



2015

# Second Grade Common Core Pacing Guide for Reading/Language Arts

Correlated with McGraw-Hill Reading

Hamblen County Department of Education

## College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<b>Key Ideas and Details</b>	<ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ol>
<b>Craft and Structure</b>	<ol style="list-style-type: none"> <li>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>6. Assess how point of view or purpose shapes the content and style of a text.</li> </ol>
<b>Integration of Knowledge and Ideas</b>	<ol style="list-style-type: none"> <li>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</li> <li>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ol>
<b>Range of Reading and Level of Text Complexity</b>	<ol style="list-style-type: none"> <li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol>

## College and Career Readiness Anchor Standards for Writing

<b>Text Types and Purposes</b>	<ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol>
<b>Production and Distribution of Writing</b>	<ol style="list-style-type: none"> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ol>
<b>Research to</b>	<ol style="list-style-type: none"> <li>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of</li> </ol>

<b>Build and Present Knowledge</b>	<p>the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<b>Range of Writing</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	<ol style="list-style-type: none"> <li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ol>
<b>Presentation of Knowledge and Ideas</b>	<ol style="list-style-type: none"> <li>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> </ol>
<b>College and Career Readiness Anchor Standards for Language</b>	
<b>Conventions of Standard English</b>	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol>
<b>Knowledge of Language</b>	<ol style="list-style-type: none"> <li>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ol>
<b>Vocabulary Acquisition and Use</b>	<ol style="list-style-type: none"> <li>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>5. Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> </ol>

Topics	Standard Statements	1st
	<b>Strand: Reading: Literature RL.2</b>	
<b>Key Ideas and Details</b>	<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><i>Unit 1: 29, 60 Lit. Anthology Unit 1: 31, 71 Leveled Readers Unit 1, Week 1: Cat and Dog (A), The Quest (O), Class Pets (B); Unit 1, Week 3: Too Many Pets? (A), A New Home for Henry (O), Hello, Koko! (B); Reading Act. Cards 1 T.E. Unit 1: T34, T39, T47A–T47L, T58, T64, T72, T73, T74, T77, T131, T139C, T150, T195, T211, T216–T217, T231A–T231L, T237A, T242, T248, T258, T262, T266</i></p>	
	<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	
	<p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p> <p><i>Unit 1: 45, 61 Lit. Anthology Unit 1: 55, 79 Leveled Readers Unit 1, Week 2: Music in My Family (A), Happy New Year! (O), I'm Down Under (B); Unit 1, Week 3: Too Many Pets? (A), A New Home For Henry (O), Hello, Koko! (B); Reading Act. Cards 2, 3, 5, 6, 13 Unit 1: S4, S10, T126–T127, T139A–T139L, T156–T157, T165, T166–T167, T169, T170–T171, T173, T174–T175, T218–T219, T231A–T231L, T248–T249, T256–T257, T258–T259</i></p>	
<b>Craft and Structure</b>	<p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><i>Reading Act. Cards: 24 T.E. Unit 1: T53A–T53B, T231J, T237A–T237B</i></p>	
	<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><i>Unit 1: 46, 62 Reading Act. Cards: 6, 9, 13 T.E. Unit 1: S4, S10, T136–T137, T139A–T139L, T151, T228, T243</i></p>	
	<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	
<b>Integration of Knowledge and Ideas</b>	<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><i>Unit 1: 28, 29, 30, 44, 45, 61 Lit. Anthology Unit 1: 55, 79 Reading Act. Cards 3 Leveled Books Unit 1, Week 1: Cat and Dog (A), The Quest (O), Class Pets (B); Unit 1, Week 2: Music in My Family (A), Happy New Year! (O), I'm Down Under (B); Unit 1, Week 3: Too Many Pets? (A), A New Home for Henry (O), Hello, Koko! (B); Unit 1: S4, S10, T32–T33, T34–T35, T38–T39, T44–T45, T47A–T47L, T53A–T53B, T64, T74, T82, T84, T124, T126, T130, T139A–T139L, T156, T166, T170, T174, T218, T223, T231A–T231L, T248, T258, T261, T262, T265, T266</i></p>	
	<p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	
<b>Range of Reading and Level of Text Complexity</b>	<p>RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><i>Unit 1: 54–59 Lit. Anthology Unit 1: 34–55 Leveled Readers Unit 1, Week 2: Music in My Family (A), Happy New Year! (O), I'm Down Under (B); T.E. Unit 1: T53A–T53B, T472–T475</i></p>	

	<b>Strand: Reading: Informational Text RI.2</b>	
<b>Key Ideas and Details</b>	<p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.  <i>Unit 1: 76, 77, 90, 91 Lit. Anthology Unit 1: 90, 99, 101, 105, 107 Leveled Readers Unit 1, Week 4: People Helping Whales (A, O, B); Unit 1, Week 5: Families at Work (A, O, B); Reading Act. Cards: 7,10 T.E. Unit 1: T308–T309, T310–T311, T321A–T321I, T334–T335, T398–399, T400–T401, T413A–T413I, T430, T438, T440, T448, T450</i></p>	
	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
<b>Craft and Structure</b>	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  <i>Unit 1: 68–69, 70–75, 79, 84–85, 86–89, 93 Lit. Anthology Unit 1: 101, 107 Leveled Readers Unit 1, Week 4: People Helping Whales 0 (A, O, B); Unit 1, Week 5: Families at Work (A, O, B); T.E. Unit 1: T292–T293, T322–T323, T347, T362, T384–T385, T396–T397, T437, T452</i></p>	
	<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  <i>Unit 1: 70–75, 77, 78, 86–89, 91, 92 Lit. Anthology Unit 1: 56–59, 82–89, 90, 102–103, 104–109 Leveled Readers Unit 1, Week 4: People Helping Whales (A, O, B); T.E. Unit 1: T310–T311, T320–T321, T323A_ T323J, T329A, T340, T350, T354, T358, T360, T405, T410, T413A–T413D, T419A, T464</i></p>	
	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
<b>Integration of Knowledge and Ideas</b>	<p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  <i>Lit. Anthology Unit 1: 56–59, 106–107, 109</i></p>	
	<p>RI.2.8 Describe how reasons support specific points the author makes in a text.  <i>T.E. Unit 1: T335</i></p>	
	<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.  <i>Lit. Anthology Unit 1: 103, 109 T.E. Unit 1: T334, T424 Reading Act. Cards: 22</i></p>	
<b>Range of Reading and Level of Text Complexity</b>	<p>RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>Unit 1: 70–75 Lit. Anthology Unit 1: 82–99 Leveled Readers Unit 1, Week 4: People Helping Whales (A, O, B, ); T.E. Unit 1: T472–T475</i></p>	
	<b>Strand: Reading: Foundational Skills RF.2</b>	
<b>Phonics and Word Recognition</b>	<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.  a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  <i>Phonics/Word Study Cards 1, 2, 4, 5, 6, 7, 11, 12, 13,14, 15 T.E. Unit 1: S24, S25, S30, T288,T289,T304, T305, T306, T316, T327, T336, T344, T352, T380, T381, T394, T395, T396, T406, T417, T426, T434, T435, T442, T454</i></p>	

	<p><i>Decodable Readers Unit 1, Week 4: You Can Bake a Cake!; Unit 1, Week 5: Mike's Big Bike;</i></p> <p>b. Know spelling–sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two–syllable words with long vowels. <i>Phonics/Word Study Cards 11, 12, 13, 14, 15, 16, 26</i></p> <p>d. Decode words with common prefixes and suffixes. <i>T.E. Unit 1: T51, T53, T120, T133, T143, T152, T346</i></p> <p>e. Identify words with inconsistent but common spelling–sound correspondences. <i>Phonics/Word Study Cards 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 T.E. Unit 1: T305, T317, T327, T336</i></p> <p>f. Recognize and read grade–appropriate irregularly spelled words. <i>T.E. Unit 1: S8, S14, S20, S26, S31, T107, T199, T291, T306, T383 <b>Start Smart: I Can Plant; Unit 1, Week 1: Pat and Tim; Unit 1, Week 2: Len and Gus;</b></i></p>	
<b>Fluency</b>	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. <i>Unit 1: 22, 38, 54, 70 Leveled Readers Unit 1, Week 1: Cat and Dog (A), The Quest (O), Class Pets (B); Unit 1, Week 3: Too Many Pets? (A), A New Home for Henry (O), Hello, Koko! (B); Unit 1, Week 4: People Helping Whales (A); Unit 1, Week 5: Families at Work (A, O, B); T.E. Unit 1: T18, T124, T165, T353, T398, T438, T462</i></p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <i>Leveled Readers Unit 1, Week 1: Cat and Dog (A), The Quest (O), Class Pets (B); T.E. Unit 1: S32, T42, T53, T134, T145, T226, T237, T318, T329, T408, T438, T462</i></p> <p>c. Use context to confirm or self-correct word recognition <i>T.E. Unit 1: T237, T408, T462</i></p>	
	<b>Strand: Speaking and Listening SL.2</b>	
<b>Comprehension and Collaboration</b>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. 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). <i>Unit 1: 18, 34, 50, 82 T.E. Unit 1: T8, T118, T148, T192, T234, T240, T376, T416, T422</i></p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others. <i>Unit 1: 50, 66 T.E. Unit 1: T50, T56, T192, T284, T334</i></p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <i>T.E. Unit 1: S29, T332, T468</i></p>	
	<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <i>T.E. Unit 1: T27, T59, T119, T211, T303, T393 Interactive Read-Aloud Cards Unit 1, Week 4: "All Kinds of Vets";</i></p>	
	<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	

