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<b>SUBJECT:</b>	English Language Arts	<b>SPECIFIC GRADE:</b> Grade 2
<b>COURSE:</b>	4002- English Language Arts 2	<b>TITLE:</b> Journeys Common Core
<b>COPYRIGHT</b>	2014	
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## NON-NEGOTIABLE (Generic) EVALUATION CRITERIA

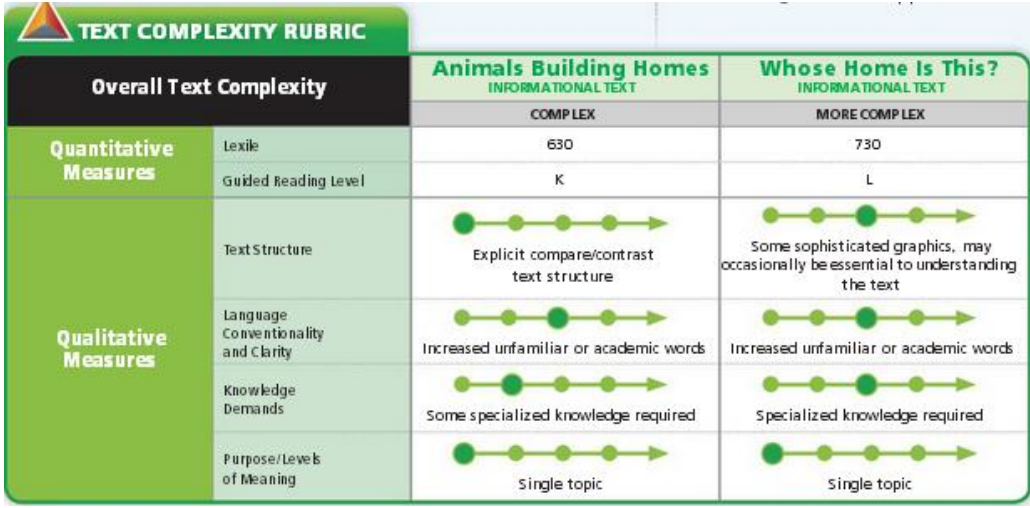
**2014-2020**

**Group II – English Language Arts**

**Grade 2**

Yes	No	CRITERIA	NOTES
<b>Equity, Accessibility and Format</b>			
<b>X</b>		<b>1. INTER-ETHNIC</b> The instructional materials meet the inter-ethnic requirements – concepts, content and illustrations – as set by West Virginia Board of Education Policy (Adopted December 1970).	HMH <i>Journeys Common Core</i> meets the interethnic requirements of concepts, content and illustrations as set by West Virginia Board of Education Policy.  Each <i>Journeys Common Core</i> student text has been carefully selected by subject-matter experts for its contribution to a diverse representation of cultures and voices. Accompanying illustrations and photographs were carefully reviewed to ensure accuracy and respectful representation of a wide array of cultures and experiences. Instruction in the Teacher’s Edition includes information about the cultural significance of various texts and guides teachers to discuss appropriate cultural issues.
<b>X</b>		<b>2. EQUAL OPPORTUNITY</b> The instructional materials meet the requirements of equal opportunity – concept, content, illustration, heritage, roles contributions, experiences and achievements of males and	HMH <i>Journeys Common Core</i> provides a full range of literature and illustrations across print and digital assets that depict the full range of concept, contributions, heritage, roles contributions, experiences and achievements of males and females in American and other cultures as set by the West Virginia Board of Education Policy.  HMH is committed to representing peoples and cultures in a fair and equitable way across ethnicities, gender, and abilities. Turning pages through the program will show the range of

		females in American and other cultures – as set by West Virginia Board of Education Policy (Adopted May 1975).	representation across children and adults at play, at work and within a home environment. Selections feature alter-abled children and adults including: Friends At School (K), Helping Paws (2), Safety at Home (2), Technology Wins the Game (3), The Right Dog for the Job (4), and more. These selections allow readers to see inclusive classroom and real-world situations and individuals positively meeting the challenges of Down Syndrome, wheelchair use, blindness, hearing loss, ADHD, cerebral palsy, and more. Images within the instructional work of the program display a wide range of children at work providing positive role models for student learners.
<b>X</b>		<b>3. FORMAT</b> This resource is available as an option for adoption in an interactive electronic format.	HMH <i>Journeys Common Core</i> is fully available as an option in an interactive format. The program has been developed in HTML-5 to allow students and teachers to use a full range of digital devices for learning and instructional purposes. Rich digital resources include all <b>Online Student Resources</b> (available to both students and teachers) and the <i>Journeys Common Core digital Teacher Gateway</i> allowing customized instruction with online planning, activities and lessons, assessments, CCSS resources, and mobile resources via the <b>Houghton Mifflin Harcourt Download Center</b> .
<b>Text Selection</b>			
<b>Complexity of Texts:</b> The submission exhibits concrete evidence that research-based quantitative measures as well as qualitative analysis have been used in selection of complex texts that align to the standards. Further, submissions will <b>include a demonstrable staircase of text complexity as materials progress across grade bands.</b>			

