

English Language Arts and Literacy: Grade 2

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Print and Online Editions

**READING: LITERATURE**

**Key Ideas and Details**

**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.

SI\*: Unit 1, Week 2, 81 / TE\*\*: Unit 1, Week 2, T142–T143  
SI: Unit 3, Week 5, 180 / TE: Unit 3, Week 5, T346  
SI: Unit 1, Week 2, 77 / TE: Unit 1, Week 2, T131  
SI: Unit 1, Week 2, 63 / TE: Unit 1, Week 2, T117  
SI: Unit 3, Week 5, 203 / TE: Unit 3, Week 5, T368–T369  
SI: Unit 3, Week 2, 83  
TE: Unit 3, Week 3, T204

\*SI = Student Interactive  
\*\*TE = Teacher's Edition

**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

SI: Unit 3, Week 1, 39 / TE: Unit 3, Week 1, T52–T53  
SI: Unit 3, Week 1, 40 / TE: Unit 3, Week 1, T58–T59  
SI: Unit 3, Week 1, 22 / TE: Unit 3, Week 1, T32–T33  
SI: Unit 3, Week 3, 130  
SI: Unit 4, Week 3, 354 / TE: Unit 4, Week 3, T228–T229

**RL.2.3** Describe how characters in a story respond to major events and challenges.

SI: Unit 2, Week 4, 350 / TE: Unit 2, Week 4, T278  
SI: Unit 2, Week 4, 368 / TE: Unit 2, Week 4, T300–T301  
SI: Unit 1, Week 2, 80 / TE: Unit 1, Week 2, T138–T139  
SI: Unit 2, Week 4, 353 / TE: Unit 2, Week 4, T281  
SI: Unit 2, Week 4, 354 / TE: Unit 2, Week 2, T282

**Craft and Structure**

**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.

SI: Unit 5, Week 4, 618 / TE: Unit 5, Week 4, T300–T301  
SI: Unit 5, Week 4, 622 / TE: Unit 5, Week 4, T314  
SI: Unit 1, Week 4, 148 / TE: Unit 1, Week 4, T260  
SI: Unit 3, Week 4, 136 / TE: Unit 3, Week 4, T247–T248  
SI: Unit 3, Week 2, 91–93 / TE: Unit 3, Week 2, T164–T167

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**

SI: Unit 3, Week 2, 88 / TE: Unit 3, Week 2, T154–T155  
SI: Unit 1, Week 3, 125 / TE: Unit 1, Week 3, T238–T239  
SI: Unit 3, Week 3, 95  
SI: Unit 3, Week 2, 56 / TE: Unit 3, Week 2, T104  
TE: Unit 1, Week 5, T328  
TE: Unit 3, Week 3, T204

**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.**

SI: Unit 3, Week 2, 81  
SI: Unit 5, Week 3, 573 / TE: Unit 5, Week 3, T213  
SI: Unit 1, Week 1, 46 / TE: Unit 1, Week 1, T76–T77  
SI: Unit 2, Week 4, 372

**Integration of Knowledge and Ideas**

**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.**

SI: Unit 1, Week 1, 29 / TE: Unit 1, Week 1, T45  
SI: Unit 1, Week 1, 42–43 / TE: Unit 1, Week 1, T62–T63  
SI: Unit 2, Week 3, 304 / TE: Unit 2, Week 3, T194  
SI: Unit 2, Week 4, 350 / TE: Unit 2, Week 4, T278  
SI: Unit 2, Week 4, 358 / TE: Unit 2, Week 4, T286

**RL.2.8 (RL.K.8 not applicable to literature)**

**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.**

SI: Unit 3, Week 3, 128 / TE: Unit 3, Week 3, T222–T223  
SI: Unit 3, Week 3, 100 / TE: Unit 3, Week 3, T186–T187  
SI: Unit 3, Week 3, 114 / TE: Unit 3, Week 3, T204  
SI: Unit 3, Week 3, 116 / TE: Unit 3, Week 3, T206  
SI: Unit 3, Week 3, 121  
SI: Unit 3, Week 3, 125 / TE: Unit 3, Week 3, T215

**Range of Reading and Level of Text Complexity**

**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.**

SI: Unit 4, Week 3, 348 / TE: Unit 4, Week 3, T218  
SI: Unit 5, Week 4, 595–615 / TE: Unit 5, Week 4, T272–T273  
SI: Unit 4, Week 3, 325  
SI: Unit 4, Week 3, 329–351 / TE: Unit 4, Week 3, T198–T221  
SI: Unit 5, Week 4, 591 / TE: Unit 5, Week 4, T262–T263

