 132-136, 140-144, 148-150, 152-154, 159-164, 167-173, 178-184, 188-193, 198-203, 208-212, 218-225, 232-237, 241-243, 248-250, 254-257, 264-268, 272-276 <b>TMLA:</b> <i>Listening and Speaking activities:</i> 96, 109, 119, 128, 139, 147, 155, 165, 174, 184, 194, 204, 214, 234, 255, 265, 274, 283, 291, 301, 311, 320, 329, 338, 348, 358, 368, 378, 388, 397, 405, 412, 421, 424
<b>Speaking/Listening 1.b.</b> Build on others' talk in conversations by linking their comments to the remarks of others.	<b>TMR:</b> <i>Oral Guided Reading:</i> 61-65, 67-69, 74-79, 84-89, 96-99, 101-105, 112-116, 122-126, 132-136, 140-144, 148-150, 152-154, 159-164, 167-173, 178-184, 188-193, 198-203, 208-212, 218-225, 232-237, 241-243, 248-250, 254-257, 264-268, 272-276 <b>TMLA:</b> <i>Listening and Speaking activities:</i> 96, 109, 119, 128, 139, 147, 155, 165, 174, 184, 194, 204, 214, 234, 255, 265, 274, 283, 291, 301, 311, 320, 329, 338, 348, 358, 368, 378, 388, 397, 405, 412, 421, 424
<b>Speaking/Listening 1.c.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.	<b>TMR:</b> 71, 81, 92, 108, 118, 128, 137, 145, 156, 165, 175, 185, 194, 205, 213, 227, 238, 244, 252, 260, 270, 278 <b>TMLA:</b> 194, 234, 291, 329
<b>Speaking/Listening 2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>TMR:</b> 53, 79, 89, 126
<b>Speaking/Listening 3.</b> 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.	<b>TMLA:</b> 234, 291, 329

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<b>Presentation of Knowledge and Ideas</b>	
<b>Speaking/Listening 4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<b>TMR:</b> 80, 91, 107-108, 118, 173, 174, 194, 213, 238, 244, 251 <b>TMLA:</b> 128
<b>Speaking/Listening 5.</b> 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.	<b>TMR:</b> 173, 194, 244
<b>Speaking/Listening 6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>TMR:</b> <i>Oral Guided Reading:</i> 61-65, 67-69, 74-79, 84-89, 96-99, 101-105, 112-116, 122-126, 132-136, 140-144, 148-150, 152-154, 159-164, 167-173, 178-184, 188-193, 198-203, 208-212, 218-225, 232-237, 241-243, 248-250, 254-257, 264-268, 272-276 <b>TMLA:</b> <i>Listening and Speaking activities:</i> 96, 109, 119, 128, 139, 147, 155, 165, 174, 184, 194, 204, 214, 234, 255, 265, 274, 283, 291, 301, 311, 320, 329, 338, 348, 358, 368, 378, 388, 397, 405, 412, 421, 424

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<b>Language Standards</b>	
<b>Conventions in Writing and Speaking</b>	
<b>Language 1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>Language 1.a.</b> Use collective nouns (e.g., <i>group</i> ).	<b>TMLA:</b> 378, 388
<b>Language 1.b.</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	<b>TMR:</b> 275 <b>TMLA:</b> 324, 336, 348, 357, 372, 373, 411 <b>SE:</b> <i>Grand Tour II:</i> 67, 81, 93, 105, 119-120, 164
<b>Language 1.c.</b> Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).	<b>TMLA:</b> Pronouns: 415, 417, 418, 420 <b>SE:</b> <i>Grand Tour II:</i> 168, 172
<b>Language 1.d.</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	<b>TMLA:</b> 111, 113, 117, 306 <b>SE:</b> <i>Grand Tour II:</i> 30, 32, 36; <b>SE:</b> <i>Grand Tour II:</i> 47
<b>Language 1.e.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.	<b>TMLA:</b> 402, 405, 407, 409, 410, 411 <b>SE:</b> <i>Grand Tour II:</i> 152, 158, 162
<b>Language 1.f.</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).	<b>TMLA:</b> 122, 126, 127, 138, 141, 145, 149, 151-153, 158, 161
<b>Language 2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>Language 2.a.</b> Capitalize holidays, product names, and geographic names.	<b>TMLA:</b> 259, 261, 264, 271 <b>SE:</b> <i>Grand Tour I:</i> 170, 172, 176; <i>Grand Tour II:</i> 10
<b>Language 2.b.</b> Use commas in greetings and closings of letters.	<b>TMLA:</b> 305, 307, 310, 337 <b>SE:</b> <i>Grand Tour II:</i> 46, 48, 52; <i>Grand Tour II:</i> 82