X		<p>4. Texts for each grade band align with the complexity requirements outlined in the objectives. Rare exceptions (in which the qualitative measure has trumped the quantitative measure and placed the text outside the grade band) are usually reserved for literary texts in the upper grades, with clear explanation offered.</p>	<p>Texts have been carefully chosen to meet complexity requirements. Subject-matter experts determined grade-level text complexity through careful consideration and application of the qualitative dimensions defined in Appendix A—levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands. As recommended by Appendix A, <i>Journeys Common Core</i> student texts also underwent a broad quantitative analysis that includes Lexile, DRA, Spache, and New Dale-Chall measurements.</p> <p>The special <b>Text Complexity Rubric</b> found in the Teacher Edition for each selection alerts and guides the teacher through specific information on <b>Quantitative Measures</b> and <b>Qualitative Measures</b> for each Anchor Text and Complex Paired selection. At point-of-use in the Teacher Edition at the selection level is the <b>Reader and Task Considerations</b> feature which provides teachers with information on ways to <b>Motivate, Access Knowledge and Experiences, Increase Scaffolding</b>, and <b>Foster Independence</b>.</p> <p>A comparison of <b>Text Complexity Rubrics</b> from various points in a grade level demonstrates how texts in <i>Journeys Common Core</i> increase in complexity across grade bands.</p>  <table border="1"> <thead> <tr> <th colspan="2">Overall Text Complexity</th> <th>Animals Building Homes INFORMATIONAL TEXT</th> <th>Whose Home Is This? INFORMATIONAL TEXT</th> </tr> <tr> <th colspan="2"></th> <th>COMPLEX</th> <th>MORE COMPLEX</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Quantitative Measures</td> <td>Lexile</td> <td>630</td> <td>730</td> </tr> <tr> <td>Guided Reading Level</td> <td>K</td> <td>L</td> </tr> <tr> <td rowspan="4">Qualitative Measures</td> <td>Text Structure</td> <td>Explicit compare/contrast text structure</td> <td>Some sophisticated graphics, may occasionally be essential to understanding the text</td> </tr> <tr> <td>Language Conventionality and Clarity</td> <td>Increased unfamiliar or academic words</td> <td>Increased unfamiliar or academic words</td> </tr> <tr> <td>Knowledge Demands</td> <td>Some specialized knowledge required</td> <td>Specialized knowledge required</td> </tr> <tr> <td>Purpose/Levels of Meaning</td> <td>Single topic</td> <td>Single topic</td> </tr> </tbody> </table>	Overall Text Complexity		Animals Building Homes INFORMATIONAL TEXT	Whose Home Is This? INFORMATIONAL TEXT			COMPLEX	MORE COMPLEX	Quantitative Measures	Lexile	630	730	Guided Reading Level	K	L	Qualitative Measures	Text Structure	Explicit compare/contrast text structure	Some sophisticated graphics, may occasionally be essential to understanding the text	Language Conventionality and Clarity	Increased unfamiliar or academic words	Increased unfamiliar or academic words	Knowledge Demands	Some specialized knowledge required	Specialized knowledge required	Purpose/Levels of Meaning	Single topic	Single topic
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X		<p>5. Instructional materials include shorter, challenging texts that elicit close reading and multiple readings for varied purposes.</p>	<p>Within the Grade 2 program level, <i>Journeys Common Core</i> provides an Anchor Text within each weekly lesson that provides challenging text reading experiences and strong close reading opportunities. Built into the Teacher Edition is guidance for bringing close reading and text analysis instruction to students. Multiple readings (<b>First Read/ Second Read</b>) and repeated readings allow teachers to use text for varied purposes. <b>First Read</b> allows teachers to help students</p>																												

			<p>“<b>Think Through the Text</b>” and seek Text Evidence through carefully crafted questioning while the <b>Second Read</b> focuses on specific sections for <b>Text Analysis</b>. Students have built-in <b>Analyze the Text</b> stopping point opportunities in each Anchor Text selection to more deeply interact with the text. Additional repeated readings promote fully independent reading opportunities and using the text as a basis for writing traits and author’s craft.</p> <div><div>Scaffold Close Reading</div><table><tr><th>Think Through the Text</th><th>Analyze the Text</th><th>Independent Reading</th></tr><tr><td><div>FIRST READ</div><p>Develop comprehension through</p><ul style="list-style-type: none"><li>• Guided Questioning</li><li>• Target Strategy: Question</li><li>• Vocabulary in Context</li></ul><p><b>IF</b> children demonstrate understanding of what the selection is mostly about, <b>THEN</b> provide additional challenge using the questions labeled <i>A Closer Look</i>.</p></td><td><div>SECOND READ</div><p>Support analyzing short sections of text:</p><ul style="list-style-type: none"><li>• Text and Graphic Features</li><li>• Using Context</li></ul><p>Usedirectednote-taking with children to complete a graphic organizer during reading. Distribute copies of Graphic Organizer 1: Column Chart.</p></td><td><ul style="list-style-type: none"><li>• Children analyze the text independently, using the Reader’s Guide on pp. 83–84 of the <b>Reader’s Notebook</b>. (See pp. T50–T51 for instructional support.)</li><li>• Children read independently in a self-selected trade book.</li></ul></td></tr></table></div>	Think Through the Text	Analyze the Text	Independent Reading	<div>FIRST READ</div> <p>Develop comprehension through</p> <ul style="list-style-type: none"><li>• Guided Questioning</li><li>• Target Strategy: Question</li><li>• Vocabulary in Context</li></ul> <p><b>IF</b> children demonstrate understanding of what the selection is mostly about, <b>THEN</b> provide additional challenge using the questions labeled <i>A Closer Look</i>.</p>	<div>SECOND READ</div> <p>Support analyzing short sections of text:</p> <ul style="list-style-type: none"><li>• Text and Graphic Features</li><li>• Using Context</li></ul> <p>Usedirectednote-taking with children to complete a graphic organizer during reading. Distribute copies of Graphic Organizer 1: Column Chart.</p>	<ul style="list-style-type: none"><li>• Children analyze the text independently, using the Reader’s Guide on pp. 83–84 of the <b>Reader’s Notebook</b>. (See pp. T50–T51 for instructional support.)</li><li>• Children read independently in a self-selected trade book.</li></ul>
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X		<p>6. Instructional materials, including read aloud selections, provide all students extensive opportunities to encounter and comprehend grade-level texts and beyond.</p>	<p>HMH <i>Journeys Common Core</i> provides many opportunities to encounter and comprehend grade-level texts and beyond. Within the Grade 2 program, these include Read Aloud texts shared by teachers from the Teacher Edition to help set the stage for Grade 2 instruction as well as <b>Vocabulary Readers, Leveled Readers, and Decodable Texts</b>. At Grade 2, <b>Extended Reading</b> opportunities are provided through connected exemplar Trade Books following Units 2, 4 and 6.</p> <p><i>Journeys Common Core</i> provides support and scaffolding to equip all students, including those who are reading below grade level, to engage with and comprehend complex text. On Day 1, students are introduced briefly to key vocabulary (Target Vocabulary), a Target Skill and Strategy for comprehension, and the necessary background to read successfully the Anchor Text in the Student Book for the first time. At the beginning of each <b>Anchor Text</b> in the TE, a <b>Scaffold Close Reading</b> box and a <b>Reader and Task Considerations</b> box help teachers determine and provide the level of additional support that students will need to read and comprehend the text. As students read, teachers help them think through the text with guided questioning. On Day 2, students</p>						