**READING: INFORMATIONAL TEXT**

**Key Ideas and Details**

**RI.2.1** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

SI: Unit 4, Week 1, 269 / TE: Unit 4, Week 1, T70–T71  
 SI: Unit 2, Week 1, 247 / TE: Unit 2, Week 1, T68–T69  
 SI: Unit 2, Week 5, 403 / TE: Unit 2, Week 5, T368  
 SI: Unit 4, Week 1, 249 / TE: Unit 4, Week 1, T43  
 SI: Unit 4, Week 1, 260 / TE: Unit 4, Week 1, T54

**RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

SI: Unit 1, Week 3, 118 / TE: Unit 1, Week 3, T214–T215  
 SI: Unit 1, Week 3, 108–109 / TE: Unit 1, Week 3, T201–T202  
 SI: Unit 5, Week 5, 654 / TE: Unit 5, Week 5, T374–T375  
 SI: Unit 5, Week 5, 646 / TE: Unit 5, Week 5, T362

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

SI: Unit 2, Week 1, 246 / TE: Unit 2, Week 1, T64–T65  
 SI: Unit 5, Week 1, 496 / TE: Unit 5, Week 1, T64–T65  
 SI: Unit 2, Week 1, 232–233 / TE: Unit 2, Week 1, T46–T47  
 SI: Unit 5, Week 1, 477 / TE: Unit 5, Week 1, T41

**Craft and Structure**

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

SI: Unit 4, Week 1, 253 / TE: Unit 4, Week 1, T47  
 SI: Unit 4, Week 1, 256  
 SI: Unit 1, Week 3, 116 / TE: Unit 1, Week 3, T205  
 SI: Unit 1, Week 3, 105 / TE: Unit 1, Week 3, T197  
 SI: Unit 2, Week 5, 395 / TE: Unit 2, Week 5, T361

**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.

SI: Unit 2, Week 2, 280 / TE: Unit 2, Week 2, T136–T137  
 SI: Unit 2, Week 2, 277 / TE: Unit 2, Week 2, T129  
 SI: Unit 2, Week 5, 404 / TE: Unit 2, Week 5, T374–T375  
 SI: Unit 2, Week 2, 278 / TE: Unit 2, Week 2, T130–T131  
 SI: Unit 4, Week 6, 453 / TE: Unit 4, Week 6, T432–T433  
 SI: Unit 2 430 / TE: Unit 2 T448–T449

**RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**

SI: Unit 3, Week 4, 162 / TE: Unit 3, Week 4, T294–T295  
SI: Unit 1, Week 3, 122  
SI: Unit 3, Week 4, 158 / TE: Unit 3, Week 4, T286  
SI: Unit 2, Week 2, 287  
SI: Unit 3, Week 4, 153 / TE: Unit 3, Week 4, T281  
SI: Unit 3, Week 4, 161

**Integration of Knowledge and Ideas**

**RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**

SI: Unit 1, Week 3, 90 / TE: Unit 1, Week 3, T172–T173  
SI: Unit 2, Week 1, 216–217 / TE: Unit 2, Week 1, T20  
SI: Unit 4, Week 2, 310 / TE: Unit 4, Week 2, T146–T147  
SI: Unit 2, Week 1, 240 / TE: Unit 2, Week 1, T54

**RI.2.8 Describe how reasons support specific points the author makes in a text.**

SI: Unit 4, Week 5, 434 / TE: Unit 4, Week 5, T384–T385  
SI: Unit 2, Week 1, 245 / TE: Unit 2, Week 1, T58  
SI: Unit 4, Week 1, 256 / TE: Unit 4, Week 1, T50  
SI: Unit 4, Week 5, 418  
SI: Unit 4, Week 5, 422 / TE: Unit 4, Week 5, T368

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.**

SI: Unit 5, Week 2, 538 / TE: Unit 5, Week 2, T144–T145  
SI: Unit 5, Week 2, 516 / TE: Unit 5, Week 2, T118  
SI: Unit 5, Week 2, 521 / TE: Unit 5, Week 2, T123  
SI: Unit 5, Week 2, 529 / TE: Unit 5, Week 2, T131  
TE: Unit 1, Week 3, T224–T225  
TE: Unit 1, Week 6, T388