**Sing, Spell, Read & Write, Level 2  
to the  
Common Core State Standards for English Language Arts  
Grade 2**

<b>Common Core State Standards for English Language Arts Grade 2</b>	<b>Sing, Spell, Read &amp; Write Level 2</b>
<b>Language 2.c.</b> Use an apostrophe to form contractions and frequently occurring possessives.	<b>TMLA:</b> 351, 353, 354, 356, 361, 362, 363, 364, 366, 371, 386 <b>SE:</b> <i>Grand Tour II:</i> 98, 99-100, 102, 104, 107-108, 109, 110, 112, 114, 118, 133-134,
<b>Language 2.d.</b> Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).	<b>TMLA:</b> 220, 221, 227, 228, 230, 232, 238, 239, 241, 242, 248, 249, 251, 252, 259, 260, 261, 263, 268, 269, 270-271, 277-278, 285-286, 288-289, 305, 315, 317, 318, 323, 333, 346, 351, 371-372, 401, 403-404, 408-409 <b>SE:</b> <i>Grand Tour I:</i> 141, 143, 145, 147, 149-150, 151, 153-154, 155, 157-158, 159, 161, 163, 165, 167, 169, 171, 175; <i>Grand Tour II:</i> 7-8, 9-10, 15-16, 17-18, 25-26, 27-28, 29, 31-31, 47, 57, 59-60, 61, 65-66, 67, 77, 91-92, 97, 117-118, 119-120, 151, 153, 159, 161
<b>Language 2.e.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>TMLA:</b> 444
<b>Knowledge of Language</b>	
<b>Language 3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<b>Language 3.a.</b> Compare formal and informal uses of English.	Teacher can select from any activity to teach skill.
<b>Vocabulary Acquisition and Use</b>	
<b>Language 4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	
<b>Language 4.a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>TMR:</b> 63, 67, 69, 74, 76, 77, 78, 84, 85, 87, 88, 97, 101, 104, 115, 122, 124, 125, 132, 133, 134, 136, 139, 140, 141, 148, 149, 152, 154, 160, 163, 168, 170, 173, 178, 180, 184, 188, 190, 191, 192, 193, 199, 200, 201, 202, 209, 211, 219, 223, 233, 236, 248, 250, 254, 255, 256, 265
<b>Language 4.b.</b> 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> ).	<b>TMLA:</b> 332, 341, 342, 343, 348, 385, 394, 396, 404 <b>SE:</b> <i>Grand Tour II:</i> 75-76, 85-86, 87, 132, 142, 144, 154

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<b>Language 4.c.</b> 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> ).	<b>TMLA:</b> 133, 150, 168, 187, 190, 239, 289, 332, 343, 354, 394, 399, 400 <b>SE:</b> <i>Grand Tour I:</i> 53, 73, 93, 111, 115, 155; <i>Grand Tour II:</i> 31-32, 75-76, 87, 101, 142, 157-158, 149
<b>Language 4.d.</b> 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> ).	<b>TMLA:</b> 101, 109, 114, 119, 121, 127, 129, 131, 137, 177, 178, 180, 187, 188, 195, 238, 251, 253, 262, 269, 277, 281, 285, 294, 295, 304, 308, 318, 328, 346, 371, 376, 381, 383 <b>SE:</b> <i>Grand Tour I:</i> 17, 33, 41, 47, 51, 57, 101, 103, 105, 111, 113, 153-154, 165, 167, 173; <i>Grand Tour II:</i> 7-8, 15-16, 21-22, 25-26, 35-36, 37-38, 45, 49-50, 61, 71, 91-92, 117-118, 123-124, 127, 129
<b>Language 4.e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<b>TMLA:</b> 154-155, 164, 173, 183, 193, 300, 367, 403, 408 <b>SE:</b> <i>Grand Tour I:</i> 80, 89, 99; <i>Grand Tour I:</i> 43, 115, 154, 160
<b>Language 5.</b> Demonstrate understanding of word relationships and nuances in word meanings.	
<b>Language 5.a.</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).	<b>TMR:</b> 68, 78, 84, 87, 103, 113, 122, 141, 149, 159, 161, 168, 171, 209, 268 <b>TMLA:</b> 184, 254
<b>Language 5.b.</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).	<b>TMR:</b> 122, 149, 233 <b>TMLA:</b> 161, 207, 227, 301 <b>SE:</b> <i>Grand Tour I:</i> 85, 129, 145
<b>Language 6.</b> 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> ).	<b>TMR:</b> <i>Oral Guided Reading:</i> 61-65, 67-69, 74-79, 84-89, 96-99, 101-105, 112-116, 122-126, 132-136, 140-144, 148-150, 152-154, 159-164, 167-173, 178-184, 188-193, 198-203, 208-212, 218-225, 232-237, 241-243, 248-250, 254-257, 264-268, 272-276 <b>TMLA:</b> <i>Listening and Speaking:</i> 96, 109, 119, 128, 139, 147, 155, 165, 174, 184, 194, 204, 214, 234, 255, 265, 274, 283, 291, 301, 311, 320, 329, 338, 348, 358, 368, 378, 388, 397, 405, 412, 421, 424 <b>TMLA:</b> <i>Adjectives:</i> 402, 405, 407, 409, 410, 411 <b>SE:</b> <i>Grand Tour II:</i> 152, 158, 160, 162, 164