		<p>conduct a second reading of the Anchor Text as teachers provide support in analyzing short sections of the text. The <b>Dig Deeper</b> instruction in the Student Book guides students' analysis, while the <b>Your Turn</b> activities lead students to hold collaborative conversations and to write independently about the ideas and information in the text. On Day 3, students reread the Anchor Text again, this time supported by the <b>Reader's Guide pages</b> in the <b>Reader's Notebook</b>, which prompt students to respond to the Anchor Text with appropriate text evidence.</p> <p>At any point in the year that a student struggles to read the on-level complex text in the Student Book, <i>Journeys Common Core</i> provides a textual on-ramp to on-level reading with the Tier 2 <b>Strategic Intervention Write-In Reader</b> approximately two grade levels below, and the <b>Struggling Readers Leveled Reader</b>, approximately one grade level below. Both Readers feature the same vocabulary and skills as the Anchor Text and are topically related, giving students the tools they need to participate in the academic discussions around the on-level complex text. Additionally, each Write-In Reader lesson features a “<b>Be a Reading Detective!</b>” spread that scaffolds a close, analytical reading of the Anchor Text in the Student Book and includes guidance for citing appropriate text evidence.</p>
<p><b>Range of Text:</b> Instructional materials must reflect the distribution of text types and genres required by the standards.</p>		
X	<p>7. In grades K-5, ELA programs shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6- 12, ELA programs shift the balance of texts and instructional time toward reading a blend of literary fiction, literary nonfiction and other informational texts.</p>	<p>HMH <i>Journeys Common Core</i> across K-5 provides a strong balance of informational text reading experience. At Grade 2, reviewers will find a balance of Literature 41%, and Informational Text 59%.</p> <p>Across <b>Leveled Readers</b>, <b>decodable text</b>, <b>Extended Reading Trade books</b>, and more, grade 2 students will have full experience working with well-chosen informational text, as well as high quality literature selections. <b>Vocabulary Readers</b> for Grade 2 focus exclusively on informational text. Instructional time is equally distributed between literary and informational text, ensuring that all ten Reading Standards for Literature and all ten Reading Standards for Informational Text are covered at each grade with the depth and rigor required by the Common Core State Standards. In addition, the collections of texts in <i>Journeys Common Core</i> are organized around content-area Domains, such as Life Science, The Arts, or Civics. The informational text in <i>Journeys Common Core</i> includes a broad range of genres including expository nonfiction with graphs and charts, biographies, narrative nonfiction, and magazine articles. <i>HMH Journeys Common Core</i> helps grade 2 students to become confident and competent readers of informational text, and instructional time is devoted to assuring that West Virginia students have a strong foundation in both literature and informational text reading experiences.</p>

X		<p>8. Instructional materials provide a thoughtful sequence or collection of texts that build knowledge systematically through reading, writing, speaking and listening. Specific anchor texts of grade-level complexity are selected for close reading.</p>	<p><i>Journeys Common Core</i> is built on a deeply considered scope and sequence for comprehensive focus on CCSS skills and strategies. Texts revolve around unit themes that build understanding and connections for students through the unit through carefully crafted lessons of reading, writing, speaking and listening. Each <b>Anchor Text</b> is accompanied by a companion text that promotes application of skills across all ELA areas. Anchor Texts have been thoughtfully chosen to meet Text Complexity requirements, to be texts that are worth reading for the grade level, and are texts that are worthy of Close Reading instruction and practice. In <i>Journeys Common Core</i>, reading strategies are introduced and applied within the context of reading; they support students in building knowledge and drawing insight from a specific text. For evidence of how reading strategies work in service of comprehension, see the following features in any TE lesson:</p> <ul style="list-style-type: none"> <li>• The Target Strategy is introduced briefly in the Student Book and TE before the First Read of the Anchor Text.</li> <li>• The teacher uses a Think Aloud to model using the Target Strategy during reading of the Anchor Text.</li> <li>• Students practice the Target Strategy as they read the Anchor Text and Complex Text paired selection.</li> <li>• Students have built in Analyze the Text opportunities built into the Anchor Text selection.</li> <li>• Students apply the Target Strategy to support their comprehension of Leveled Readers in small groups.</li> </ul>
X		<p>9. Additional instructional materials increase the opportunity for regular independent reading of texts that appeal to students.</p>	<p>At Grade 2, HMH <i>Journeys Common Core</i> provides <b>Leveled Readers, Vocabulary Readers</b>, and <b>decodable text</b> that allow students to develop habits of independent reading and to build reading stamina. <b>Journeys Common Core</b> supports students' independent reading of the <b>Anchor Text</b> in the Student Book; the <b>Extended Reading Trade Books</b> at the end of Units 2, 4, and 6; and <b>self-selected texts</b>, as appropriate for Grade 2. The <b>Extended Reading Exemplar Texts</b> following Units 2, 4, and 6 increase reading opportunities with CCSS recognized titles for independent reading and application study. <b>Reader's Guide</b> pages in the <b>Reader's Notebook</b> prompt students to respond to the Anchor Text and Extended Reading Trade Books with appropriate text evidence. Weekly self-selected reading activities in the TE guide students to choose appropriate texts that they can read for enjoyment and from which they can learn. In addition, the <b>Literacy and Language Guide</b> at this grade provides expanded support for conducting effective literature discussions, including suggested trade book titles categorized by genre and identified by discipline area. The program, through its digital format, provides an alternative way for students to access reading with an anywhere/anytime approach through device-friendly reading opportunities and</p>