**Range of Reading and Level of Text Complexity**

**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.**

SI: Unit 4, Week 1, 242 / TE: Unit 4, Week 1, T32–T33  
SI: Unit 5, Week 5, 638–651 / TE: Unit 5, Week 5, T354–T367  
SI: Unit 3, Week 4, 148–159 / TE: Unit 3, Week 4, T276–T287  
SI: Unit 4, Week 4, 374–395 / TE: Unit 4, Week 4, T282–T303  
SI: Unit 5, Week 1, 496 / TE: Unit 5, Week 1, T64–T65

**READING: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

<p><b>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></p>	<p>SI: Unit 3, Week 1, 52 / TE: Unit 3, Week 1, T94–T95            SI: Unit 2, Week 4, 336–337 / TE: Unit 2, Week 4, T254–T258            SI: Unit 2, Week 2, 259 / TE: Unit 2, Week 2, T102–T103            SI: Unit 4, Week 1, 238            SI: Unit 5, Week 6, 666 / TE: Unit 5, Week 6, T408–T409</p>
<p><b>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.</b></p>	<p>SI: Unit 1, Week 1, 16–18 / TE: Unit 1, Week 1, T22–T25            SI: Unit 1, Week 2, 54–56 / TE: Unit 1, Week 2, T98–T102            SI: Unit 1, Week 1, 47 / TE: Unit 1, Week 1, T78–T79            SI: Unit 1, Week 2, 85 / TE: Unit 1, Week 2, T154–T155</p>
<p><b>RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.</b></p>	<p>SI: Unit 2, Week 2, 285 / TE: Unit 2, Week 2, T152–T153            SI: Unit 3, Week 4, 167 / TE: Unit 3, Week 4, T310–T311            SI: Unit 3, Week 5, 209 / TE: Unit 3, Week 5, T390–T391            SI: Unit 2, Week 5, 409 / TE: Unit 2, Week 5, T390–T391</p>
<p><b>RF.2.3.c Decode regularly spelled two-syllable words with long vowels.</b></p>	<p>SI: Unit 4, Week 2, 281 / TE: Unit 4, Week 2, T102–T105            SI: Unit 1, Week 2, 55 / TE: Unit 1, Week 2, T100            SI: Unit 2, Week 4, 337 / TE: Unit 2, Week 4, T256            SI: Unit 2, Week 5, 381 / TE: Unit 2, Week 5, T338</p>
<p><b>RF.2.3.d Decode words with common prefixes and suffixes.</b></p>	<p>SI: Unit 4, Week 4, 366–367 / TE: Unit 4, Week 4, T264–T268            SI: Unit 4, Week 3, 322–323 / TE: Unit 4, Week 3, T182–T183            SI: Unit 1, Week 5, 161–162 / TE: Unit 1, Week 5, T320, T322, T324            SI: Unit 3, Week 1, 52–53 / TE: Unit 3, Week 1, T94–T98</p>
<p><b>RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.</b></p>	<p>SI: Unit 5, Week 3, 550 / TE: Unit 5, Week 3, T180–T181            SI: Unit 5, Week 3, 551 / TE: Unit 5, Week 3, T182–T183            SI: Unit 3, Week 5, 209 / TE: Unit 3, Week 5, T390            SI: Unit 3, Week 5, 174 / TE: Unit 3, Week 5, T330–T331</p>

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.**

SI: Unit 4, Week 6, 446–447 / TE: Unit 4, Week 6, T418–T419  
 SI: Unit 2, Week 4, 337 / TE: Unit 2, Week 4, T256–T257  
 SI: Unit 1, Week 5, 189 / TE: Unit 1, Week 5, T254  
 SI: Unit 3, Week 1, 20 / TE: Unit 3, Week 1, T26–T27  
 SI: Unit 4, Week 6, 449 / TE: Unit 4, Week 6, T420–T421

**Fluency**

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

SI: Unit 5, Week 5, 634 / TE: Unit 5, Week 5, T346–T347  
 SI: Unit 1, Week 2, 58 / TE: Unit 1, Week 2, T108–T109  
 SI: Unit 2, Week 5, 384 / TE: Unit 2, Week 5, T347  
 SI: Unit 4, Week 2, 284 / TE: Unit 4, Week 2, T112–T113  
 TE: Unit 3, Week 3, T184