	<i>Unit 1: S29, T11, T103, T195, T287, T379, T468 Interactive Read-Aloud Cards Unit 1, Week 4: "All Kinds of Vets";</i>	
<b>Presentation of Knowledge and Ideas</b>	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <i>Writing Cards 1, 22, 26 T.E. Unit 1: T424–T425, T466, T470–T471</i>	
	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. <i>T.E. Unit 1: T466–T469, T470–T471</i>	
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <i>T.E. Unit 1: T59, T151, T243, T335, T425, T468</i>	
	<b>Strand: Language L.2</b>	
<b>Conventions of Standard English</b>	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. 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). <i>Unit 1: 94–95 T.E. Unit 1: T388, T389, T390, T403, T415, T421, T429 Writing Cards 16,17</i>	
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. <i>Unit 1: 64–65 T.E. Unit 1: T209, T221, T233, T239, T247, T480</i> c. Use an apostrophe to form contractions and frequently occurring possessives. <i>T.E. Unit 1: T395, T407, T417, T426, T436</i> d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). <i>T.E. Unit 1: T14, T41, T52, T61, T106, T133, T144, T153, T198, T225, T244, T290, T382</i> e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <i>T.E. Unit 1: T16, T36, T54, T108, T128, T146, T200, T220, T238, T292, T312, T330, T384, T402, T420, T484, T490</i>	
<b>Knowledge of Language</b>	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	
<b>Vocabulary Acquisition and Use</b>	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	

	<p><i>Unit 1: 63 Lit. Anthology Unit 1: 79 T.E. Unit 1: T230, T231, T231G, T231L, T329</i></p> <p>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> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <i>Unit 1: 31, 47, 79, 93 Lit. Anthology Unit 1: 55, 101 T.E. Unit 1: T46, T47, T138, T139, T145, T215, T322, T323, T412, T419, T446, T453</i></p> <p>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> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <i>Lit. Anthology Glossary: 584–599 T.E. Unit 1: T16, T36, T54, T108, T128, T146, T200, T220, T238, T292, T312, T330, T384, T402, T420, T484, T490</i></p>	
	<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real–life connections between words and their use (e.g., describe foods that are spicy or juicy). <i>Unit 1: 20–21, 36–37, 52–53, 68–69, 84–85 Phonics/Word Study Cards 11, 13, 14, 22 T.E. Unit 1: T16, T86, T108, T200, T292, T384, T409, T452, T453</i></p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). <i>T.E. Unit 1: T206, T220, T232, T238</i></p>	
	<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). <i>Writing Cards 2, 10, 13, 14, 15 T.E. Unit 1: T71, T76, T80, T86, T168, T172, T178, T255, T260, T264, T270, T347, T352, T356, T362, T437, T442, T446</i></p>	
	<p><b>Strand: Writing W.2</b></p>	
<b>Text Types and Purposes</b>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	
	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <i>Unit 1: 80–81, 94–95 T.E. Unit 1: T298, T324, T388, T414 Writing Cards 14, 27</i></p>	
	<p>W.2.3 Write narratives in which they recount a well–elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. <i>Unit 1: 32–33, 48–49 Writing Cards 1, 2, 12 T.E. Unit 1: S9, T22, T114, T480–T482, T486–T491</i></p>	
<b>Production and Distribution of Writing</b>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <i>Unit 1: 32–33, 80–81, 94–95 T.E. Unit 1: T36, T54, T128, T146, T220, T312, T330, T338, T364, T402, T420,</i></p>	



	<i>T484–T485, T490–T491</i>	
	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. <i>Unit 1: T148, T240, T332, T420, T422, T428, T484, T490</i>	
<b>Research to Build and Present Knowledge</b>	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). <i>T.E. Unit 1: T56–T57, T58–T59, T148–T149, T150–T151, T240–T241, T242–T243, T332, T335, T422, T425, T466</i>	
	W.2.8 Recall information from experiences or gather information from provided sources to answer a question. <i>T.E. Unit 1: T59, T243, T422, T466–T468, T480–T485, T486–T491</i>	

<b>Second Grade Second Six Weeks Common Core Reading/Language Arts</b>		<b>2nd</b>
	<b>Strand: Reading: Literature RL.2</b>	
<b>Key Ideas and Details</b>	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <i>Unit 2: 171 Lit. Anthology Unit 2: 159 Leveled Readers Unit 2, Week 5: Amira’s Petting Zoo (A), Alice’s New Pet (O), Ava’s Animals (B); T.E. Unit 2: T145A–T145B, T148, T400–T401, T404–T405, T443, T447</i>	
	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <i>Unit 2: 126 Lit. Anthology Unit 2: 131, 159, 209 Leveled Readers Unit 2, Week 2: The Cat and the Mice (A), The Dog and the Bone (O), The Spider and the Honey Tree (B); T.E. Unit 2: T103, T110–T113, T118–T119, T136–T137, T139M–T139N, T145A–T145B, T150, T156–T157, T166–T167, T170–T171 Reading Act. Cards 14,27</i>	
	RL.2.3. Describe how characters in a story respond to major events and challenges. <i>Unit 2: 109, 125 Lit. Anthology Unit 2: 131, 159 Leveled Readers Unit 2, Week 1: Hippos at the Zoo (A), Where Are They Going? (O), An Arctic Life for Us (B); Unit 2, Week 2: The Cat and the Mice (A), The Dog and the Bone (O), The Spider and the Honey Tree (B); Reading Act. Cards: 2, 3, 5, 6, 13 T.E.: Unit 2: T34–T35, T47A–T47L, T64–T65, T72–T73, T74–T75, T77, T78–T79, T80, T82–T83, T126, T139A–T139L, T156–T157, T164–T165, T166, T169, T170–T171, T173, T174–T177, T443</i>	
<b>Craft and Structure</b>	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. <i>Unit 2: 165, 170, 172 Lit. Anthology Unit 2: 209 Leveled Readers: Unit 2, Week 5: Amira’s Petting Zoo, pp. 17–20(A), Alice’s New Pet, pp. 17–20(O), Ava’s Animals, pp. 17–20(B); Reading Act. Cards: 24 T.E. Unit 2: T386–T387, T398–</i>	

	<i>T399, T410–T411, T413A–T413D, T419A–T419B, T425, T440–T441, T444, T449, T450–T451</i>	
	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <i>Unit 2: 109, 126 Lit. Anthology Unit 2: 131, 159 Reading Act. Cards: 6, 9, 13 T.E. Unit 2: T34–T35, T47A–T47L, T126–T127, T136–T137, T139A–T139N,</i>	
	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. <i>T.E. Unit 2: T139G, T139L</i>	
<b>Integration of Knowledge and Ideas</b>	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <i>Unit 2: 110, 171 Lit. Anthology Unit 2: 131 Reading Act. Cards 3 T.E. Unit 1: S4, S10, T32–T33, T34–T35, T38–T39, T44–T45, T47A–T47L, T53A–T53B, T64, T74, T82, T84, T124, T126, T130, T139A–T139L, T156, T166, T170, T174, T218, T223, T231A–T231L, T248, T258, T261, T262, T265, T266</i>	
	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <i>Unit 2: 118–123 Lit. Anthology Unit 2: 136–159, 160–163 Reading Act. Cards 23 T.E. Unit 2: T139B, 145A–T145B, T150–T151, T95, T467</i>	
<b>Range of Reading and Level of Text Complexity</b>	RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Unit 2: 206–208, Lit. Anthology Unit 2: 183, 203 Leveled Readers Unit 2, Week 5: Amira’s Petting Zoo (A), Alice’s New Pet (O, ELL), Ava’s Animals (B); T.E. Unit 2: T472–T475</i>	
	<b>Strand: Reading: Informational Text RI.2</b>	
<b>Key Ideas and Details</b>	RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. <i>Unit 2: 141, 156, 157 Lit. Anthology Unit 2: 183, 203 Leveled Unit 2, Week 3: A Tree Full of Life (A, O, B); Unit 2, Week 4: Animal Families (A, O, B); Reading Act. Cards: 7, 10 T.E. Unit 2: T218–T219, T231A–T231L, T308–T309, T310–T311, T323A–T323I, T340–T341, T350–T351, T358–T359, T360–T361, T419A</i>	
	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <i>Unit 2: 141, 157 Lit. Anthology Unit 2: 183, 203 Leveled Readers Unit 2, Week 3: A Tree Full of Life (A, O, B); Unit 2, Week 4: Animal Families (A, O, B); T.E. Unit 2: T218–T219, T231A–T231K, T248–T249, T256–T257, T258–T259, T262–T263, T265, T266–T267, T310–T311, T321A–T321J, T335 Reading Act. Cards: 7, 10</i>	
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
<b>Craft and Structure</b>	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <i>Unit 2: 132–133; 134–139, 143, 148–149, 150–155, 159 Lit. Anthology Unit 2: 183, 203 Leveled Readers Unit 2, Week 4: Animal Families (A, O, B); T.E. Unit 2: T200–T201, T230–T231, T255, T270, T292–T293 T322–T323, T347, T362</i>	

	<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  <i>Unit 2: 102–107, 110, 136–139, 142, 158 Lit. Anthology Unit 2: 132–135, 164–181, 184–185, 186–201, 204–205 Leveled Readers Unit 2, Week 3: A Tree Full of Life (A, O, B); T.E. Unit 2: T228–T229, T320–T321, T323A T323J, T464–T465</i></p>	
	<p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	
<b>Integration of Knowledge and Ideas</b>	<p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  <i>Unit 2: 150–155, 158 Lit. Anthology Unit 2: 133–135, 184–185, T.E. Unit 2: T320–T321, T323A–T323H, T329A–T329B</i></p>	
	<p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p>	
	<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.  <i>Lit. Anthology Unit 2: 185, 205 T.E. Unit 2: T242, T334 Reading Act. Cards: 22</i></p>	
<b>Range of Reading and Level of Text Complexity</b>	<p>RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>Unit 2: 134–139 Lit. Anthology Unit 2: 186–201 Leveled Readers Unit 2, Week 4: Animal Families (A, O, B); T.E. Unit 2: T472–T475</i></p>	
	<p><b>Strand: Reading: Foundational Skills RF.2</b></p>	
<b>Phonics and Word Recognition</b>	<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  <i>Phonics/Word Study Cards 1, 2, 4, 5, 6, 7, 11, 12, 13, 14, 15 T.E. Unit 2: T12, T13, T128, T29, T30, T40, T41, T51, T60, T68, T69, T76, T88, T104, T105, T120, T121, T122, T132, T133, T143, T144, T153, T160, T161, T168, T180, T199, T212, T214, T224, T288, T289, T304, T305, T306 Decodable Readers Unit 2, Week 1: At Home in Nome; Unit 2, Week 2: Duke and Bud's Run;</i></p> <p>b. Know spelling–sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two–syllable words with long vowels.  <i>T.E. Unit 2: T121, T133, T143, T152, T162 Phonics/Word Study Cards 11, 12, 13, 14, 15, 16, 26</i></p> <p>d. Decode words with common prefixes and suffixes.  <i>Unit 2: 111 Lit. Anthology Unit 2: 131 T.E. Unit 2: T46–T47, T138–T139, T145, T172, T213, T219, T225, T230–T231, T235, T244, T254, T305, T317, T327, T336, T346 Decodable Readers Unit 2, Week 3: Animal Places and Spaces;</i></p> <p>e. Identify words with inconsistent but common spelling–sound correspondences.  <i>Phonics/Word Study Cards 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 T.E. Unit 2: T29, T41, 51, T60, T288, T289, T304, T305, T316 Decodable Readers Unit 2, Week 5: Mrs. Sprig's Spring Flowers;</i></p> <p>f. Recognize and read grade–appropriate irregularly spelled words.  <i>T.E. Unit 2: T15, T69, T69 (Decodable Reader), T76, T76 (Decodable Reader), T107, T199, T396 Decodable Readers Unit 2, Week 3: Animal Places and Spaces; Unit 2, Week 5: Mrs. Sprig's Spring Flower;</i></p>	
<b>Fluency</b>	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p>	