			<p>appealing <b>Apps</b> downloadable to tablets and more.</p> <p>Further, <b>The K-12 Common Core ELA Exemplar Instructional and Performance Assessment Resource</b> extends Text Exemplar coverage by providing instruction and assessment for each Text Exemplar listed in Appendix B allowing West Virginia schools to extend the rigor and access to using CCSS Exemplar Texts as desired. Within the <i>Journeys Common Core</i> program, students have access to CCSS identified Exemplar texts, but this resource addresses <b>every title</b> noted with background and Author information, Text Summary, links to resource/ public domain links, and student selection based questions as well as Student Performance Tasks/Assessment.</p>
<p><b>Quality of Texts:</b> High-quality texts are worth reading closely and exhibit exceptional craft and thought, and provide useful information.</p>			
<b>X</b>		<p>10. Literary texts must be content rich, well-crafted, and representative of a variety of genres and subject matter.</p>	<p>HMH <i>Journeys Common Core</i> provides Grade 2 students and teachers with writing by a wide variety of acclaimed authors, exposure to award-winning illustrators and writers for text across content areas and domains. Students will have access to poetry, realistic fiction, historical fiction, science, social studies, and fine arts. Each <i>Journeys Common Core</i> student text has been carefully selected by subject-matter experts for its value when being closely read and reread; its high quality; its contribution to a balance of nonfiction and fiction and a diverse representation of genres and voices; its level of appeal to young readers; its alignment to qualitative and quantitative measurements; and its contributions to the development of students' knowledge base. <b>West Virginia</b> teachers will recognize many of the authors and illustrators who have contributed to the <b>Journeys Common Core</b> program. At select points throughout the year, full-length Trade Books provide students with the opportunity to build stamina and persistence in their reading. These collections of texts are organized around content-area <b>Domains</b>, such as Life Science, The Arts, or Civics. The texts in each lesson are tied to a specific Lesson Topic, such as The Environment, Visual Arts, or Citizens' Rights. Various texts with the same or related Lesson Topics are featured within and across grades to systematically build students' knowledge base in each of the Domains.</p>
<b>X</b>		<p>11. Informational texts must provide opportunities to develop rich content knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the band level.</p>	<p>Cross-curricular selections, which appear at every grade, build the knowledge base of students while preparing them to meet the demands of increasingly complex content-area reading. The <b>Dig Deeper</b> instruction in the Student Book guides students' analysis of text, while the <b>Your Turn</b> activities lead students to hold collaborative conversations and to write independently about the ideas and information in the text. On Day 3 in Grade 2, students reread the <b>Anchor Text</b> again, this time supported by the <b>Reader's Guide</b> pages in the <b>Reader's Notebook</b>, which prompt students to respond to the Compare Texts activities which guide students to compare and synthesize ideas from the Anchor Text and paired selection as well as integrate these ideas with what they have read and</p>

			learned previously. The inclusion of <b>Text Exemplars</b> throughout the program is another indicator that student texts in <i>Journeys Common Core</i> are appropriately rigorous. A close review of the <b>Table of Contents</b> will reveal numerous connections to science, social studies, the arts, and other disciplines thus ensuring that West Virginia students have opportunities to read widely and to develop rich content knowledge within the <i>Journeys Common Core</i> program.
<b>Text-Dependent and Text-Specific Questions:</b> Questions in the instructional materials are high-quality, text-dependent and text-specific, drawing student attention to the significant aspects of the text.			
X		12. High-quality sequences of text-dependent questions and tasks require the use of textual evidence according to grade-specific objectives.	In <i>Journeys Common Core</i> , students are consistently guided to ask and answer questions based on the texts they read. In every lesson, students answer “ <b>Think Through the Text</b> ” questions posed by the teacher about the Anchor Text selection and the Complex Text paired selection in Grade 2. Carefully sequenced instruction to cultivate students’ ability to answer, the “Think Through the Text” questions guide students toward deeper analysis in “ <b>A Closer Look.</b> ” Lessons in which the Target Strategy is “Questioning” focus on developing students’ ability to ask questions about complex texts. The Target Strategy is introduced briefly before reading the Anchor Text; the teacher uses a <b>Think Aloud</b> to model asking a question during reading; students practice asking their <b>own</b> questions as they read; and students apply the Target Strategy to support their comprehension of Leveled Readers in small groups. On every <b>Your Turn</b> page in the Student Book, students are guided to ask and answer questions about the Anchor Text through collaborative discussions. The <b>Reader’s Notebook</b> prompts students to respond to the Anchor Text with appropriate text evidence. The sequence of questions and tasks in <i>Journeys Common Core</i> provides students with opportunities for close readings, analysis, comparison of complex texts, and close attention to providing text evidence through both discussion and writing opportunities.
X		13. Questions and tasks support students in analyzing the academic language (vocabulary and syntax) prevalent in complex texts.	Vocabulary instruction is strength of the HMH <i>Journeys Common Core</i> program. <i>Journeys Common Core</i> provides direct instruction in general academic vocabulary (Tier 2 words) with repeated exposure and application throughout each lesson in multiple contexts and across all language domains. In Grade 2, the lesson’s <b>Oral Vocabulary</b> is introduced through the teacher Read Aloud (found in the Teacher Edition to open each lesson) using child-friendly explanations. Additional <b>Selection Vocabulary</b> necessary to comprehend the Anchor Text is introduced prior to reading. <b>Vocabulary in Context Cards</b> have students work more deeply with vocabulary and context through engaging interactive discussion activities. <b>Daily Vocabulary Boost</b> activities during Opening Routines prompt students to use the vocabulary in new and varied contexts. During the <b>Enrich Vocabulary</b> instruction, students expand their vocabulary with <b>Related Words</b> , develop an awareness of word parts and word relationships, identify real-life connections between words and their uses, and incorporate the academic vocabulary into collaborative discussions and