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

SI: Unit 1, Week 5, 164 / TE: Unit 1, Week 5, T328–T329  
 SI: Unit 2, Week 3, 296 / TE: Unit 2, Week 3, T182–T183  
 SI: Unit 4, Week 3, 328 / TE: Unit 4, Week 3, T198–T199  
 SI: Unit 4, Week 4, 370 / TE: Unit 4, Week 4, T275  
 TE: Unit 1, Week 5, T336  
 TE: Unit 2, Week 4, T270–T271

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

SI: Unit 5, Week 5, 634 / TE: Unit 5, Week 5, T346  
 SI: Unit 4, Week 2, 307 / TE: Unit 4, Week 2, T139  
 SI: Unit 3, Week 2, 56 / TE: Unit 3, Week 2, T104–T105  
 SI: Unit 2, Week 5, 401 / TE: Unit 2, Week 5, T367  
 SI: Unit 3, Week 2, 81 / TE: Unit 3, Week 2, T133

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

SI: Unit 2, Week 5, 384 / TE: Unit 2, Week 5, T347  
 SI: Unit 1, Week 3, 121 / TE: Unit 1, Week 3, T226–T227  
 SI: Unit 2, Week 3, 327 / TE: Unit 2, Week 3, T230  
 SI: Unit 1, Week 1, 32 / TE: Unit 1, Week 1, T48  
 SI: Unit 4, Week 1, 253 / TE: Unit 4, Week 1, T47

**WRITING**

**Texts Types and Purposes**

<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>SI: Unit 3, Week 6, 220, 222 / TE: Unit 3, Week 6, T425            SI: Unit 1, Week 4, 150 / TE: Unit 1, Week 4, T290–T291            SI: Unit 1, Week 6, 200–207            SI: Unit 4, Week 2, 312 / TE: Unit 4, Week 2, T154–T155            SI: Unit 5, Week 6, 670–677 / TE: Unit 5, Week 6, T424–T425</p>
<p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>SI: Unit 5, Week 3, 585 / TE: Unit 5, Week 3, T248            SI: Unit 2, Week 2, 282 / TE: Unit 2, Week 2, T144–T145            SI: Unit 2, Week 2, 288 / TE: Unit 2, Week 2, T160, T162–T164            SI: Unit 3, Week 4, 164 / TE: Unit 3, Week 4, T302–T303</p>
<p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>SI: Unit 4, Week 2, 318 / TE: Unit 4, Week 2, T170–T172            SI: Unit 4, Week 3, 361–363 / TE: Unit 4, Week 3, T252–T256            SI: Unit 4, Week 1, 277 / TE: Unit 4, Week 1, T94            SI: Unit 2, Week 1, 255</p>
<p><b>Production and Distribution of Writing</b></p>	
<p><b>W.2.4</b> (W.2.4 begins in grade 3)</p>	
<p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.)</p>	<p>SI: Unit 1, Week 5, 191–192 / TE: Unit 1, Week 5, T380–T382            SI: Unit 1, Week 6, 207 / TE: Unit 1, Week 6, T408            SI: Unit 3, Week 6, 227 / TE: Unit 3, Week 6, T426            SI: Unit 5, Week 6, 626 / TE: Unit 5, Week 6, T426</p>
<p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>SI: Unit 1, Week 3, 127 / TE: Unit 1, Week 3, T242            SI: Unit 5, Week 6, 676 / TE: Unit 5, Week 6, T426            SI: Unit 1, Week 2, 89 / TE: Unit 1, Week 2, T166            SI: Unit 3, Week 6, 223 / TE: Unit 3, Week 6, T422–T423            SI: Unit 4, Week 6, 453 / TE: Unit 4, Week 6, T432–T433</p>

**Research to Build and Present Knowledge**

**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).**

SI: Unit 5, Week 6, 675 / TE: Unit 5, Week 6, T424–T425  
SI: Unit 2, Week 6, 421 / TE: Unit 2, Week 6, T418–T419  
SI: Unit 4, Week 6, 450–458 / TE: Unit 4, Week 6, T428–T439  
SI: Unit 2, Week 6, 423 / TE: Unit 2, Week 6, T422–T423

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question.**

SI: Unit 1, Week 6, 203 / TE: Unit 1, Week 6, T404–T405  
SI: Unit 2, Week 2, 282 / TE: Unit 2, Week 2, T144–T145  
SI: Unit 1, Week 2, 82 / TE: Unit 1, Week 2, T146–T147  
SI: Unit 2, Week 1, 217 / TE: Unit 2, Week 1, T20  
SI: Unit 2, Week 5, 406 / TE: Unit 2, Week 5, T282–T283

