

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, T132–T133  
SI: Unit 3, Week 5, 180 / TE: Unit 3, Week 5, T294  
SI: Unit 1, Week 2, 77 / TE: Unit 1, Week 2, T115  
SI: Unit 1, Week 2, 63 / TE: Unit 1, Week 2, T101  
SI: Unit 3, Week 5, 203 / TE: Unit 3, Week 5, T316–T317  
SI: Unit 3, Week 2, 83  
TE: Unit 3, Week 3, T176

\*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, T48–T49  
SI: Unit 3, Week 1, 40 / TE: Unit 3, Week 1, T56–T57  
SI: Unit 3, Week 1, 22 / TE: Unit 3, Week 1, T24–T25  
SI: Unit 3, Week 3, 130  
SI: Unit 4, Week 3, 354 / TE: Unit 4, Week 3, T202–T203

**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, T238  
SI: Unit 2, Week 4, 368 / TE: Unit 2, Week 4, T262–T263  
SI: Unit 1, Week 2, 80 / TE: Unit 1, Week 2, T124–T125  
SI: Unit 2, Week 4, 353 / TE: Unit 2, Week 4, T241  
SI: Unit 2, Week 4, 354 / TE: Unit 2, Week 2, T242

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, T262–T263  
SI: Unit 5, Week 4, 622 / TE: Unit 5, Week 4, T264  
SI: Unit 1, Week 4, 148 / TE: Unit 1, Week 4, T216  
SI: Unit 3, Week 4, 136 / TE: Unit 3, Week 4, T404–T405, T408–T409  
SI: Unit 3, Week 2, 91–93 / TE: Unit 3, Week 2, T376–T377, T380–T381

**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, T128–T129  
SI: Unit 1, Week 3, 125 / TE: Unit 1, Week 3, T382–T383, T386–T387  
SI: Unit 3, Week 3, 95  
SI: Unit 3, Week 2, 56 / TE: Unit 3, Week 2, T84  
TE: Unit 1, Week 5, T272  
TE: Unit 3, Week 3, T176

**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, T185  
SI: Unit 1, Week 1, 46 / TE: Unit 1, Week 1, T62–T63  
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, T41  
SI: Unit 1, Week 1, 42–43 / TE: Unit 1, Week 1, T60–T61  
SI: Unit 2, Week 3, 304 / TE: Unit 2, Week 3, T166  
SI: Unit 2, Week 4, 350 / TE: Unit 2, Week 4, T238  
SI: Unit 2, Week 4, 358 / TE: Unit 2, Week 4, T246

**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, T196–T197  
SI: Unit 3, Week 3, 100 / TE: Unit 3, Week 3, T154–T155  
SI: Unit 3, Week 3, 114 / TE: Unit 3, Week 3, T176  
SI: Unit 3, Week 3, 116 / TE: Unit 3, Week 3, T178  
SI: Unit 3, Week 3, 121  
SI: Unit 3, Week 3, 125 / TE: Unit 3, Week 3, T187

**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, T190  
SI: Unit 5, Week 4, 595–615 / TE: Unit 5, Week 4, T232–T233  
SI: Unit 4, Week 3, 325  
SI: Unit 4, Week 3, 329–351 / TE: Unit 4, Week 3, T170–T193  
SI: Unit 5, Week 4, 591 / TE: Unit 5, Week 4, T268–T269

**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, T72–T73  
SI: Unit 2, Week 1, 247 / TE: Unit 2, Week 1, T70–T71  
SI: Unit 2, Week 5, 403 / TE: Unit 2, Week 5, T316  
SI: Unit 4, Week 1, 249 / TE: Unit 4, Week 1, T39  
SI: Unit 4, Week 1, 260 / TE: Unit 4, Week 1, T50

**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, T188–T189  
SI: Unit 1, Week 3, 108–109 / TE: Unit 1, Week 3, T173–T174  
SI: Unit 5, Week 5, 654 / TE: Unit 5, Week 5, T324–T325  
SI: Unit 5, Week 5, 646 / TE: Unit 5, Week 5, T310