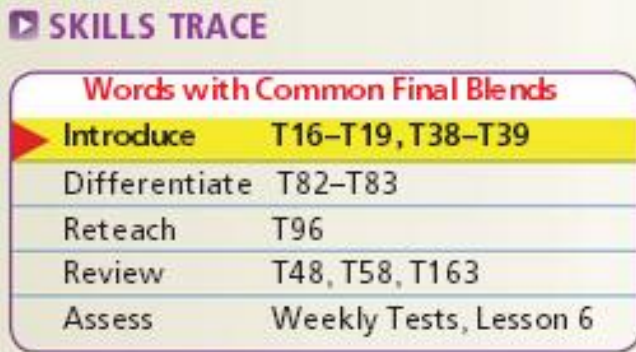
			<p>written responses. Students encounter the Target Vocabulary and high frequency words in new contexts—the informational <b>Vocabulary Reader</b> and the <b>Leveled Readers</b>. In addition, domain-specific vocabulary (Tier 3 words) that connect to the Lesson Topic are introduced on the <b>Extend the Topic</b> spread often using supportive graphic organizers for vocabulary study and growth, while academic terms used during instruction are clearly defined for students at point of use. As specified in the <b>Reading Foundational Skills</b>, rigor in the development of word knowledge—phonic, orthographic, vocabulary—is strongly reflected in <b>Journeys Common Core</b>. In both the scope and sequence of phonic, orthographic, and morphological features as well as in the depth and breadth of instruction, the word study component in Journeys Common Core is rigorous. In addition to the core program, the <b>Word Study Teacher’s Guide</b> through the <b>Language and Literacy Guide</b> provides additional robust, intensive instruction in phonics, spelling, and vocabulary. Interactive White Board lessons that focus on selection vocabulary provide an additional avenue of word study and academic language practice.</p>
<p><b>Scaffolding and Supports:</b> The instructional materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either listened to or read) as required by the objectives. Instructional materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events and information regularly and systematically.</p>			
<b>X</b>		<p>14. Pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction and should exclude a summary of the text.</p>	<p><i>Journeys Common Core</i> places the reading of complex texts at the center of instruction. In every lesson, students read and engage with complex text every day, beginning on Day 1. Pre-reading activities are <b>short and focused</b> on text-based skills and information, such as introducing Target Vocabulary and topical background information necessary for deep understanding, <b>without distracting from or revealing any of the text to be read</b>. Students are not delayed in moving directly into text but rather are presented with text quickly and coherently to ensure success in close reading skills and powerful reading strategies. A review of the 5 Day plan will reveal that reading the text is part of <b>Day 1</b> instruction- it is <b>not</b> held to later instruction allowing students to be involved with text from the very start of each lesson.</p>
<b>X</b>		<p>15. Instructional materials must be built with the goal of students gaining full comprehension of complex texts. Reading strategies have to support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve solely as platforms to practice strategies.</p>	<p>Comprehension tasks in <i>Journeys Common Core</i> are intentionally designed to activate students’ higher-order thinking skills. A <b>Scaffold Close Reading</b> box and a <b>Reader and Task Considerations</b> box help teachers determine and provide the level of additional support that students will need to read and comprehend the text. The <b>Develop Comprehension/ Think Through the Text</b> questions in the Teacher Editions are rigorous and text-dependent, requiring students to demonstrate that they not only can follow details that are explicitly stated in a selection but also are able to make valid claims that align with textual evidence.</p>

		<p>Examples of higher-order questions include <b>Analyze Supporting Details, Infer Character Motives</b>, and <b>Analyze Story Structure</b>. In the <b>Deepen Comprehension</b> skill lessons that follow the reading of Anchor Text selections, students reflect on texts for the purposes of acquiring new information and ideas, extending or refining their comprehension, consolidating their skills and strategies, and analyzing an author’s craft. Scaffolded discussions around higher-order questions that require high-quality, evidence-based answers ensure that students delve deep into and linger over texts.</p> <p>In <i>Journeys Common Core</i>, reading strategies are introduced and applied within the context of reading; they support students in building knowledge and drawing insight from a specific text. For evidence of how reading strategies work in service of comprehension, see the following features in any TE lesson:</p> <ul style="list-style-type: none"> <li>• The Target Strategy is introduced briefly in the Anchor Text.</li> <li>• The teacher uses Think Alouds to model using the Target Strategy during reading of the Anchor Text and the Complex Text paired reading.</li> <li>• Students engage in the Analyze the Text points in the Anchor Text</li> <li>• Students practice the Target Strategy as they work with a Second Read to analyze the text and through focused “Dig Deeper “ learning activities.</li> </ul> <p>Students can then apply the Target Strategy to support their comprehension of Leveled Readers in small groups, and bring the Target Strategy to the use of the Vocabulary Reader for each selection. Because <b>Irene Fountas</b> provided her expertise in guided reading to the <b>Journeys Common Core</b> program, a deep focus for work with the Leveled Readers include powerful strategies to Think Within the Text, Think Beyond the Text, and Think About the Text allowing students to focus on building skills and insight for comprehension and connections.</p> <p>Throughout the program, students are supported as they learn to read various genres and apply appropriate strategies that will help them through the “staircase of complexity” of CCSS requirements.</p>
<b>X</b>	16. Questions and tasks require careful comprehension of the text as a precursor for asking students for evaluation or interpretation.	<p>The questions and tasks in <i>Journeys Common Core</i> are designed to engage students so that they gain greater insight and deeper understanding. This direct work with <b>text analysis</b> and other text activity engagement draws student attention to text particulars, and this guided study is the <b>major duration</b> of instructional time. During-reading questions and tasks are carefully sequenced to develop a coherent understanding of the text and lead students into deep analysis. A guided <b>First Read</b> /“<b>Think Through the Text</b>”, <b>A Closer Look</b> /<b>Dig Deeper</b> return to text involvement, and</p>