**W.2.9 (W.2.9 begins in grade 4)**

**Range of Writing**

**W.2.10 (W.2.10 begins in grade 3)**

**SPEAKING AND LISTENING**

**Comprehension and Collaboration**

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

SI: Unit 2, Week 2, 262  
SI: Unit 3, Week 1, 42 / TE: Unit 3, Week 1, T66–T67  
SI: Unit 2, Week 6, 420–421 / TE: Unit 2, Week 6, T418–T419  
SI: Unit 4, Week 1, 270 / TE: Unit 4, Week 1, T74  
SI: Unit 5, Week 1, 505 / TE: Unit 5, Week 1, T93

**SL.2.1.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).**

SI: Unit 1, Week 3, 120 / TE: Unit 1, Week 3, T222  
SI: Unit 3, Week 1, 42 / TE: Unit 3, Week 1, T66  
SI: Unit 4, Week 5, 436 / TE: Unit 4, Week 5, T392  
SI: Unit 4, Week 1, 270 / TE: Unit 4, Week 1, T74

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

SI: Unit 1, Week 1, 44 / TE: Unit 1, Week 1, T70–T71  
SI: Unit 2, Week 1, 248 / TE: Unit 2, Week 1, T72–T73  
SI: Unit 4, Week 6, 458 / TE: Unit 4, Week 6, T438–T439



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

SI: Unit 5, Week 1, 498 / TE: Unit 5, Week 1, T72–T73  
SI: Unit 2, Week 6, 428  
SI: Unit 3, Week 6, 228 / TE: Unit 3, Week 6, T428–T429

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

SI: Unit 3, Week 3, 95 / TE: Unit 3, Week 3, T174–T175  
SI: Unit 2, Week 4, 369  
SI: Unit 1, Unit Opener, 8 / TE: Unit 1, Unit Opener, T12  
SI: Unit 2, Unit Opener, 210 / TE: Unit 2, Unit Opener, T12  
SI: Unit 5, Week 1, 466–467 / TE: Unit 5, Week 1, T20

**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.**

SI: Unit 3, Week 6, 228 / TE: Unit 3, Week 6, T428–T429  
SI: Unit 2, Week 6, 428  
SI: Unit 5, Week 1, 498 / TE: Unit 5, Week 1, T72–T73  
TE: Unit 4, Week 1, T94

**Presentation of Knowledge and Ideas**

**SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

SI: Unit 3, Week 3, 95 / TE: Unit 3, Week 3, T174–T175  
SI: Unit 4, Week 6, 277  
SI: Unit 1, Week 6, 208 / TE: Unit 1, Week 6, T410  
SI: Unit 3, Week 3, 130 / TE: Unit 3, Week 3, T230

**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.**

SI: Unit 1, Week 6, 206 / TE: Unit 1, Week 6, T408  
SI: Unit 3, Week 3, 137 / TE: Unit 3, Week 3, T249  
SI: Unit 4, Week 3, 363 / TE: Unit 4, Week 3, T256  
SI: Unit 3, Week 3, 95

**SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)**

SI: Unit 5 Week 1, 498 / TE: Unit 5, Week 1, T72–T73  
SI: Unit 2, Week 6, 428–429 / TE: Unit 2, Week 6, T428–T429  
SI: Unit 4, Week 4, 356  
SI: Unit 5, Week 3, 578 / TE: Unit 5, Week 3, T228–T229

**LANGUAGE**

**Conventions of Standard English**

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

SI: Unit 2 Week 4, 375 / TE: Unit 2, Week 4, T324  
SI: Unit 3, Week 5, 211 / TE: Unit 3, Week 5, T398  
SI: Unit 4, Week 4, 405 / TE: Unit 4, Week 4, T335–T336  
SI: Unit 1, Week 2, 86 / TE: Unit 1, Week 2, T156–T157  
SI: Unit 4, Week 4, 406 / TE: Unit 4, Week 4, T337–T338