	<p>a. Read on-level text with purpose and understanding.  <i>Unit 2: 102–107, 118–123, 134–139, 150–155 Leveled Readers Unit 2, Week 1: An Arctic Life for Us (B); Unit 2, Week 2: The Dog and the Bone (O); Unit 2, Week 3: A Tree Full of Life, (A, O, B); Unit 2, Week 4: Animal Families (A, O, B); T.E. Unit 2: T18–T21, T164–T165, T340–T341, T438–T439,</i></p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  <i>Leveled Readers Unit 2, Week 3: A Tree Full of Life, (A, O, B); Unit 2, Week 4: Animal Families (A, O, B); T.E. Unit 2: T42, T53, T71, T134, T145, T167, T226, T248, T258, T262, T340–T341, T408, T438–T439, T462</i></p> <p>c. Use context to confirm or self-correct word recognition  <i>Unit 2: 155; Leveled Readers Unit 2, Week 5: Amira’s Petting Zoo (A), Alice’s New Pet (O, ELL), Ava’s Animals (B) T.E. Unit 2: T318, T430–T431, T440–T441, T448–T449, T450–T451, T462–T463</i></p>	
	<b>Strand: Speaking and Listening SL.2</b>	
<b>Comprehension and Collaboration</b>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. 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).  <i>Unit 2: 146–147 T.E. Unit 2: T8, T.E. T26, T142, T284, T332, T422</i></p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.  <i>T.E. Unit 2: T100, T148, T416</i></p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.  <i>Unit 2: 162–163 T.E. Unit 2: T192, T376, T468</i></p>	
	<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <i>T.E. Unit 2: T27, T50, T59, T119, T211, T303, T393 Interactive Read-Aloud Cards Unit 2, Week 2: “The Fox and the Crane”;</i></p>	
	<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  <i>Unit 2: T11, T103, T195, T287, T379, T468 Interactive Read-Aloud Cards Unit 2, Week 2: “The Fox and the Crane”;</i></p>	
<b>Presentation of Knowledge and Ideas</b>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  <i>T.E. Unit 2: T424–T425, T470–T471 Writing Cards 1, 22, 26</i></p>	
	<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  <i>T.E. Unit 2: T466–T469, T470–T471</i></p>	
	<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  <i>T.E. Unit 2: T24, T59, T151, T243, T335, T425, T468</i></p>	

<b>Strand: Language L.2</b>		
<b>Conventions of Standard English</b>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group). <i>Grammar Handbook: 480 T.E. Unit 2: T T221, T232, T233, T238 T239, T247</i></p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). <i>Unit 2: 161, Grammar Handbook: 479 T.E. Unit 2: T300, T313, T325, T339</i></p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. 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>	
	<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names. <i>T.E. Unit 2: T208, T209, T221, T233, T239, T247</i></p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives. <i>T.E. Unit 2: T390, T391, T402, T403, T420, T421, T429</i></p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). <i>T.E. Unit 2: T14, T61, T106, T133, T153, T198, T225, T236, T245, T290, T306, T317, T336, T380, T407, T427</i></p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <i>T.E. Unit 2: T16, T36, T54, T108, T128, T146, T200, T220, T238, T292, T312, T330, T384, T402, T420, T484, T490</i></p>	
<b>Knowledge of Language</b>	<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	
<b>Vocabulary Acquisition and Use</b>	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. <i>Unit 2: 143, 159 Lit. Anthology Unit 2: 203, 209 T.E. Unit 2: T322, T323, T323F, T323J, T412, T413</i></p> <p>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). <i>Unit 2: 111 Lit. Anthology Unit 2: 131 T.E. Unit 2: T46, T47, T47F, T53, T145, T213, T225, T235, T244</i></p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <i>T.E. Unit 2: T53, T123, T145, T237, T419</i></p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). <i>T.E. Unit 2: T395, T407, T417, T426, T436</i></p>	

	<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  <i>Lit. Anthology Glossary: 584–599 T.E. Unit 2: T16, T36, T54, T108, T128, T146, T200, T220, T238, T292, T312, T330, T384, T402, T412, T420, T484, T490</i></p>	
	<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.  a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  <i>Unit 2: 109, 132–133, 148–149, 164–165 Phonics/Word Study Cards 11, 13, 14, 22 T.E. Unit 2: T16, T43, T108, T109, T200, T227, T292, T384, T408, T454</i>  b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  <i>Unit 2: 174–175 T.E. Unit 2: T22, T36, T48, T54, T178, T388, T402, T414, T420, T429</i></p>	
	<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).  <i>Writing Cards 2, 10, 13, 14, 15 T.E. Unit 2: T71, T76, T80, T86, T153, T168, T172, T178, T255, T260, T264, T270, T342, T352, T356, T362, T437, T442, T446, T452</i></p>	
	<p><b>Strand: Writing W.2</b></p>	
<b>Text Types and Purposes</b>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	
	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  <i>Unit 2: 144–145, 160–161 T.E. Unit 2: T206, T220, T298, T324, T330 Writing Cards 14, 27</i></p>	
	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  <i>Unit 2: 112–113, 128–129 Writing Cards 1, 2, 12 T.E. Unit 2: T22, T36, T48, T114–T115</i></p>	
<b>Production and Distribution of Writing</b>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  <i>Unit 2: 112–113, 160–161 T.E. Unit 2: T36, T53, T128, T140, T146–T147, T220, T298, T312, T324, T364, T388, T402–T403, T420, T454</i></p>	
	<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  <i>Unit 2: T56, T148, T240, T332, T420, T422, T428, T466–T469, T471, T484, T490</i></p>	
<b>Research to Build and Present Knowledge</b>	<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  <i>T.E. Unit 2: T56–T57, T58–T59, T148–T149, T150–T151, T240–T241, T242–T243, T232–T233, T335, T422, T425, T464–T465, T466–T469</i></p>	

	W.2.8 Recall information from experiences or gather information from provided sources to answer a question. <i>T.E. Unit 2: T422, T425, T466–T468, T480–T485, T486–T491</i>	
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<b>Second Grade Third Six Weeks Common Core Reading/Language Arts</b>		<b>3rd</b>
	<b>Strand: Reading: Literature RL.2</b>	
<b>Key Ideas and Details</b>	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <i>Unit 3: 204, Lit. Anthology Unit 3: 251 Leveled Readers Unit 3, Week 2: A Special Sunset (A); A Different Set of Stars (O); Shadows in the Sky (B); Unit 3, Week 3: City Communities (A, O, B) T.E. Unit 3: T124–T125, T145A–T145B, T156–T157, T166–T167, T174–T175, T237A–T237B</i>	
	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <i>Lit. Anthology Unit 3: 278–279 Leveled Readers Unit 3, Week 3: City Communities, pp. 17–18 (A) City Communities, pp. 16–18 (O, B); T.E. Unit 3: T237A–T237B; Reading Act. Cards 14,27</i>	
	RL.2.3. Describe how characters in a story respond to major events and challenges. <i>Lit. Anthology Unit 3: 251 Leveled Readers Unit 3, Week 2: A Special Sunset (A), A Different Set of Stars (O), Shadows in the Sky (B); Reading Act. Cards: 2, 3, 5, 6, 13 T.E.: Unit 3: T131, T139A–T139L</i>	
<b>Craft and Structure</b>	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.	
	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <i>Unit 3: 205 Lit. Anthology Unit 3: 251 Reading Act. Cards: 6, 9, 13 T.E. Unit 3: T126–T127, T130–131, T136–T137, T139A–T139L, T151, T156–T157, T164–T165, T166–T167, T169, T170–T171, T173, T174–T175, T176–T177</i>	
	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. <i>T.E. Unit 3: T139C, T237A</i>	
<b>Integration of Knowledge and Ideas</b>	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <i>Reading Act. Cards 3 T.E. Unit 3: T124–T125, 139A–T139L</i>	
	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
<b>Range of Reading and</b>	RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