			<p>facilitated “<b>Second Read/”Text Analysis</b>” provide a strong sequential path through text exposure, analysis, and text evidence citation. After-reading activities like <b>Your Turn</b> page in the Student Edition, students are guided to ask and answer questions about the Anchor Text through collaborative discussions/ Classroom Conversation and lead students back into the text to generate responses: in how to analyze a text; in synthesizing ideas from the text through collaborative conversations and responsive writing; and prompting students to compare and contrast the Anchor Text and paired selection as well as integrate textual ideas with their own experiences and knowledge of the world. Carefully crafted questioning by the teacher and well developed activities serve as a precursor for student-developed evaluation and interpretation. Through a gradual release approach, students become more confident readers and discussants of text.</p>
<b>X</b>		<p>17. Questions and tasks that address academic language (vocabulary and syntax) support students in analyzing the meaning of complex texts.</p>	<p>Through the program, Grade 2 students are prompted to engage in the use of academic language through teacher-led guided text analysis within the Anchor Text, paired Complex Text selection, and related text materials, through <b>collaborative discussion</b>, through the use of the <b>Interactive Digital resources</b>, and through tasks such as writing and other evidence of learning. <i>Journeys Common Core</i> provides direct instruction in general academic vocabulary (Tier 2 words) with repeated exposure and application throughout each lesson in multiple contexts and across all language domains. In Grade 2, the lesson’s <b>Oral Vocabulary</b> is introduced through the Teacher Read Aloud (TE- Grade 2) using child- friendly explanations. Additional Selection Vocabulary necessary to comprehend the Anchor Text is introduced prior to reading. “<b>Think About It</b>” and “<b>Talk It Over</b>” activities on the <b>Vocabulary in Context Cards</b> help students internalize the new words. <b>Daily Vocabulary Boost</b> activities during <b>Opening Routines</b> prompt students to use the vocabulary in new and varied contexts. During the <b>Apply Vocabulary Knowledge</b> instruction on Day 3, students expand their vocabulary with <b>Related Words</b>, develop an awareness of word parts and word relationships, identify real-life connections between words and their uses, and incorporate the academic vocabulary into collaborative discussions and written responses. Students encounter the <b>Target Vocabulary</b> in new contexts—the informational <b>Vocabulary Reader</b> and the <b>Leveled Readers</b>—and apply the vocabulary in writing through the Vocabulary Reader’s Write About It activity. In addition, domain-specific vocabulary (Tier 3 words) that connect to the Lesson Topic are introduced on the Extend the Topic spread, while academic terms used during instruction are clearly defined for students at point of use. <b>Interactive White Board</b> lessons that instruct and review academic language provide an alternative path for academic language support and practice, and in turn help students better analyze meaning in complex text.</p>
<b>X</b>		<p>18. Instructional materials offer monitoring/assessment opportunities that genuinely measure progress.</p>	<p><i>Journeys Common Core</i> assessments measure progress on the full range of the Common Core State Standards.</p>

		<p>Progress must include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><i>Journeys Common Core</i> assessments measure progress on the full range of the Common Core State Standards. Cumulative Performance Assessment Tasks in <b>myWriteSmart</b> (an online collaborative writing component) are digital weekly tasks that connect to the same big idea and increase in complexity across a unit, culminating in a synthesis-writing task based on multiple complex texts. The <b>Weekly Tests</b> track progress on Reading Standards for Literature and Informational Texts (comprehension and analysis skills), Foundational Skills (phonics, decoding, and fluency), and Language Standards (vocabulary and grammar). The <b>Benchmark and Unit Tests</b> assess student mastery of the Standards on the <b>Weekly Tests</b>, as well as <b>Writing Standards</b> (writing traits and student-generated writing). They include <b>Reading Complex Text performance tasks</b> that use text embedded questions to assess students' ability to closely read complex text and provide text-based evidence in response to open-ended questions. Both assessments list the Common Core State Standards and <b>Depth of Knowledge (DOK)</b> levels assessed by each test item. Scoring rubrics and guidelines are included in each individual Journeys Common Core assessment. At the end of each whole group lesson, a Progress Monitoring spread helps teachers interpret student scores for each skill strand of the Weekly Test. Prescriptions include Tier I Reteaching lessons for students who score below target in one strand and recommendations for additional assessments to pinpoint instructional needs for students who score below target on multiple strands. In addition, rubrics for <b>Retelling Narratives, Summarizing Nonfiction, Giving Presentations, and Writing</b> are included in the <b>Resources</b> section at the end of each TE. <b>Fluency scoring rubrics, Observational Checklists, and Periodic Assessments</b> are found in the <b>Assessment</b> booklet of each grade's <b>Grab-and-Go™</b> Resources.</p> <p><b>Daily Assessment</b> opportunities in the TE support teachers' diagnoses of students' understanding and application of lesson objectives with <b>IF/THEN</b> statements that lead to re-teaching, reinforcement, or extension activities. <b>Running Records</b> assess individual student progress in fluent reading. Available for each Leveled Reader in <b>Journeys Common Core</b>, the Running Records allow teachers to record a student's key reading behaviors and understanding, such as <b>self- correcting errors</b>, demonstrating awareness of phrasing, and reading dialogue with expression. Through this monitoring and personal approach to reading growth with supportive scaffolded instruction, students are better able to improve their own reading skills, to better understand what proficient reading looks like and sounds like, and in turn to improve their independent reading skills and strategies.</p> <p>The same gradual release model of instruction is found in both whole and small group settings. For example, see the <b>I Do It, We Do It, You Do It</b> structure in any of the lessons behind the Small Group tabs in the TE.</p>
<b>X</b>		<p>19. Instructional materials must provide both re-teaching and additional student learning opportunities.</p>	<p>Prescriptions include Tier I Re-teaching lessons for students who score below target in one strand and recommendations for additional assessments to pinpoint instructional needs for students who score below target on multiple strands. In addition, rubrics for <b>Retelling Narratives, Summarizing</b></p>