**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, T62–T63  
SI: Unit 5, Week 1, 496 / TE: Unit 5, Week 1, T62–T63  
SI: Unit 2, Week 1, 232–233 / TE: Unit 2, Week 1, T42–T43  
SI: Unit 5, Week 1, 477 / TE: Unit 5, Week 1, T37

**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, T43  
SI: Unit 4, Week 1, 256  
SI: Unit 1, Week 3, 116 / TE: Unit 1, Week 3, T177  
SI: Unit 1, Week 3, 105 / TE: Unit 1, Week 3, T169  
SI: Unit 2, Week 5, 395 / TE: Unit 2, Week 5, T309

**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, T122–T123  
SI: Unit 2, Week 2, 277 / TE: Unit 2, Week 2, T113  
SI: Unit 2, Week 5, 404 / TE: Unit 2, Week 5, T324–T325  
SI: Unit 2, Week 2, 278 / TE: Unit 2, Week 2, T114–T115  
SI: Unit 4, Week 6, 453 / TE: Unit 4, Week 6, T498–T499  
SI: Unit 2 430 / TE: Unit 2 T514–T515

**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, T256–T257  
 SI: Unit 1, Week 3, 122  
 SI: Unit 3, Week 4, 158 / TE: Unit 3, Week 4, T246  
 SI: Unit 2, Week 2, 287  
 SI: Unit 3, Week 4, 153 / TE: Unit 3, Week 4, T241  
 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, T148–T149  
 SI: Unit 2, Week 1, 216–217 / TE: Unit 2, Week 1, T20  
 SI: Unit 4, Week 2, 310 / TE: Unit 4, Week 2, T132–T133  
 SI: Unit 2, Week 1, 240 / TE: Unit 2, Week 1, T50

**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, T334–T335  
 SI: Unit 2, Week 1, 245 / TE: Unit 2, Week 1, T54  
 SI: Unit 4, Week 1, 256 / TE: Unit 4, Week 1, T46  
 SI: Unit 4, Week 5, 418  
 SI: Unit 4, Week 5, 422 / TE: Unit 4, Week 5, T316

**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, T130–T131  
 SI: Unit 5, Week 2, 516 / TE: Unit 5, Week 2, T102  
 SI: Unit 5, Week 2, 521 / TE: Unit 5, Week 2, T107  
 SI: Unit 5, Week 2, 529 / TE: Unit 5, Week 2, T115  
 TE: Unit 1, Week 3, T204–T205  
 TE: Unit 1, Week 6, T454

**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, T24–T25  
 SI: Unit 5, Week 5, 638–651 / TE: Unit 5, Week 5, T302–T315  
 SI: Unit 3, Week 4, 148–159 / TE: Unit 3, Week 4, T236–T247  
 SI: Unit 4, Week 4, 374–395 / TE: Unit 4, Week 4, T242–T263  
 SI: Unit 5, Week 1, 496 / TE: Unit 5, Week 1, T62–T63