<b>Level of Text Complexity</b>	<i>Unit 3: 198–203, Lit. Anthology Unit 3: 232–249 Leveled Readers Unit 3, Week 2: A Special Sunset (A), A Different Set of Stars (O), Shadows in the Sky(B); T.E. Unit 3: T472–T475,</i>	
	<b>Strand: Reading: Informational Text RI.2</b>	
<b>Key Ideas and Details</b>	RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. <i>Unit 3: 188, 220, 236, 237, 246–249, 250, 251 Lit. Anthology Unit 3: 263, 285, 286, 291, 293, 295, 297 Leveled Readers Unit 3, Week 1: Forces at Work (A, O, B); Unit 3, Week 3: City Communities (A, O, B); Unit 3, Week 4: Weather All Around (A, O, B); Unit 3, Week 5: The Sounds of Trash (A, O, B); Reading Act. Cards: 7,10 T.E. Unit 3: T32–T33, T47A–T47J, T53A–T53B, T145A–T145B, T216–T217, T237A–T237B, T308–T309, T310–T311, D43, T398–T399, T400–T401, T413A–T413D, T419A, T424–T425</i>	
	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <i>Unit 3: 230–235, 237, 246–249, 251 Lit. Anthology Unit 3: 291, 297 Leveled Readers Unit 3, Week 4: Weather All Around (A, O, B); Unit 3, Week 5: The Sounds of Trash (A, O, B); T.E. Unit 3: T39, T47D, T310–T311, T323A–T323J, T400–T401, T413A–T413D, T430–T431, T44–T441, T442–T443, T444–T445 Reading Act. Cards: 7,10</i>	
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
<b>Craft and Structure</b>	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <i>Unit 3: 180–181, 182–187, 191, 212–213, 214–219, 223, 228–229, 230–235, 239, 244–245, 246–249, 253 Lit. Anthology Unit 3: 229, 277, 291, 297 Leveled Readers Unit 3, Week 1: Forces at Work (A, O, B); Unit 3, Week 3: City Communities (A, O, B); Unit 3, Week 4: Weather All Around (A, O, B); Unit 3, Week 5: The Sounds of Trash (A, O, B); T.E. Unit 3: T16–T17, T71, T86, T200–T201, T255, T270, T292–T293, T347, T362, T384–T385, T437, T452</i>	
	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. <i>Unit 3: 182–187, 190, 230–235, 238, 248, 252 Lit. Anthology Unit 3: 212–227, 230–231, 252–255, 280–291, 292–293, 294–297, 298–299 Leveled Readers Unit 3, Week 1: Forces at Work (A, O, B); T.E. Unit 3: T53A–T53B, T228–T229, T320, T329B, T410–T411, T419A, T464–T465</i>	
	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <i>Unit 3: 189, 221 Lit. Anthology Unit 3: 229 Leveled Readers Unit 3, Week 1: Forces at Work (A, O, B); Unit 3, Week 3: City Communities (A, O, B); Reading Act. Cards: 8, 20 T.E. Unit 3: T33–T34, T47A–T47J, T218–T219, T231A–T231J, T256–T257, T258–T259, T261, T262–T263, T265, T266–T267, T322C, T405, T413B</i>	
<b>Integration of Knowledge and Ideas</b>	RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. <i>Unit 3: 182–187, 190, 246–249, 252 Lit. Anthology Unit 3: 212–227, 230–231, 252–255, 280–291, 292–293, 294–297, 298–299 T.E. Unit 3: T44–T45, T335, T410, T419A</i>	
	RI.2.8 Describe how reasons support specific points the author makes in a text. <i>Unit 3: 189, 221 Lit. Anthology Unit 3: 229, 277 Unit 3, Week 3: City Communities (A, O, B); T.E. Unit 3: T33–T34, T72–</i>	



	<i>T73, T77, T82–T83, T218–T219, T243, T256–T257, T258–T259, T261, T262, T413B–T413C</i>	
	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. <i>Lit. Anthology Unit 3: 231, 293, 299 T.E. Unit 3: T58, T329A–T329B, T334, T424 Reading Act. Cards: 22</i>	
<b>Range of Reading and Level of Text Complexity</b>	RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Unit 3: T182–T187 Lit. Anthology Unit 3: 294–297 Leveled Readers Unit 3, Week 3: City Communities (A, O, B); T.E. Unit 3: T472–T475,</i>	
	<b>Strand: Reading: Foundational Skills RF.2</b>	
<b>Phonics and Word Recognition</b>	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. <i>Phonics/Word Study Cards 1, 2, 4, 5, 6, 7, 11, 12, 13, 14, 15 T.E. Unit 3: T12, T13, T28, T29, T40, T41, T51, T60, T104, T105, T120, T121, T132, T143, T196, T197, T212, T213, T253, T272, T288, T289, T302, T380 T382, T394, T396, T406, T417, T426, T434, T435, T442, T454 Decodable Readers Unit 3, Week 2: High in the Sky; Unit 3, Week 3: Three Goats and a Troll; Unit 3, Week 5: Luke’s Tune</i> b. Know spelling–sound correspondences for additional common vowel teams. <i>T.E. Unit 3: T12, T13, T14, T28, T29, T40, T41, T68, T69, T76, T152, T153, T160, T161, T168, T196, T197, T198, T213, T214, T224, T225, T244, T253, T260, T288, T289, T304, T305, T306, T316, T317, T336, T344, T345, T352 Decodable Readers Unit 3, Week 1: Ray Saves the Play; Unit 3, Week 2: High in the Sky; Unit 3, Week 3: Three Goats and a Troll; Unit 3, Week 4: It Won’t Be Easy;</i> c. Decode regularly spelled two–syllable words with long vowels. <i>T.E. Unit 3: T121, T133, T143, T152, T162, T396, T406, T417, T426, T434–T435, T442 Phonics/Word Study Cards 11, 12, 13, 14, 15, 16, 26, Decodable Readers Unit 3, Week 5: Luke’s Tune;</i> d. Decode words with common prefixes and suffixes. <i>Unit 3: 253 Lit. Anthology Unit 3: 297 T.E. Unit 3: T412–T413</i> e. Identify words with inconsistent but common spelling–sound correspondences. <i>Phonics/Word Study Cards 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 T.E Unit 3: T12, T30, T122, T290</i> f. Recognize and read grade–appropriate irregularly spelled words. <i>T.E. Unit 3: T15, T107, T199, T291, T383</i>	
<b>Fluency</b>	RF.2.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. <i>Unit 3: 182–187, 198–203, 214–219, 230–235 Leveled Readers Unit 3, Week 1: Forces at Work (A, O, B); Unit 3, Week 2: A Special Sunset (A), A Different Set of Stars (OL), Shadows in the Sky (B); Unit 3, Week 3: City Communities (A, O, B); Unit 3, Week 5: The Sounds of Trash (A, O, B); T.E. Unit 3: T18, T42, T64–T65, T164–T165, T294–T297, T438–T439</i> b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	

	<p><i>Leveled Readers Unit 3, Week 2: A Special Sunset (A), A Different Set of Stars (O), Shadows in the Sky (B); Unit 3, Week 3: City Communities (A, O, B); T.E. Unit 3: T30, T42, T53, T72, T78–T79, T134, T145, T164, T170–T171, T226, T237, T248, T256, T318, T348, T408, T437, T439, T462–T463</i></p> <p>c. Use context to confirm or self-correct word recognition <i>Unit 3: 188, 204 T.E. Unit 3: T408, T462–T463</i></p>	
	<b>Strand: Speaking and Listening SL.2</b>	
<b>Comprehension and Collaboration</b>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. 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). <i>Unit 3: 194–195, 242–243 T.E. Unit 3: T8, T118, T148, T234, T284, T326, T332, T376, T422, T466</i></p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others. <i>Unit 3: 210–211 T.E. Unit 3: T142, T192, T240, T416, T468</i></p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <i>T.E. Unit 3: T56, T466</i></p>	
	<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <i>T.E. Unit 3: T27, T119, T211, T303, T326, T393 Interactive Read-Aloud Cards Unit 3, Week 3: "Color Your Community"; Unit 3, Week 4: "Clouds All Around"; Unit 3, Week 5: "Why People Drum";</i></p>	
	<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <i>T.E. Unit 3: T11, T103, T195, T287, T379, T468 Interactive Read-Aloud Cards Unit 3, Week 2: "The Hidden Sun"; Unit 3, Week 5: "Why People Drum";</i></p>	
<b>Presentation of Knowledge and Ideas</b>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <i>T.E. Unit 3: T424–T425, T470–T471 Writing Cards 1, 22, 26</i></p>	
	<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <i>T.E. Unit 3: T422–T423, T424–T425, T470–T471</i></p>	
	<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <i>T.E. Unit 3: T59, T151, T243, T335, T425</i></p>	
	<b>Strand: Language L.2</b>	
<b>Conventions of Standard English</b>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group). <i>Grammar Handbook: 480</i></p>	

	<p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified. <i>T.E. Unit 3: T395, T407, T417, T426</i></p> <p>f. 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). <i>T.E. Unit 3: 254–255 Grammar Handbook: 476 Writing Cards 16, 17 T.E. Unit 3: T388, T389, T390, T402, T403, T414, T415, T421, T428, T429</i></p>	
	<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names. <i>T.E. Unit 3: T209, T221, T233, T239, T247</i></p> <p>b. Use commas in greetings and closings of letters. <i>T.E. Unit 3: T29, T41, T51, T60, T213, T225, T244</i></p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives. <i>T.E. Unit 3: T14, T41, T106, T198, T236, T290, T306, T317, T337, T382, T396, T407, T416, T427, T436</i></p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). <i>T.E. Unit 3: T16, T36, T54, T108, T128, T146, T200, T220, T238, T292, T312, T330, T384, T402, T420, T484, T490</i></p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
<b>Knowledge of Language</b>	<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	
<b>Vocabulary Acquisition and Use</b>	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. <i>T.E. Unit 3: T135, T227, T319, T409, T419</i></p> <p>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). <i>Unit 3: 253 Lit. Anthology Unit 3: 297 T.E. Unit 3: T412, T413</i></p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <i>T.E. Unit 3: T53</i></p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). <i>Unit 3: 207 Lit. Anthology Unit 3: 251 T.E. Unit 3: T138, T172, T179, T235</i></p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <i>Lit. Anthology Glossary: 584–599 T.E. Unit 3: T16, T36, T54, T108, T128, T146, T200, T220, T238, T292, T312,</i></p>	

	<i>T330, T384, T402, T412, T420, T484, T490</i>	
	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). <i>Unit 3: 160–161, 196–197, 212–213, 244–245 Phonics/Word Study Cards 11, 13, 14, 22 T.E. Unit 3: T16, T42, T86, T106, T135, T178, T200, T227, T270, T292, T319, T362, T384, T452–T453</i> b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). <i>Unit 3: 223 T.E. Unit 3: T230, T231E, T322, T329</i>	
	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). <i>Unit 3: 223, 239 Writing Cards 2, 10, 13, 14, 15 Lit. Anthology Unit 3: 229 T.E. Unit 3: T230, T231E, T322, T329</i>	
	<b>Strand: Writing W.2</b>	
<b>Text Types and Purposes</b>	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. <i>Unit 3: 225 Writing Cards 11, 18, 24, 25 T.E. Unit 3: T220, T388, T414, T480–T485, T486–491</i>	
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <i>Unit 3: 192–193, 224–225, 240–241 Writing Cards 14, 27 T.E. Unit 3: T22–T23, T48, T298, T312, T324</i>	
	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. <i>Unit 3: 208–209 Writing Cards 1, 2, 12 T.E. Unit 3: T114, T128, T140, T146–T147</i>	
<b>Production and Distribution of Writing</b>	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <i>Unit 3: 192–193, 208–209, 224–225 T.E. Unit 3: T36, T54–T55, T107, T128, T146–T147, T220, T238, T246, T330–T331, T338</i>	
	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. <i>T.E. Unit 3: T54, T56, T148, T240, T332. T420–T421, T422, T466, T484, T490</i>	
<b>Research to Build and Present Knowledge</b>	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). <i>T.E. Unit 3: T56–T57, T58–T59, T148–T149, T150–T151, T240–T241, T242–T243, T335, T422, T425, T466</i>	
	W.2.8 Recall information from experiences or gather information from provided sources to answer a question. <i>T.E. Unit 3: T298, T422, T467–T468, T480–T485, T486–T491</i>	