**Nonfiction, Giving Presentations, and Writing** are included in the Resources section at the end of each TE and can be used as an indicator of re-teaching needs and opportunities for improvement. **Fluency scoring rubrics, Observational Checklists, and Periodic Assessments** are found in the Assessment booklet of each grade's Grab-and-Go™ Resources. The **Skills Trace** that is found in the Teacher Edition at appropriate instructional points provides small group or individual learning opportunities.



Words with Common Final Blends	
Introduce	T16–T19, T38–T39
Differentiate	T82–T83
Reteach	T96
Review	T48, T58, T163
Assess	Weekly Tests, Lesson 6

Teachers are provided with direct and immediate access to **Differentiation** opportunities for specific skills, as well as Reteach opportunities that are different in scope and style from the initial core instruction. **Leveled practice** in the **Grab-and-Go** provides direct help and practice for students needing a range of level including below and advanced work.

**Below Level Leveled Readers** provide the teacher with additional re-teaching and additional student learning opportunities since these are directly connected to the core lesson for vocabulary, skills and strategies. The 8 page lesson plan for each Leveled Reader title gives teachers immediate intervention support. The **Online Leveled Reader Database** on Think Central allows teachers to search hundreds of leveled texts by level, skill, or topic. Each online **Leveled Reader** features audio and highlighting, perfect for additional practice at home or during independent work.

*Journeys Common Core* provides a textual on-ramp to on-level reading for struggling readers with the **Write-In Reader (Tier II)**, approximately two grade levels below. Each **Write-In Reader** lesson features a “**Be a Reading Detective!**” activity that scaffolds a close, analytical reading of the Anchor Text in the Student Book and includes guidance for citing appropriate text evidence. The Tier II Strategic Interactive **Write-In Reader**, also available online with **2 narration speeds**, gives struggling readers a chance to engage in text and CCSS text analysis interaction. **Lesson Plans** for each Write-In Reader selection is available in the Teacher Edition under the **Intervention Tab**. The Tier III **Reading ToolKit** continues with intensive intervention using a **gradual release**

			<p><b>of responsibility</b> model to fill learning gaps and help students on their way to proficiency with Phonemic Awareness, Phonics/Decoding, Vocabulary, Fluency, and Comprehension.</p> <p>Teachers can also use the many digital assets to support review and re-teach opportunities including <b>Interactive White Board lessons</b>, connected skill practice through <b>Destination Reading experiences</b>, and more.</p> <p>Though labeled for English Language Learners, West Virginia students who are struggling readers or lagging in Oral Language development will benefit from the <b>ELL Leveled Readers</b>, the <b>ELL Vocabulary/Concept Posters</b>, <b>ELL Newcomer Teacher Guide</b> with 12 lessons for basic survival vocabulary/language functions with Chants Audio CD and TPR activities, and <b>Building Background</b> videos. The <b>ELL Handbook</b> provides <b>Professional Development</b> for teachers as well as practical resources such as <b>SOLOM</b> and <b>Language Transfer Charts</b>, writing models, peer conference forms, and routine cards. West Virginia teachers will find these resources to be supremely helpful for the range of learners where language development is a direct concern.</p>
<p><b>Foundational Skills applicable for grades K-2 only</b></p> <p>ARE SYSTEMATICALLY TAUGHT, ASSESSED AND REINFORCED:</p> <p>Instructional materials provide explicit and systematic instruction in concepts of print, phonological awareness, phonics, word study, vocabulary development, and reading fluency.</p> <p>Instructional materials provide diagnostic materials at regular instructional points in order to assess student progress in concepts of print, phonological awareness, phonics, word awareness and reading fluency.</p> <p>Instructional materials include student reading materials allowing for systematic, regular and frequent practice of foundational skills as they are introduced.  <b>Foundational skills should not be taught in isolation.</b></p>			
X		<p>20. Instructional materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, letter recognition, phonics, vocabulary development, word awareness, and reading fluency in a logical and transparent progression. Foundational skills are to be integrated, not taught in isolation.</p>	<p><i>Journeys Common Core</i> provides explicit and systematic instruction, diagnostic support, and distributed practice for the full range of foundational skills in the Reading Standards: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency and “grows up” the instruction as appropriate for grade 2 students. The instructional model in the TE lessons—<b>Teach/Model, Guided Practice, and Apply</b>—ensures direct, consistent delivery of instruction to students and immediate guided and independent practice for each sub-strand of the Foundational Skills. <b>Interactive Whiteboard Lessons</b> for each phonics skill support instruction and engage students in interactive application. Destination Reading activities in phonics and phonological awareness provide game-like practice and responsive feedback. <b>Daily Assessment</b> opportunities in the TE support teachers’ diagnoses of students’ understanding and application of foundational skills with either IF/THEN statements that lead to re-teaching, reinforcement, or extension</p>