**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, T78–T79            SI: Unit 2, Week 4, 336–337 / TE: Unit 2, Week 4, T214–T215, T228–T229, T260            SI: Unit 2, Week 2, 259 / TE: Unit 2, Week 2, T98–T99            SI: Unit 4, Week 1, 238            SI: Unit 5, Week 6, 666 / TE: Unit 5, Week 6, T474–T475</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, T18–T19, T32–T33            SI: Unit 1, Week 2, 54–56 / TE: Unit 1, Week 2, T82–T83, T96–T97, T122            SI: Unit 1, Week 1, 47 / TE: Unit 1, Week 1, T340            SI: Unit 1, Week 2, 85 / TE: Unit 1, Week 2, T364</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, T382            SI: Unit 3, Week 4, 167 / TE: Unit 3, Week 4, T430            SI: Unit 3, Week 5, 209 / TE: Unit 3, Week 5, T454            SI: Unit 2, Week 5, 409 / TE: Unit 2, Week 5, T454</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, T86–T87, T100–T101            SI: Unit 1, Week 2, 55 / TE: Unit 1, Week 2, T96            SI: Unit 2, Week 4, 337 / TE: Unit 2, Week 4, T228            SI: Unit 2, Week 5, 381 / TE: Unit 2, Week 5, T298</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, T224–T225, T238–T239, T270            SI: Unit 4, Week 3, 322–323 / TE: Unit 4, Week 3, T154–T155            SI: Unit 1, Week 5, 161–162 / TE: Unit 1, Week 5, T280, T304, T312            SI: Unit 3, Week 1, 52–53 / TE: Unit 3, Week 1, T78–T79, T92–T93, T124</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, T152–T153            SI: Unit 5, Week 3, 551 / TE: Unit 5, Week 3, T166–T167            SI: Unit 3, Week 5, 209 / TE: Unit 3, Week 5, T454            SI: Unit 3, Week 5, 174 / TE: Unit 3, Week 5, T278–T279</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, T484–T485  
 SI: Unit 2, Week 4, 337 / TE: Unit 2, Week 4, T228–T229  
 SI: Unit 1, Week 5, 189 / TE: Unit 1, Week 5, T242  
 SI: Unit 3, Week 1, 20 / TE: Unit 3, Week 1, T54–T55  
 SI: Unit 4, Week 6, 449 / TE: Unit 4, Week 6, T486–T487

**Fluency**

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

SI: Unit 5, Week 5, 634 / TE: Unit 5, Week 5, T290–T291  
 SI: Unit 1, Week 2, 58 / TE: Unit 1, Week 2, T88–T89  
 SI: Unit 2, Week 5, 384 / TE: Unit 2, Week 5, T291  
 SI: Unit 4, Week 2, 284 / TE: Unit 4, Week 2, T92–T93  
 TE: Unit 3, Week 3, T152

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

SI: Unit 1, Week 5, 164 / TE: Unit 1, Week 5, T272–T273  
 SI: Unit 2, Week 3, 296 / TE: Unit 2, Week 3, T150–T151  
 SI: Unit 4, Week 3, 328 / TE: Unit 4, Week 3, T170–T171  
 SI: Unit 4, Week 4, 370 / TE: Unit 4, Week 4, T231  
 TE: Unit 1, Week 5, T284  
 TE: Unit 2, Week 4, T230–T231

**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, T290  
 SI: Unit 4, Week 2, 307 / TE: Unit 4, Week 2, T123  
 SI: Unit 3, Week 2, 56 / TE: Unit 3, Week 2, T84–T85  
 SI: Unit 2, Week 5, 401 / TE: Unit 2, Week 5, T315  
 SI: Unit 3, Week 2, 81 / TE: Unit 3, Week 2, T117

**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, T291  
 SI: Unit 1, Week 3, 121 / TE: Unit 1, Week 3, T154–T155  
 SI: Unit 2, Week 3, 327 / TE: Unit 2, Week 3, T152  
 SI: Unit 1, Week 1, 32 / TE: Unit 1, Week 1, T44  
 SI: Unit 4, Week 1, 253 / TE: Unit 4, Week 1, T43

**WRITING**

**Texts Types and Purposes**

**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.

SI: Unit 3, Week 6, 220, 222 / TE: Unit 3, Week 6, T491  
SI: Unit 1, Week 4, 150 / TE: Unit 1, Week 4, T258–T259  
SI: Unit 1, Week 6, 200–207  
SI: Unit 4, Week 2, 312 / TE: Unit 4, Week 2, T146–T147  
SI: Unit 5, Week 6, 670–677 / TE: Unit 5, Week 6, T490–T491

**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.

SI: Unit 5, Week 3, 585 / TE: Unit 5, Week 3, T416  
SI: Unit 2, Week 2, 282 / TE: Unit 2, Week 2, T136–T137  
SI: Unit 2, Week 2, 288 / TE: Unit 2, Week 2, T376–T377, T384–T385, T388–T389, T392  
SI: Unit 3, Week 4, 164 / TE: Unit 3, Week 4, T270–T271