<b>Second Grade Fourth Six Weeks Common Core Reading/Language Arts</b>		<b>4th</b>
	<b>Strand: Reading: Literature RL.2</b>	
<b>Key Ideas and Details</b>	<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <i>Lit. Anthology Unit 4: 365, 385 T.E. Unit 4: T315C, T321A–T321B, T397, T411A–T411B, T422, T432, T436, T439, T440, T442</i></p>	
	<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  <i>Unit 4: 309, 310 Lit. Anthology Unit 4: 379, 385 Leveled Readers Unit 4, Week 4: Why Turtles Live in Water (A), How Butterflies Came to Be (O), Why Spider Has 8 Thin Legs (B); Unit 4, Week 5: A Hike in the Woods (A), A Little World (O), Star Party (B); T.E. Unit 4: T295, T302–T303, T306, T312–T313, T315A–T315F, T321A–T321B, T327, T332, T340–T341, T342, T346, T350–T351, T352, T378, T392–T393, T405A, T430, T432, T436, T439, T440, T442 Reading Act. Cards 14,27</i></p>	
	<p>RL.2.3. Describe how characters in a story respond to major events and challenges.  <i>Unit 4: 295 Lit. Anthology Unit 4: 365 Leveled Readers Unit 4, Week 3: Sharing Cultures (A), A New Life in India (O), Akita and Carlo (B); Reading Act. Cards: 2, 3, 5, 6, 13 T.E.: Unit 4: T212–T213, T216, T225A–T225P, T237, T242–T243, T250–T251, T252–T253, T255, T295, T302–T303, T306, T315A–T315F, T345, T349</i></p>	
<b>Craft and Structure</b>	<p>R.L.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.  <i>Unit 4: 317, 324, 325 Lit. Anthology Unit 4: 385 Leveled Readers Unit 4, Week 5: A Hike in the Woods, pp. 17–20 (A), A Little World pp. 17–20(O), Star Party, pp. 17–20(B); Reading Act. Cards 24 Unit 4: T378–379, T390–T391, T396, T402–T403, T405A–T405D, T411A–T411B, T417, T433, T437</i></p>	
	<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  <i>Unit 4:295 Reading Act. Cards: 6, 9, 13 T.E. Unit 4: T212, T216–T217, T237</i></p>	
	<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  <i>Unit 4: 296, 304–307, 310 Lit. Anthology Unit 4: 370–377 Leveled Readers Unit 4, Week 4: Why Turtles Live in Water (A), How Butterflies Came to Be (O), Why a Spider Has 8 Thin Legs (B); T.E. Unit 4: T222–T223, T225A–T225P, T228–T229, T312–T313, T315A–T315F</i></p>	
<b>Integration of Knowledge and Ideas</b>	<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  <i>Unit 4: 294, 308 Reading Act. Cards 3 T.E. Unit 4: T210–T211, T215–T216, T225A–T225L, T242, T252, T256, T260–T261, T262, T300–T301, T315A–T315F, T321A–T321B, T332, T342, T346, T350–T351, T352</i></p>	
	<p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	

<b>Range of Reading and Level of Text Complexity</b>	<p>RI.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>Unit 4: 318–321, Lit. Anthology Unit 4: 336–363 Leveled Readers Unit 4, Week 3: Sharing Cultures (A), A New Life in India (O), Akita and Carlo (B); T.E. Unit 4: T464–T467</i></p>	
	<b>Strand: Reading: Informational Text RI.2</b>	
<b>Key Ideas and Details</b>	<p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.  <i>Unit 4: 265, 266 Lit. Anthology Unit 4: 316, 319 Leveled Readers Unit 4, Week 1: Rocky Mountain National Park (A, O, B); Reading Act. Cards: 7,10 T.E. Unit 4: T30–T31, T45F, T45G, T51A, T135E, T146, T231A–T231B</i></p>	
	<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  <i>Unit 4: 265, 279 T.E. Unit 4: T36–T37, T45D, T127–T128, T135D Reading Act. Cards: 7,10</i></p>	
	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  <i>Unit 4: 262–265, 267, 276–279, 280, 281 Lit. Anthology Unit 4: 319, 333 Leveled Readers Unit 4, Week 2: Earthquakes (A, O, B); T.E. Unit 4: T32–T33, 45A–T45L, T62–T63, T70–T71, T72–T73, T74–T75, T79, T122–T123, T135A–T135H Reading Act. Cards: 11, 12, 16, 17</i></p>	
<b>Craft and Structure</b>	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  <i>Unit 4: 260–261, 262–265, 269, 274–275, 276–279, 283 Lit. Anthology Unit 4: 319, 333 Leveled Unit 4, Week 1: Rocky Mountain National Park (A, O, B); Unit 4, Week 2: Earthquakes (A, O, B); T.E. Unit 4: T16–T17, T69, T84, T106–T107, T159, T174</i></p>	
	<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  <i>Unit 4: 262–265, 268, 276–279, 282 Lit. Anthology Unit 4: 300–317, 320–321, 322–333, 334–335, 366–369 Leveled Readers Unit 4, Week 1: Rocky Mountain National Park (A, O, B); T.E. Unit 4: T42–T43, T51A–T51B, T132–T133, T141A–T141B, T222–T223, T225A–T225N, T231A–T231B</i></p>	
	<p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	
<b>Integration of Knowledge and Ideas</b>	<p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  <i>Unit 4: 262–265, 268 Lit. Anthology Unit 4: 300–317, 320–321, 322–333, 335, 366–369 T.E. Unit 4: T42–T43, T51A–T51B</i></p>	
	<p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p>	
	<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.  <i>Unit 4: 262–265 Lit. Anthology Unit 4: 321, 355 T.E. Unit 4: T51A–T51B, T56–T57, T62–T63, T72–T73, T76–T77 Reading Act. Cards: 22</i></p>	
<b>Range of Reading and Level of Text</b>	<p>RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	

<b>Complexity</b>	<i>Unit 4: T262–T265 Lit. Anthology Unit 4: 322–331 Leveled Readers Unit 4, Week 2: Earthquakes (A, O, B); T.E. Unit 4: T464–T467</i>	
	<b>Strand: Reading: Foundational Skills RF.2</b>	
<b>Phonics and Word Recognition</b>	<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words. <i>T.E. Unit 4: T282, T283, T284, T296, T297, T298, T372, T373, T374, T386, T387, T388 Decodable Unit 4, Week 2: Shirl and Her Tern; Unit 4, Week 3: More Fun Than a Hat!;</i></p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes. <i>T.E. Unit 4: T27, T38–T39, T49, T51, T58, T68, T321 Decodable Readers Unit 4, Week 1: The Thumb’s–Up Rain Forest;</i></p> <p>e. Identify words with inconsistent but common spelling–sound correspondences. <i>Phonics/Word Study Cards 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 T.E Unit 4: T12–T13, T14, T27, T28, T38–T39, T48, T59, T74, T86, T156, T176, T192–T193, T206–T207, T238, T254, T282, T296, T308, T336–T337, T338, T344, T356, T386, T426–T427, T446 Decodable Readers Unit 4, Week 2: Shirl and Her Tern; Unit 4, Week 3: More Fun Than a Hat!; Unit 4, Week 4: Cheer Up, Dot; Unit 4, Week 5: The Caring King’s Fair Wish;</i></p> <p>f. Recognize and read grade–appropriate irregularly spelled words. <i>T.E. Unit 4: T28, T105, T118, T195, T208, T285, T375 Decodable Readers Unit 4, Week 1: The Thumb’s–Up Rain Forest;</i></p>	
<b>Fluency</b>	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. <i>Unit 4: 262–265, 276–279 Leveled Readers Unit 4, Week 2: Earthquakes (A, O, B); Unit 4, Week 4: Why Turtles Live in Water (A), How Butterflies Came to Be (O), Why Spider Has 8 Thin Legs (B); T.E. Unit 4: T30, T170–T171, T251, T350–T351</i></p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <i>Leveled Readers Unit 4, Week 2: Earthquakes (A, O, B); Unit 4, Week 4: Why Turtles Live in Water (A), How Butterflies Came to Be (O), Why Spider Has 8 Thin Legs (B); T.E Unit 4: T40, T140, T152, T160–T161, T220, T230, T249, T250, T321, T332, T339, T340, T346, T400, T411, T430–T431, T454</i></p> <p>c. Use context to confirm or self-correct word recognition <i>Unit 4: 266, 280 T.E. Unit 4: T18, T130, T454</i></p>	
	<b>Strand: Speaking and Listening SL.2</b>	
<b>Comprehension and Collaboration</b>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. 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).</p>	