<b>L.2.1.a Use collective nouns (e.g., <i>group</i>).</b>	SI: Unit 2, Week 5, 410 / TE: Unit 2, Week 5, T393 TE: Unit 2, Week 5, T392
<b>L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</b>	SI: Unit 2, Week 2, 286 / TE: Unit 2, Week 2, T154–T155 TE: Unit 2, Week 3, T236
<b>L.2.1.c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</b>	SI: Unit 4, Week 5, 440 / TE: Unit 4, Week 5, T402–T403 SI: Unit 5, Week 5, 661 / TE: Unit 5, Week 5, T398 TE: Unit 4, Week 4, T335–T336
<b>L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</b>	SI: Unit 3, Week 3, 134 / TE: Unit 3, Week 3, T241 TE: Unit 3, Week 4, T312
<b>L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</b>	SI: Unit 4, Week 2, 316 / TE: Unit 4, Week 2, T164–T165 SI: Unit 4, Week 1, 274 / TE: Unit 4, Week 1, T84–T85 SI: Unit 4, Week 5, 441 / TE: Unit 4, Week 5, T408 SI: Unit 3, Week 5, 210 / TE: Unit 3, Week 5, T392–T393 SI: Unit 5, Week 4, 625 / TE: Unit 5, Week 4, T324
<b>L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</b>	SI: Unit 1, Week 1, 48 / TE: Unit 1, Week 1, T80–T81 SI: Unit 1, Week 3, 124 / TE: Unit 1, Week 3, T232–T233 SI: Unit 3, Week 4, 169 / TE: Unit 3, Week 4, T318 SI: Unit 5, Week 4, 626–627 / TE: Unit 5, Week 4, T327–T328 SI: Unit 1, Week 2, 86 / TE: Unit 1, Week 2, T156–157
<b>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	SI: Unit 1, Week 4, 154 / TE: Unit 1, Week 4, T300–T301 SI: Unit 2, Week 5, 411 / TE: Unit 2, Week 5, T398 SI: Unit 1, Week 1, 48 / TE: Unit 1, Week 1, T80–T81 SI: Unit 4, Week 5, 442 / TE: Unit 4, Week 5, T409 SI: Unit 5, Week 3, 582 / TE: Unit 5, Week 3, T238–T239
<b>L.2.2.a Capitalize holidays, product names, and geographic names.</b>	SI: Unit 2, Week 3, 330 / TE: Unit 2, Week 3, T237 SI: Unit 4, Week 4, 405 / TE: Unit 4, Week 4, T334, T336 SI: Unit 5, Week 5, 659 SI: Unit 4, Week 6, 456–457 / TE: Unit 4, Week 6 T436–T437 TE: Unit 5, Week 4, T312–T313

<b>L.2.2.b Use commas in greetings and closings of letters.</b>	SI: Unit 4, Week 3, 360 / TE: Unit 4, Week 3, T246–T247 SI: Unit 4, Week 4, 405 / TE: Unit 4, Week 4, T334 SI: Unit 4, Week 6, 456 / TE: Unit 4, Week 6 T436
<b>L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.</b>	SI: Unit 1, Week 4, 155 / TE: Unit 1, Week 4, T306–T307 SI: Unit 5, Week 2, 544 / TE: Unit 5, Week 2, T162–T163 SI: Unit 2, Week 4, 374 / TE: Unit 2, Week 4, T318–T319 SI: Unit 2, Week 1, 251 / TE: Unit 2, Week 1, T80 TE: Unit 5, Week 3, T238
<b>L.2.2.d Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</b>	SI: Unit 3, Week 4, 140 / TE: Unit 3, Week 4, T258–T259 SI: Unit 3, Week 4, 141 / TE: Unit 3, Week 4, T260–T261 SI: Unit 3, Week 4, 167 / TE: Unit 3, Week 4, T310–T311
<b>L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</b>	SI: Unit 1, Week 2, 88 / TE: Unit 1, Week 2, T164–T165 SI: Unit 1, Week 5, 190 / TE: Unit 1, Week 5, T374–T375 TE: Unit 4, Week 5, T409
<b>Knowledge of Language</b>	
<b>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>	SI: Unit 2, Week 4, 375–377 / TE: Unit 2, Week 4, T324–T328 SI: Unit 4, Week 3, 358 / TE: Unit 4, Week 3, T242–T243 SI: Unit 5, Week 6, 671 SI: Unit 4, Week 4, 405–406 / TE: Unit 4, Week 4, T336–T337 SI: Unit 5, Week 6, 678–679
<b>L.2.3.a Compare formal and informal uses of English</b>	TE: Unit 4, Week 3, T247 TE: Unit 3, Week 6, T426 TE: Unit 4, Week 6, T436
<b>Vocabulary Acquisition and Use</b>	
<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.</b>	SI: Unit 5, Week 1, 468 / TE: Unit 5, Week 1, T22–T23 SI: Unit 5, Week 5, 642 / TE: Unit 5, Week 5, T358 SI: Unit 3, Week 3, 131 / TE: Unit 3, Week 3, T202 SI: Unit 2, Week 2, 283 / TE: Unit 2, Week 2, T148 SI: Unit 5, Week 1, 469 / TE: Unit 5, Week 1, T24 SI: Unit 2, Week 4, 357 / TE: Unit 2, Week 4, T285