**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.

SI: Unit 4, Week 2, 318 / TE: Unit 4, Week 2, T386–T387, T390–T391, T394–T395  
SI: Unit 4, Week 3, 361–363 / TE: Unit 4, Week 3, T410–T411, T414–T415, T418–T419, T422–T423, T426  
SI: Unit 4, Week 1, 277 / TE: Unit 4, Week 1, T378  
SI: Unit 2, Week 1, 255

**Production and Distribution of Writing**

**W.2.4** (W.2.4 begins in grade 3)

**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.)

SI: Unit 1, Week 5, 191–192 / TE: Unit 1, Week 5, T430–T431, T434–T435, T438–T439  
SI: Unit 1, Week 6, 207 / TE: Unit 1, Week 6, T474  
SI: Unit 3, Week 6, 227 / TE: Unit 3, Week 6, T492  
SI: Unit 5, Week 6, 626 / TE: Unit 5, Week 6, T492

**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.

SI: Unit 1, Week 3, 127 / TE: Unit 1, Week 3, T398  
SI: Unit 5, Week 6, 676 / TE: Unit 5, Week 6, T492  
SI: Unit 1, Week 2, 89 / TE: Unit 1, Week 2, T374  
SI: Unit 3, Week 6, 223 / TE: Unit 3, Week 6, T488–T489  
SI: Unit 4, Week 6, 453 / TE: Unit 4, Week 6, T498–T499

**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, T490–T491  
SI: Unit 2, Week 6, 421 / TE: Unit 2, Week 6, T484–T485  
SI: Unit 4, Week 6, 450–458 / TE: Unit 4, Week 6, T494–T495  
SI: Unit 2, Week 6, 423 / TE: Unit 2, Week 6, T488–T489

**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, T470–T471  
SI: Unit 2, Week 2, 282 / TE: Unit 2, Week 2, T136–T137  
SI: Unit 1, Week 2, 82 / TE: Unit 1, Week 2, T138–T139  
SI: Unit 2, Week 1, 217 / TE: Unit 2, Week 1, T20  
SI: Unit 2, Week 5, 406 / TE: Unit 2, Week 5, T242–T243

**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, T70–T71  
SI: Unit 2, Week 6, 420–421 / TE: Unit 2, Week 6, T484–T485  
SI: Unit 4, Week 1, 270 / TE: Unit 4, Week 1, T78  
SI: Unit 5, Week 1, 505 / TE: Unit 5, Week 1, T369

**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, T202  
SI: Unit 3, Week 1, 42 / TE: Unit 3, Week 1, T70  
SI: Unit 4, Week 5, 436 / TE: Unit 4, Week 5, T348  
SI: Unit 4, Week 1, 270 / TE: Unit 4, Week 1, T78

**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, T74–T75  
SI: Unit 2, Week 1, 248 / TE: Unit 2, Week 1, T76–T77  
SI: Unit 4, Week 6, 458 / TE: Unit 4, Week 6, T504–T505