	<p><i>Unit 4: 314–315 T.E. Unit 4: T48, T98, T100, T368, T414, T460</i></p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others. <i>Unit 4: 272–273, 300–301, 304–307 T.E. Unit 4: T98, T144, T188, T228, T234, T278, T324–T325, T326, T458</i></p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <i>T.E. Unit 4: T8, T54, T278–T279</i></p>	
	<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <i>T.E. Unit 4: T25, T115, T205, T295, T385 Interactive Read-Aloud Cards Unit 4, Week 1: “Where Do You Live?”; Unit 4, Week 2: “Earth Changes”; Unit 4, Week 3: “My New School”; Unit 4, Week 4: “How Thunder and Lightning Came to Be”; Unit 4, Week 5: “Redwood National Forest,” “The Amazing Meadow,” and “The Sahara Desert”;</i></p>	
	<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <i>T.E. Unit 4: T11, T101, T 191, T281, T371 Interactive Read-Aloud Cards Unit 4, Week 2: “Earth Changes”; Unit 4, Week 3: “My New School”; Unit 4, Week 4: “How Thunder and Lightning Came to Be”; Unit 4, Week 5: “Redwood National Forest,” “The Amazing Meadow,” and “The Sahara Desert”;</i></p>	
<b>Presentation of Knowledge and Ideas</b>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <i>T.E. Unit 4: T416–T417, T462–T463 Writing Cards 1, 22, 26</i></p>	
	<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <i>T.E. Unit 4: T414–T415, 416–T417, T462–T463</i></p>	
	<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <i>T.E. Unit 4: T8, T57, T147, T237, T327, T417 T460</i></p>	
	<b>Strand: Language L.2</b>	
<b>Conventions of Standard English</b>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group). <i>Grammar Handbook: 480</i></p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). <i>T.E. Unit 4: T207, T219, T229, T238, T248</i></p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <i>Unit 4: 299, 313 Grammar Handbook: 486 T.E. Unit 4: T202, T215, T227, T233, T241, T292, T305, T317, T323, T331</i></p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. 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>	



	<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names. <i>T.E. Unit 4: T23, T35, T47, T53, T61</i></p> <p>b. Use commas in greetings and closings of letters. <i>T.E. Unit 4: T292, T305, T317, T323, T331</i></p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives. <i>Unit 4: 327 T.E. Unit 4: T382, T383, T394, T395, T407, T413, T421</i></p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). <i>T.E. Unit 4: T104, T129, T140, T149, T194, T208, T219, T230, T284, T298, T309, T328, T374, T388, T399, T410, T428, T434</i></p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <i>T.E. Unit 4: T16, T34, T52, T106, T124, T142, T196, T214, T232, T286, T304, T322, T376, T394, T412, T476, T482</i></p>	
<p><b>Knowledge of Language</b></p>	<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English. <i>Unit 4: 298, 299 T.E. Unit 4: T200, T201, T214, T226, T232, T240, T363 (Writing Workstation Activity Cards 20)</i></p>	
<p><b>Vocabulary Acquisition and Use</b></p>	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. <i>Unit 4: 283 Lit. Anthology Unit 4: 333 T.E. Unit 4: T134, T135D, T135H, T231, T411</i></p> <p>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). <i>T.E. Unit 4: T27, T39, T49, T51, T58</i></p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <i>Unit 4: 311 Lit. Anthology Unit 4: 379 T.E. Unit 4: T314, T315, T38</i></p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). <i>Unit 4: 269 Lit. Anthology Unit 4: 319 T.E. Unit 4: T44, T45D, T45G, T78, T85, T141</i></p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <i>Lit. Anthology Glossary: 584–599 T.E. Unit 4: T16, T34, T52, T106, T124, T142, T196, T214, T232, T286, T304, T322, T376, T394, T412, T476, T482</i></p>	
	<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy) <i>Unit 4: 260–261, 274–275, 276–279, 288–289, 302–303, 316–317, 318–321, 325 Phonics/Word Study Cards 11, 13, 14, 22 T.E. Unit 4: T12, T16, T40, T84, T106, T130, T174 T196, T264, T265, T286, T310, T354, T376, T400, T404,</i></p>	

	<p><i>T410–T411, T411A, T444</i></p> <p>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> <p><i>T.E. Unit 4: T380, T394, T406, T412</i></p>	
	<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p><i>Unit 4: 290–293, 297 Writing Cards 2, 10, 13, 14, 15 Lit. Anthology Unit 4: 385 T.E Unit 4: T69, T74, T78, T159, T164, T168, T224, T225B, T225C, T249, T254, T258, T339, T344, T348, T429, T434, T438</i></p>	
	<p><b>Strand: Writing W.2</b></p>	
<b>Text Types and Purposes</b>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	
	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><i>Unit 4: 270–271, 284–285 Writing Cards 14, 27 T.E. Unit 4: T20, T46, T110, T136</i></p>	
	<p>W.2.3 Write narratives in which they recount a well–elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><i>Unit 4: 298–299, 312–313, 326–327 Writing Cards 1, 2, 12 T.E. Unit 4: T200, T226, T291, T316, T472– T477</i></p>	
<b>Production and Distribution of Writing</b>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><i>Unit 4: 270–271, 298–299, 312–313, 326–327 T.E. Unit 4: T34, T52, T124, T142–T143, T214, T232–T233, T291, T304, T316, T322–T323, T330, T394, T406, T412–T413, T446</i></p>	
	<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><i>T.E. Unit 4: T54, T144, T234, T324, T414, T420, T458, T476, T482</i></p>	
<b>Research to Build and Present Knowledge</b>	<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><i>T.E. Unit 4: T54–T55, T56–T56, T144–T145, T146–T147, T234–T235, T236–T237, T237, T414–T415, T417, T456, T458</i></p>	
	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>T.E. Unit 4: T110, T136, T200, T226, T417</i></p>	

<b>Second Grade Fifth Six Weeks Common Core Reading/Language Arts</b>		<b>5th</b>
	<b>Strand: Reading: Literature RL.2</b>	
<b>Key Ideas and Details</b>	<p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <i>Lit. Anthology Unit 5: 409, 439, 475 T.E. Unit 5: T30–T31, T56–T57, T120–T121, T147, T326</i></p>	
	<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <i>Unit 5: 338 Lit. Anthology Unit 5: 409, 475 T.E. Unit 5: T30–T31, T37, T45I, T315K –T315L Reading Act. Cards 14,27</i></p>	
	<p>RL.2.3. Describe how characters in a story respond to major events and challenges. <i>Unit 5: 339, 381 Lit. Anthology Unit 5: 409, 475 Leveled Readers Unit 5, Week 1: Fixing the Playground (A), The Food Crew (O), How Many Greats? (B); Unit 5, Week 4: Let’s Carpool (A), Our Beautiful Tree (O), Family Night Unplugged (B); Reading Act. Cards: 2, 3, 5, 6, 13 T.E.: Unit 5: T32–T33, T45A–45L, T302–T303, T315A–T315L, T327, T332, T340–T341, T345, T346, T352</i></p>	
<b>Craft and Structure</b>	<p>R.L.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>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <i>Unit 5: 354, 382 Lit. Anthology Unit 5: 475 Leveled Readers Unit 5, Week 2 (A) (O), (B) Reading Act. Cards: 6, 9, 13 T.E. Unit 5: T18–T19, T132–T133, T312–T313, T315B–T315E, T315H</i></p>	
	<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <i>Unit 5: 339, 340, 353, 382 Lit. Anthology Unit 5: 409, 439 Leveled Readers Unit 5, Week 1: Fixing the Playground (A), The Food Crew (O), How Many Greats? (B); Unit 5, Week 2: Rainy Day (A), Thirteen Is a Crowd (O), Partners (B); T.E. Unit 5: T18–T19, T32–T33, T42–T43, T45A–T45L, T56–T57, T62–T63, T71–T72, T75, T76–T77, T79, T80–T83, T147, T307, T315C, T315G</i></p>	
<b>Integration of Knowledge and Ideas</b>	<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	
	<p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	
<b>Range of Reading and Level of Text Complexity</b>	<p>RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Unit 5: 376–379 Lit. Anthology Unit 5: 456–473 Leveled Readers Unit 5, Week 1: Fixing the Playground (A), The Food Crew (O), How Many Greats? (B); T.E. Unit 5: T464–T467 Unit 5: T464–T467</i></p>	
	<b>Strand: Reading: Informational Text RI.2</b>	

<b>Key Ideas and Details</b>	<p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.  <i>T.E. Unit 5: T51A–T51B, T141A–T141B, T321A–T321B, T411A–T411B</i></p>	
	<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	
	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  <i>Unit 5: 362–365, 367, 390–393, 395 Lit. Anthology Unit 5: 453, 481, 483 Leveled Readers Unit 5, Week 3: Rudy Garcia–Tolson (A, O, B); Unit 5, Week 5: Government Rules (A, O, B),; T.E. Unit 5: T212–T213, T225A–T225H, T242–T243, T250–T251, T252–T253, T256–T257, T258–T259 Reading Act. Cards: 11, 12, 16, 17</i></p>	
<b>Craft and Structure</b>	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  <i>Unit 5: 360–361, 362–365, 369, 388–389, 390–393, 397 Lit. Anthology Unit 5: 453, 483 Unit 5, Week 3: Rudy Garcia–Tolson (A, O, B); Unit 5, Week5: Government Rules (A, O, B); T.E. Unit 5: T196–T197, T249, T264; T286–T287, T339, T355, T376–377, T429, T445</i></p>	
	<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  <i>Unit 5: 362–365, 368, 390–393, 396 Lit. Anthology Unit 5: 410–411, 440–441, 443–453, 454, 476–479, 480–483, 484–485 Leveled Readers Unit 5, Week 5: Government Rules (A, O, B); T.E Unit 5: T222–T223, T402–T403, T411A–T411B, T456–T457</i></p>	
	<p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  <i>Lit. Anthology Unit 5: 452 T.E. Unit 5: T216–T217, T225D</i></p>	
<b>Integration of Knowledge and Ideas</b>	<p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  <i>Unit 5: 390–393, 396 Lit. Anthology Unit 5: 410–411, 443–451, 454, 476–479, 480–483, 484–485 T.E. Unit 5: T222–T223, T402–T403, T411B</i></p>	
	<p>RI.2.8 Describe how reasons support specific points the author makes in a text.  <i>T.E. Unit 5: T216–T217</i></p>	
	<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.  <i>Lit. Anthology Unit 5: 455, 485 T.E. Unit 5: T236, T416 Reading Act. Cards: 22</i></p>	
<b>Range of Reading and Level of Text Complexity</b>	<p>RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>Unit 5:362–365 Lit. Anthology Unit 5: 442–451 Leveled Readers Unit 5, Week 3: Rudy Garcia–Tolson (A, O, B); T.E. Unit 5: T464–T467</i></p>	
<b>Strand: Reading: Foundational Skills RF.2</b>		
<b>Phonics and Word Recognition</b>	<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling–sound correspondences for additional common vowel teams.</li> </ol>	