<p><b>L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</b></p>	<p>SI: Unit 1, Week 3, 105 / TE: Unit 1, Week 3, T197          SI: Unit 2, Week 1, 226 / TE: Unit 2, Week 1, T40          SI: Unit 2, Week 3, 327 / TE: Unit 2, Week 3, T230          SI: Unit 3, Week 3, 131 / TE: Unit 3, Week 3, T234          SI: Unit 4, Week 3, 338 / TE: Unit 4, Week 3, T208</p>
<p><b>L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</b></p>	<p>SI: Unit 4, Week 4, 366 / TE: Unit 4, Week 4, T264          SI: Unit 4, Week 4, 367 / TE: Unit 4, Week 4, T266–T267          SI: Unit 4, Week 4, 401 / TE: Unit 4, Week 4, T322          SI: Unit 5, Week 4, 621 / TE: Unit 5, Week 4, T312–T313          TE: Unit 2, Week 3, T216</p>
<p><b>L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</b></p>	<p>SI: Unit 2, Week 4, 371 / TE: Unit 2, Week 4, T312–T313          SI: Unit 3, Week 4, 165 / TE: Unit 3, Week 4, T306–T307          SI: Unit 5, Week 4, 621 / TE: Unit 5, Week 4, T312–T313</p>
<p><b>L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</b></p>	<p>SI: Unit 1, Week 1, 40 / TE: Unit 4, Week 1, T56–T57          SI: Unit 2, Week 6, 416–417 / TE: Unit 2, Week 6, T408–T409          SI: Unit 2, Week 6, 419 / TE: Unit 4, Week 6, T410–T411          TE: Unit 2, Week 6, 412–T413          TE: Unit 2, Week 6, T414          TE: Unit 2, Week 6, T416</p>
<p><b>L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</b></p>	<p>SI: Unit 2 430 / TE: Unit 2 T448–T449          SI: Unit 1, Week 3, 116 / TE: Unit 1, Week 3, T208–T209          SI: Unit 1, Week 5, 182 / TE: Unit 1, Week 5, T350–T351          SI: Unit 2, Week 2, 278 / TE: Unit 2, Week 2, T130–T131          SI: Unit 5 680 / TE: Unit 5 T448–T449</p>
<p><b>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</b></p>	<p>SI: Unit 5, Week 1, 499 / TE: Unit 5, Week 1, T76–T77          SI: Unit 2, Week 1, 249 / TE: Unit 2, Week 1, T76–T77          SI: Unit 2, Week 4, 366 / TE: Unit 2, Week 4, T294–T295          SI: Unit 3, Week 1, 43 / TE: Unit 3, Week 1, T70–T71          SI: Unit 3, Week 2, 87 / TE: Unit 3, Week 2, T152–T153</p>

**L.2.5.a Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).**

SI: Unit 1, Week 2, 78 / TE: Unit 2, Week 1, T132  
SI: Unit 1, Week 4, 152 / TE: Unit 1, Week 4, T296–T297  
SI: Unit 2, Week 3, 328 / TE: Unit 2, Week 3, T232

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

SI: Unit 4, Week 1, 266 / TE: Unit 4, Week 1, T60–T61  
SI: Unit 1, Week 4, 146 / TE: Unit 1, Week 4, T276–T277  
SI: Unit 1, Week 2, 88 / TE: Unit 1, Week 2, T164–T165  
SI: Unit 2, Week 2, 283 / TE: Unit 2, Week 2, T148

**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*).**

SI: Unit 4, Week 1, 274 / TE: Unit 4, Week 1, T84–T85  
SI: Unit 1, Week 4, 133 / TE: Unit 1, Week 4, T255  
SI: Unit 2, Week 3, 322 / TE: Unit 2, Week 3, T212–T213  
SI: Unit 4, Week 2, 312 / TE: Unit 4, Week 2, T154–T155