<p><b>SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</b></p>	<p>SI: Unit 5, Week 1, 498 / TE: Unit 5, Week 1, T76–T77 SI: Unit 2, Week 6, 428 SI: Unit 3, Week 6, 228 / TE: Unit 3, Week 6, T494–T495</p>
<p><b>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b></p>	<p>SI: Unit 3, Week 3, 95 / TE: Unit 3, Week 3, T150–T151 SI: Unit 2, Week 4, 369 SI: Unit 1, Unit Opener, 8 / TE: Unit 1, Unit Opener, T10 SI: Unit 2, Unit Opener, 210 / TE: Unit 2, Unit Opener, T10 SI: Unit 5, Week 1, 466–467 / TE: Unit 5, Week 1, T20</p>
<p><b>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.</b></p>	<p>SI: Unit 3, Week 6, 228 / TE: Unit 3, Week 6, T494–T495 SI: Unit 2, Week 6, 428 SI: Unit 5, Week 1, 498 / TE: Unit 5, Week 1, T76–T77 TE: Unit 4, Week 1, T378</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p><b>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</b></p>	<p>SI: Unit 3, Week 3, 95 / TE: Unit 3, Week 3, T150–T151 SI: Unit 4, Week 6, 277 SI: Unit 1, Week 6, 208 / TE: Unit 1, Week 6, T476 SI: Unit 3, Week 3, 130 / TE: Unit 3, Week 3, T210</p>
<p><b>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.</b></p>	<p>SI: Unit 1, Week 6, 206 / TE: Unit 1, Week 6, T474 SI: Unit 3, Week 3, 137 / TE: Unit 3, Week 3, T412–T413 SI: Unit 4, Week 3, 363 / TE: Unit 4, Week 3, T426 SI: Unit 3, Week 3, 95</p>
<p><b>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.)</b></p>	<p>SI: Unit 5 Week 1, 498 / TE: Unit 5, Week 1, T76–T77 SI: Unit 2, Week 6, 428–429 / TE: Unit 2, Week 6, T494–T495 SI: Unit 4, Week 4, 356 SI: Unit 5, Week 3, 578 / TE: Unit 5, Week 3, T208–T209</p>

**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, T424  
SI: Unit 3, Week 5, 211 / TE: Unit 3, Week 5, T448–T449  
SI: Unit 4, Week 4, 405 / TE: Unit 4, Week 4, T438–T439, T442–T443  
TE: Unit 1, Week 2, T361, T365, T369  
SI: Unit 1, Week 2, 86 / TE: Unit 1, Week 2, T373  
SI: Unit 4, Week 4, 406 / TE: Unit 4, Week 4, T446–T447, T450

<p><b>L.2.1.a Use collective nouns (e.g., <i>group</i>).</b></p>	<p>TE: Unit 2, Week 5, T459 SI: Unit 2, Week 5, 410 / TE: Unit 2, Week 5, T463 TE: Unit 2, Week 5, T455</p>
<p><b>L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</b></p>	<p>TE: Unit 2, Week 2, T383, T387 SI: Unit 2, Week 2, 286 / TE: Unit 2, Week 2, T391 TE: Unit 2, Week 3, T403</p>
<p><b>L.2.1.c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</b></p>	<p>TE: Unit 4, Week 5, T465, T469 SI: Unit 4, Week 5, 440 / TE: Unit 4, Week 5, T473 SI: Unit 5, Week 5, 661 / TE: Unit 5, Week 5, T448–T449 TE: Unit 4, Week 4, T438–T439, T442–T443</p>
<p><b>L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</b></p>	<p>TE: Unit 3, Week 3, T411 SI: Unit 3, Week 3, 134 / TE: Unit 3, Week 3, T415 TE: Unit 3, Week 4, T427</p>
<p><b>L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</b></p>	<p>TE: Unit 4, Week 2, T389, T393, T397 SI: Unit 4, Week 2, 316 / TE: Unit 4, Week 2, T401 TE: Unit 4, Week 1, T369, T373 SI: Unit 4, Week 1, 274 / TE: Unit 4, Week 1, T377 SI: Unit 4, Week 5, 441 / TE: Unit 4, Week 5, T458–T459 TE: Unit 3, Week 5, T455, T459 SI: Unit 3, Week 5, 210 / TE: Unit 3, Week 5, T463 SI: Unit 5, Week 4, 625 / TE: Unit 5, Week 4, T424–T425</p>
<p><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></p>	<p>TE: Unit 1, Week 1, T337, T341, T345 SI: Unit 1, Week 1, 48 / TE: Unit 1, Week 1, T349 TE: Unit 1, Week 3, T389, T393 SI: Unit 1, Week 3, 124 / TE: Unit 1, Week 3, T397 SI: Unit 3, Week 4, 169 / TE: Unit 3, Week 4, T424–T425 SI: Unit 5, Week 4, 626–627 / TE: Unit 5, Week 4, T436–T437, T440–T441 TE: Unit 1, Week 2, T361, T365, T369 SI: Unit 1, Week 2, 86 / TE: Unit 1, Week 2, T373</p>
<p><b>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p>TE: Unit 1, Week 4, T409, T417 SI: Unit 1, Week 4, 154 / TE: Unit 1, Week 4, T421 SI: Unit 2, Week 5, 411 / TE: Unit 2, Week 5, T448 TE: Unit 1, Week 1, T345 SI: Unit 1, Week 1, 48 / TE: Unit 1, Week 1, T349 SI: Unit 4, Week 5, 442 / TE: Unit 4, Week 5, T462–T463 TE: Unit 5, Week 3, T411 SI: Unit 5, Week 3, 582 / TE: Unit 5, Week 3, T415</p>