	<p><i>T.E. Unit 5: T12, T13, T14, T26, T27, T28, T38, T39, T49, T50, T58, T59, T102, T103, T104, T116, T117, T118, T148, T149, T192, T193, T194, T206, T207, T208, T218, T219, T229, T246, T247, T254, T282, T283, T284, T296, T297, T298, T308, T309, T336, T344, T388 Decodable Unit 5, Week 4: Paul Saw Arctic Foxes;</i></p> <p>c. Decode regularly spelled two-syllable words with long vowels. <i>T.E. Unit 5: T129, T139, T297, T309, T328</i></p> <p>d. Decode words with common prefixes and suffixes. <i>T.E. Unit 5: T44–T45</i></p> <p>e. Identify words with inconsistent but common spelling-sound correspondences. <i>Phonics/Word Study Cards 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 T.E Unit 5: T372, T386, T398, T409, T418, T426–T427, T434</i></p> <p>f. Recognize and read grade-appropriate irregularly spelled words. <i>T.E. Unit 5: T15, T28, T105, T118, T195, T285, T298, T375</i></p>	
<b>Fluency</b>	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. <i>Unit 5: 334–337, 362–365 Leveled Readers Unit 5, Week 4: Let’s Carpool! (A), Our Beautiful Tree (O), Family Night Unplugged! (B); Unit 5, Week 5: Government Rules (A, O, B); T.E. Unit 5: T230–T231, T249, T250–T251, T340–T341, T342, T345, T346, T350–T351, T442, T454</i></p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <i>T.E. Unit 5: T40, T51, T250, T340, T400, T430, T454</i></p> <p>c. Use context to confirm or self-correct word recognition <i>T.E. Unit 5: T400, T454</i></p>	
<b>Strand: Speaking and Listening SL.2</b>		
<b>Comprehension and Collaboration</b>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. 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). <i>Unit 5: 330–331 T.E. Unit 5: T8, T24, T36, T48, T54, T98, T100, T114, T126, T145</i></p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others. <i>Unit 5: 386–387 T.E. Unit 5: T8, T188, T228, T368, T414</i></p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <i>Unit 5: 372–373 T.E. Unit 5: T278, T324, T460</i></p>	
	<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <i>T.E. Unit 5: T25, T115, T205, T295, T385, T416, T458 Interactive Read-Aloud Unit 5, Week 4: “Clean Water”; Unit 5, Week 5: “Town Rules”;</i></p>	
	<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional</p>	

	information, or deepen understanding of a topic or issue. <i>T.E. Unit 5: T11, T24–T25, T101, T191, T281, T371, T458 Interactive Read-Aloud Cards Unit 5, Week 4: “Clean Water”;</i>	
<b>Presentation of Knowledge and Ideas</b>	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <i>T.E. Unit 5: T416–T417, T462–T463 Writing Cards 1, 22, 26</i>	
	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. <i>T.E. Unit 5: T414–T415, T416–T417, T462–T463</i>	
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <i>T.E. Unit 5: T57, T147, T237, T278, T327, T417</i>	
	<b>Strand: Language L.2</b>	
<b>Conventions of Standard English</b>	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). <i>T.E. Unit 5: T27, T39, T49, T58</i> c. Use reflexive pronouns (e.g., myself, ourselves). <i>Grammar Handbook: 489 T.E. Unit 5: T125, T137, T142, T150, T151</i> d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. 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).	
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. <i>T.E. Unit 5: T203, T215, T227, T233, T241</i> b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. <i>Unit 5: 385 Grammar Handbook: 480, 485, 491 T.E. Unit 5: T292, T293, T305, T317, T331</i> d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). <i>T.E. Unit 5: T14, T28, T29, T50, T59, T104, T129, T140, T149, T208, T219, T230, T284, T309, T374, T398, T410</i> e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <i>T.E. Unit 5: T16, T34, T52, T106, T124, T142, T196, T214, T232, T286, T304, T322, T376, T394, T412, T476, T482</i>	
<b>Knowledge of Language</b>	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	

	<i>Unit 5: 398, 399 T.E. Unit 5: T200, T201, T214, T226, T232, T240 (Writing Workstation Activity Cards 20)</i>	
<b>Vocabulary Acquisition and Use</b>	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. <i>Unit 5: 369, 383 Lit. Anthology Unit 5: 439, 483 T.E. Unit 5: T134, T135, T135F, T135P, T224, T225, T231, T314, T315, T315F, T321, T404, T411, T438</i></p> <p>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> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <i>T.E. Unit 5: T44–T45, T389</i></p> <p>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> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <i>Lit. Anthology Glossary: 584–599 T.E. Unit 5: T16, T34, T52, T106, T124, T142, T196, T214, T224, T232, T286, T304, T322, T376, T394, T412, T476, T482</i></p>	
	<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy) <i>Unit 5: 332–333, 346–347, 360–361, 374–375, 388–389 Phonics/Word Study Cards 11, 13,14, 22 T.E. Unit 5: T16–T17, T50, T106–T107, T196–T197, T286, T311, T354, T376, T400, T444</i></p> <p>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>	
	<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). <i>Writing Cards 2, 10, 13, 14, 15 T.E. Unit 5: T249, T254, T344, T429, T434, T438</i></p>	
	<b>Strand: Writing W.2</b>	
<b>Text Types and Purposes</b>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	
	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <i>Unit 5: 370–371, 398–399 Writing Cards 14, 27 T.E. Unit 5: T200–T201, T214, T226 T232, T472–T477, T478–T483</i></p>	
	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. <i>Unit 5: 342–343, 356–357, 384–385 Writing Cards 1, 2, 12 T.E. Unit 5: T20–T21, T46–T47, T316</i></p>	

<b>Production and Distribution of Writing</b>	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <i>Unit 5: 342–343, 356–357, 370–371, 384–385 T.E. Unit 5: T34, T52–T53, T60, T124, T142, T150–T151, T232–T233, T304, T394, T406, T412</i>	
	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. <i>T.E. Unit 5: T54, T144, T234, T324, T414, T420, T458, T476, T482</i>	
<b>Research to Build and Present Knowledge</b>	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). <i>T.E. Unit 5: T54–T55, T56–T56, T144–T145, T146–T147, T234–T235, T236–T237, T237, T414–T415, T417, T456, T458</i>	
	W.2.8 Recall information from experiences or gather information from provided sources to answer a question. <i>T.E. Unit 5: T20, T54, T56, T144, T147, T226, T413, T458</i>	

<b>Second Grade Sixth Six Weeks Common Core Reading/Language Arts</b>		<b>6th</b>
	<b>Strand: Reading: Literature RL.2</b>	
<b>Key Ideas and Details</b>	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <i>Unit 6: 410 Lit. Anthology Unit 6: 507 T.E. Unit 6: T30–T31, T321A–T321B, T397, T411A–T411B</i>	
	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <i>Unit 6: 411, 412 Lit. Anthology Unit 6: 507, 576–577 Leveled Readers Unit 6, Week 1: The Apples of Idun (A), Hercules and the Golden Apples (O), Demeter and Persephone (B) T.E. Unit 6: T32–T33, T42–T43, T45A–T45L, T62–T63, T70, T71, T72–T73, T80–T81, T82, T321A–T321B, T396–T397, T423, T435 Reading Act. Cards 14,27</i>	
	RL.2.3. Describe how characters in a story respond to major events and challenges. <i>Unit 6: 411 Lit. Anthology Unit 6: 507 Leveled Unit 6, Week 1: The Apples of Idun (A), Hercules and the Golden Apples (O), Demeter and Persephone (B) Reading Act. Cards: 2, 3, 5, 6, 13 T.E. Unit 6: T32–T33, T62–T63, T70–T71; T72–T73, T75, T76–T77, T79</i>	
<b>Craft and Structure</b>	R.L.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.	
	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <i>Unit 6: 461,466, 468) Reading Act. Cards: 6, 9, 13 T.E. Unit 6: T42–T43</i>	



	<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><i>Unit 6: 467 Lit. Anthology Unit 6: 581 Leveled Readers Unit 6, Week 5: Matt's Journey (A), A Fantastic Day! (O), A Day in Ancient Rome (B); T.E. Unit 6: T45E, T392–T393, T405A–T405C, T411A, T417, T422, T430–T431, T432, T436, T439, T440–T441, T442</i></p>	
<b>Integration of Knowledge and Ideas</b>	<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><i>T.E. Unit 6: T321A</i></p>	
	<p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	
<b>Range of Reading and Level of Text Complexity</b>	<p>RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><i>Unit 6: 406–409 Lit. Anthology Unit 6: 486–506 Leveled Readers Unit 6, Week 5: Matt's Journey (A), A Fantastic Day! (O), A Day in Ancient Rome (B); T.E. Unit 6: T390, T464–T467</i></p>	
<b>Strand: Reading: Informational Text RI.2</b>		
<b>Key Ideas and Details</b>	<p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><i>Unit 6: 409, 410, 423, 424 Lit. Anthology Unit 6: 553, 575 T.E. Unit 6: T120–T121, T141A–T141B, T152, T164, T166, T170–T171, T231A Reading Workstation Cards 7, 10</i></p>	
	<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><i>Unit 6: 439 Literature Anthology Unit 6: 553 Leveled Readers Unit 6, Week 3: Digging for Sue (A, O, B) Reading Workstation Cards 7, 10 T.E. Unit 6: T212–T213, T225A–T225J, T242–T243, T250–T251, T252–253, T256–T257, T258–T259, T306–T307</i></p>	
	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><i>Unit 6: 448–451, 453 Lit. Anthology Unit 6: 575 Leveled Unit 6, Week 4: How to Be a Smart Shopper (A, O, B); T.E. Unit 6: T127, T217, T302–T203, T315A–T315L, T332– T33, T340–T241, T342–T343, T344–T345, T346–T347, T 348–T349 Reading Act. Cards: 11, 12, 16, 17</i></p>	
<b>Craft and Structure</b>	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><i>Unit 6: 418–419, 420–423, 427, 432–433, 434–437, 441, 446–447, 448–451, 455 Lit. Anthology Unit 6: 531, 553, 575 Leveled Readers Unit 6, Week 2: Wind Power (A, O, B); Unit 6, Week 3: Digging For Sue (A, O, B); Unit 6, Week 4: How to Be a Smart Shopper (A, O, B) T.E. Unit 6: T106–T107, T159, T174, T196– T197, T249, T265, T286–T287, T339, T354</i></p>	
	<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><i>Unit 6: 420–423, 426, 434–437, 440, 448–451, 454Lit. Anthology Unit 6: 508–511, 512–529, 533, 536–551, 556–573 Leveled Readers Unit 6, Week 2: Wind Power (A, O, B) T.E. Unit 6: T132–T133, T141A–T141B, T222–T223, T231A–</i></p>	