<p><b>L.2.2.a Capitalize holidays, product names, and geographic names.</b></p>	<p>SI: Unit 2, Week 3, 330 / TE: Unit2, Week 3, T415 SI: Unit 4, Week 4, 405 / TE: Unit 4, Week 4, T434–T435, T442–T443 SI: Unit 5, Week 5, 659 SI: Unit 4, Week 6, 456–457 / TE: Unit 4, Week 6 T502–T503 TE: Unit 5, Week 4, T224–T225</p>
<p><b>L.2.2.b Use commas in greetings and closings of letters.</b></p>	<p>TE: Unit 4, Week 3, T417, T421 SI: Unit 4, Week 3, 360 / TE: Unit 4, Week 3, T425 SI: Unit 4, Week 4, 405 / TE: Unit 4, Week 4, T434–T435 SI: Unit 4, Week 6, 456 / TE: Unit 4, Week 6, T502</p>
<p><b>L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.</b></p>	<p>SI: Unit 1, Week 4, 155 / TE: Unit 1, Week 4, T406–T407, T410–T411 TE: Unit 5, Week 2, T387 SI: Unit 5, Week 2, 544 / TE: Unit 5, Week 2, T391 TE: Unit 2, Week 4, T435 SI: Unit 2, Week 4, 374 / TE: Unit 2, Week 4, T439 SI: Unit 2, Week 1, 251 / TE: Unit 2, Week 1, T358 TE: Unit 5, Week 3, T403</p>
<p><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></p>	<p>SI: Unit 3, Week 4, 140 / TE: Unit 3, Week 4, T218–T219 SI: Unit 3, Week 4, 141 / TE: Unit 3, Week 4, T232–T233 SI: Unit 3, Week 4, 167 / TE: Unit 3, Week 4, T430 TE: Unit 3, Week 4, T434, T438</p>
<p><b>L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</b></p>	<p>SI: Unit 1, Week 2, 88 / TE: Unit 1, Week 2, T366–T367, T370–T371 TE: Unit 1, Week 5, T437, T441 SI: Unit 1, Week 5, 190 / TE: Unit 1, Week 5, T445 TE: Unit 4, Week 5, T462–T463</p>
<p><b>Knowledge of Language</b></p>	
<p><b>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p>	<p>SI: Unit 2, Week 4, 375–377 / TE: Unit 2, Week 4, T424–T425, T428–T429, T432–T433, T436–T437, T440 SI: Unit 4, Week 3, 358 / TE: Unit 4, Week 3, T204–T205 SI: Unit 5, Week 6, 671 SI: Unit 4, Week 4, 405–406 / TE: Unit 4, Week 4, T442–T443, T446–T447 SI: Unit 5, Week 6, 678–679</p>
<p><b>L.2.3.a Compare formal and informal uses of English</b></p>	<p>TE: Unit 4, Week 3, T421 TE: Unit 3, Week 6, T492 TE: Unit 4, Week 6, T502</p>