	<i>T231B, T237, T312–T313, T456–T457</i>	
	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <i>Unit 6: 425, 439 Lit. Anthology Unit 6: 531, 553 Reading Activity Cards 8, 20 T.E. Unit 6: T122–T123, T135A–T135L, T152, T160, T161, T162, T165, T166, T169, T170–T171, T172, T212–T213, T225A–T225J, T242, T250, T251, T253, T255, T256, T259, T262, T332, T342, T346, T349, T350–T351, T352</i>	
<b>Integration of Knowledge and Ideas</b>	RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. <i>Unit 6: 420–423, 426, 434–437, 440, 448–451, 454 Lit. Anthology Unit 6: 508–511, 512–529, 533, 546, 547, 556–573 T.E. Unit 6: T132–T133, T141A–141B, T222–T223, T225F, T312–T313, T315A–T315I</i>	
	RI.2.8 Describe how reasons support specific points the author makes in a text. <i>Unit 6: 425, 439 Lit. Anthology Unit 6: 531 T.E. Unit 6: T122–T123, T152, T161, T162, T165, T166, T169, T170–T171, T172, T212–T213, T225B, T250, T251, T255, T288–T289, T315A–T315I, T349</i>	
	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. <i>Lit. Anthology Unit 6: 535, 555 T.E. Unit 6: T146, T236 Reading Act. Cards: 22</i>	
<b>Range of Reading and Level of Text Complexity</b>	RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Unit 6: 434–437 Lit. Anthology Unit 6: 536–551 Leveled Readers Unit 6, Week 4: How To Be a Smart Shopper (A, O, B) T.E. Unit 6: T464–T467</i>	
	<b>Strand: Reading: Foundational Skills RF.2</b>	
<b>Phonics and Word Recognition</b>	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. <i>T.E. Unit 6: T282, T283, T284, T296, T297, T298, T308, T309, T319, T328, T336, T337, T344 Decodable Unit 6, Week 4: The Rainy Day</i> c. Decode regularly spelled two-syllable words with long vowels. <i>T.E. Unit 6: T12, T13, T26, T27, T28, T38, T39, T49, T102, T103, T116, T117, T118, T128, T139, T148, T156, T157, T164, T192, T193, T206, T218, T238, T246, T254, T282, T283, T296, T298, T308, T319, T328, T336, T337, T338, T340, T344, T356 Decodable Readers Unit 6, Week 1: Clever Doggie; Unit 6, Week 2: Tadpole Decides; Unit 6, Week 3: Jamal and Rachel's Camping Trip; Unit 6, Week 4: The Rainy Day</i> d. Decode words with common prefixes and suffixes. <i>T.E. Unit 6: T117, T129, T139, T148, T158, T266, T321 Decodable Readers Unit 6, Week 2: Tadpole Decides</i> e. Identify words with inconsistent but common spelling-sound correspondences. <i>Phonics/Word Study Cards 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 T.E Unit 6: T74, T372, T386 Decodable Readers Unit 6, Week 1: Clever Doggie</i> f. Recognize and read grade-appropriate irregularly spelled words. <i>T.E. Unit 6: T15, T67, T67 (Decodable Reader), T74, T74 (Decodable Reader), T105, T195, T208, T285, T375</i>	

	<i>Decodable Reader Unit 6, Week 5: How Bird Was Lured Away from Fire</i>	
<b>Fluency</b>	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.  <i>Unit 6: 406–409, 420–423 Leveled Readers Unit 6, Week 1: The Apples of Idun (A), Hercules and the Golden Apples (O), Demeter and Persephone (B); T.E. Unit 6: T30, T165, T169, T249, T250–T251, T349, T454, T435, T439</i></p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  <i>T.E. Unit 6: T40, T51, T69, T70, T141, T160, T144, T221, T250, T321, T340, T400, T411, T430, T454</i></p> <p>c. Use context to confirm or self-correct word recognition  <i>Unit 6: 410, 424; T.E. Unit 6: T62, T72, T76, T315, T355, T454</i></p>	
	<b>Strand: Speaking and Listening SL.2</b>	
<b>Comprehension and Collaboration</b>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. 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).  <i>T.E. Unit 6: T8, T24, T36, T48, T54, T414, T460</i></p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.  <i>Unit 6: 402–403, 430–431, 462–465 T.E. Unit 6: T8, T188, T228, T234, T408, T416, T458</i></p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.  <i>Unit 6: 444–445, 458–459 T.E. Unit 6: T98, T278, T324</i></p>	
	<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <i>T.E. Unit 6: T25, T115, T138, T205, T228, T281, T295, T385 Interactive Read-Aloud Unit 6, Week 1: "The Bluebell"; Unit 6, Week 2: "How Does Energy Make Your Hair Stand Up?"</i></p>	
	<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  <i>T.E. Unit 6: T11, T101, T191, T281, T371 Interactive Read-Aloud Cards Unit 6, Week 2: "How Does Energy Make Your Hair Stand Up?"; Unit 6, Week 5: "Give Me a Brown Box" and "Music Sends Me"</i></p>	
<b>Presentation of Knowledge and Ideas</b>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  <i>T.E. Unit 6: T416–T417, T462–T463 Writing Cards 1, 22, 26</i></p>	
	<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  <i>T.E. Unit 6: T414–T415, T416–T417, T462–T463</i></p>	
	<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  <i>T.E. Unit 6: T57, T147, T237, T278, T327, T417</i></p>	

<b>Strand: Language L.2</b>		
<b>Conventions of Standard English</b>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use collective nouns (e.g., group).</li> <li>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>Use reflexive pronouns (e.g., myself, ourselves).</li> <li>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>Use adjectives and adverbs, and choose between them depending on what is to be modified. <i>T.E. Unit 6: T22, T35, T47, T53, T61, T202, T215, T227, T233, T241, T292, T297, T305, T309, T317, T319, T323, T328, T331, T380, T382, T394, T395, T406, T407, T413, T421</i></li> <li>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).</li> </ol>	
	<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize holidays, product names, and geographic names. <i>T.E. Unit 6: T113, T125, T137, T143, T151, T293, T305, T317, T331</i></li> <li>Use commas in greetings and closings of letters.</li> <li>Use an apostrophe to form contractions and frequently occurring possessives. <i>Grammar Handbook: 480, 485, 491 T.E. Unit 5: Unit 6: T203, T207, T215, T219, T227, T229, T233, T238, T241</i></li> <li>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). <i>T.E. Unit 6: T14, T39, T50, T59, T129, T140, T149, T194, T219, T239, T309, T321, T328, T374, T386, T388, T399, T410, T428</i></li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <i>T.E. Unit 6: T16, T34, T52, T106, T124, T142, T196, T214, T232, T286, T304, T322, T376, T394, T412, T476, T482</i></li> </ol>	
<b>Knowledge of Language</b>	<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Compare formal and informal uses of English.</li> </ol>	
<b>Vocabulary Acquisition and Use</b>	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase. <i>Unit 6: 413, 427, 455 Lit. Anthology Unit 6: 507 T.E. Unit 6: T44, T45, T45G, T45L</i></li> <li>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy /unhappy, tell/retell). <i>T.E. Unit 6: T27, T39, T49, T58</i></li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <i>Unit 6: 441 T.E. Unit 6: T119, T209, T224, T225, T225D, T321, T389</i></li> <li>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> </ol>	

	<p><i>Unit 6: T27, T38, T49, T58, T68</i></p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><i>Lit. Anthology Glossary: 584–599 T.E. Unit 6: T16, T34, T52, T106, T124, T142, T196, T214, T224, T232, T286, T304, T322, T376, T394, T412, T476, T482</i></p>	
	<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p> <p><i>Unit 6: 418–419, 432–433, 446–447, 460–461 Phonics/Word Study Cards 11, 13, 14, 22 T.E. Unit 6: T16, T40, T84, T106, T196, T221, T264, T287, T354, T376, T400, T404, T411, T438, T444–T445</i></p> <p>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> <p><i>T.E. Unit 6: T141, T380, T394, T406, T412</i></p>	
	<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p><i>Unit 6: 462–465, 469 Lit. Anthology Unit 6: 581 Writing Cards 2, 10, 13, 14, 15 T.E. Unit 6: T69, T74, T78, T159, T164, T168, T249, T254, T258, T328, T339, T344, T348, T404, T429, T434, T438, T444–T445</i></p>	
	<p><b>Strand: Writing W.2</b></p>	
<b>Text Types and Purposes</b>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	
	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><i>Unit 6: 428–429, 442–443, 456–457 Writing Cards 14, 27 T.E. Unit 6: T110, T136, T200, T214, T226, T290, T304, T316, T330, T472–T477, T478–T483</i></p>	
	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><i>Unit 6: 414–415 Writing Cards 1, 2, 12 T.E. Unit 6: T20–T21, T46</i></p>	
<b>Production and Distribution of Writing</b>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><i>Unit 6: 414–415, 428–429, 442–443, 456–457 T.E. Unit 6: T34, T52–T53, T124, T142, T149, T232–T233, T322–T323, T394, T406, T412–T413</i></p>	
	<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><i>T.E. Unit 6: T54, T144, T234, T240, T324, T326, T414, T420, T458, T476, T482</i></p>	
<b>Research to Build and</b>	<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	

<b>Present Knowledge</b>	<i>T.E. Unit 6: T54–T55, T56–T56, T144–T145, T146–T147, T234–T235, T236–T237, T237, T414–T415, T417, T456, T458</i>	
	W.2.8 Recall information from experiences or gather information from provided sources to answer a question. <i>T.E. Unit 6: T54, T147, T200, T234–T235, T414–T415, T417, T458–T461, T472–T483</i>	