**Vocabulary Acquisition and Use**

**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.**

SI: Unit 5, Week 1, 468 / TE: Unit 5, Week 1, T18–T19  
SI: Unit 5, Week 5, 642 / TE: Unit 5, Week 5, T306  
SI: Unit 3, Week 3, 131 / TE: Unit 3, Week 3, T174  
SI: Unit 2, Week 2, 283 / TE: Unit 2, Week 2, T92  
SI: Unit 5, Week 1, 469 / TE: Unit 5, Week 1, T32  
SI: Unit 2, Week 4, 357 / TE: Unit 2, Week 4, T245

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.**

SI: Unit 1, Week 3, 105 / TE: Unit 1, Week 3, T169  
SI: Unit 2, Week 1, 226 / TE: Unit 2, Week 1, T36  
SI: Unit 2, Week 3, 327 / TE: Unit 2, Week 3, T152  
SI: Unit 3, Week 3, 131 / TE: Unit 3, Week 3, T156  
SI: Unit 4, Week 3, 338 / TE: Unit 4, Week 3, T180

**L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).**

SI: Unit 4, Week 4, 366 / TE: Unit 4, Week 4, T224  
SI: Unit 4, Week 4, 367 / TE: Unit 4, Week 4, T238–T239  
SI: Unit 4, Week 4, 401 / TE: Unit 4, Week 4, T232  
SI: Unit 5, Week 4, 621 / TE: Unit 5, Week 4, T224–T225  
TE: Unit 2, Week 3, T188

**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., *addition*, *additional*).**

SI: Unit 2, Week 4, 371 / TE: Unit 2, Week 4, T222–T223  
SI: Unit 3, Week 4, 165 / TE: Unit 3, Week 4, T226–T227  
SI: Unit 5, Week 4, 621 / TE: Unit 5, Week 4, T224–T225

**L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).**

SI: Unit 1, Week 1, 40 / TE: Unit 4, Week 1, T52–T53  
SI: Unit 2, Week 6, 416–417 / TE: Unit 2, Week 6, T474–T475  
SI: Unit 2, Week 6, 419 / TE: Unit 4, Week 6, T466–T467, T470–T471  
TE: Unit 2, Week 6, T478–T479  
TE: Unit 2, Week 6, T480  
TE: Unit 2, Week 6, T482

**L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.**

SI: Unit 2 430 / TE: Unit 2 T514–T515  
SI: Unit 1, Week 3, 116 / TE: Unit 1, Week 3, T180–T181  
SI: Unit 1, Week 5, 182 / TE: Unit 1, Week 5, T298–T299  
SI: Unit 2, Week 2, 278 / TE: Unit 2, Week 2, T114–T115  
SI: Unit 5 680 / TE: Unit 5, T514–T515

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.**

SI: Unit 5, Week 1, 499 / TE: Unit 5, Week 1, T26–T27  
SI: Unit 2, Week 1, 249 / TE: Unit 2, Week 1, T26–T27  
SI: Unit 2, Week 4, 366 / TE: Unit 2, Week 4, T254–T255  
SI: Unit 3, Week 1, 43 / TE: Unit 3, Week 1, T26–T27  
SI: Unit 3, Week 2, 87 / TE: Unit 3, Week 2, T86–T87

**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, T116  
SI: Unit 1, Week 4, 152 / TE: Unit 1, Week 4, T246–T247  
SI: Unit 2, Week 3, 328 / TE: Unit 2, Week 3, T194

**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, T56–T57  
SI: Unit 1, Week 4, 146 / TE: Unit 1, Week 4, T236–T237  
SI: Unit 1, Week 2, 88 / TE: Unit 1, Week 2, T366–T367, T370–T371  
SI: Unit 2, Week 2, 283 / TE: Unit 2, Week 2, T92

**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*).**

TE: Unit 4, Week 1, T369, T373  
SI: Unit 4, Week 1, 274 / TE: Unit 4, Week 1, T377  
SI: Unit 1, Week 4, 133 / TE: Unit 1, Week 4, T243  
SI: Unit 2, Week 3, 322 / TE: Unit 2, Week 3, T184–T185  
SI: Unit 4, Week 2, 312 / TE: Unit 4, Week 2, T146–T147