			<p>activities or <b>Corrective Feedback</b> that provides step-by-step teacher scripting for precise correction of an error.</p> <p>Additional instructional material support can be found in the <b>Reading Tool Kit</b> providing direct mini-lesson instruction in fluency, phonemic awareness, phonics, vocabulary and comprehension.</p> <p>Phonics instruction at grade 2 provides strong sequencing of phonics and word study skills including: CVC syllable patterns, long/short vowels, consonant blends, consonant and vowel digraphs, base words and endings, blending words, word building, contractions, homophones, prefixes and suffixes.</p> <p>A clear developmental sequence for each foundational skill includes <b>distributed practice</b>, in which students return to previously learned skills throughout the year to reinforce learning and then extend application to new and varied texts. In <i>Journeys Common Core</i>, the goal of systematic development and practice of Foundational skills are to equip students to comprehend rich, complex text. The program ensures that each sub-strand of the foundational skills focuses on the development of proficient, independent readers by intentionally sequencing each skill to support reading comprehension.</p>
<b>X</b>		<p>21. Student reading materials must integrate and follow the sequence of foundational skills instruction while providing opportunities for every student to become proficient in each of the foundational skills.</p>	<p>The program Scope and Sequence will display the clear path of instruction through the Foundational skills. Through the program <b>Explicit instruction and step-by-step modeling</b> are in evidence. The instructional model in the Teacher Edition (TE) lessons—Teach/Model, Guided Practice, and Apply—ensures direct, consistent delivery of instruction to students and immediate guided and independent practice for each sub-strand of the Foundational Skills. Reviewers will see that Phonemic Awareness, Phonics, Word Study, Fluency, are highly integrated through the lesson and are seamlessly addressed through the daily work. <b>Tiered instruction</b> allows a range of students, including struggling and advanced students to grow in reading and language proficiency. <b>Small group differentiated instruction</b> allows <b>personalized attention</b> for development of all Foundational Reading aspects, and <b>assessments aligned to instructional objectives permit teachers to monitor progress and adjust their instruction for learning achievement</b>. The <b>Skills Trace</b> that is found in the Teacher Edition at appropriate instructional points provides small group or individual learning opportunities. Teachers are provided with direct and immediate access to Differentiation opportunities for specific skills, as well as Reteach opportunities that are <b>different in scope and style</b> from the initial core instruction. The program ensures that each sub-strand of the foundational skills focuses on the development of proficient, independent readers by intentionally sequencing each skill to support text analysis/ reading comprehension, oral language development and early writing instruction.</p>

X		22. Reading materials are designed for daily opportunities for students to practice reading fluency with appropriate texts of a wide variety of topics, genres, and grade-level complexity.	Fluency is a particular focus of the <i>Journeys Common Core</i> materials. The <b>Focus Wall</b> for each lesson notes the Fluency skill under instruction for the week. Each TE lesson features a <b>target fluency skill</b> that is modeled by the teacher during the Teacher Read Aloud on Day 1; applied by students as they read Anchor Texts and decodable texts and grade-level complex text in the Student Edition and the <b>Leveled Readers</b> ; and the focus of extended whole-group and small-group instruction on Day 3. Additional fluency application is provided through the <b>Comprehension and Fluency Literacy Centers</b> available for each Lesson and in the <b>Cold Reads</b> assessment, a collection of 30 passages of increasing difficulty for the grade level that students read “cold” to practice and demonstrate fluent reading. Running Records of the Leveled Reader teacher lesson further provides clear evidence of fluency proficiency. Fluency activities are made available at several points through each weekly lesson.
X		23. Instructional materials provide consistent practice in encoding (spelling) the sound symbol relationships of English.	<i>Journeys Common Core</i> provides daily/ 5-Day instruction in encoding (spelling) through the carefully crafted lesson plan. <b>Sound/Spelling cards</b> provide important sound-letter associations to build strong phonics skills. Sound/Spelling Cards include long vowels as per CCSS requirements. Additional spelling activities can be found in the <b>Word Study Guide of the Literacy and Language Guide</b> . Differentiated spelling lessons using interactive word sorts are found in this Guide. Spelling activities and direct practice is built into the <b>Reader’s Notebook</b> , and additional support is available through the <b>Grab-and-Go Kit/resources</b> . The <b>Instructional Card Kit</b> at grade 2 includes letter cards that make perfect encoding practice support. In addition, digital <b>Interactive Whiteboard lessons</b> and <b>Interactive Simulations by Destination Reading</b> support encoding instruction.
X		24. Instructional materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.	Appropriate lessons are provided at the Grade 2 program level as students work with pronunciation, spelling/sound patterns, and decoding grade-level words. The lesson plans provide phonemic awareness activities, <b>Daily Vocabulary Boost</b> activities, word study learning activities and more. Spelling is a daily activity. The Grade 2 provides 60 <b>Decodable Readers</b> to support word study. <b>High Frequency Cards, Vocabulary in Context cards, Interactive White Board Lessons</b> , and numerous activities support deep and comprehensive word study. As an option, <b>Curious About Words</b> is a kit designed to extend oral vocabulary and vocabulary study and provides 15 minutes of daily instruction through Read Alouds and kit-based Big Book support. <b>Journeys Common Core</b> provides deep vocabulary support for Grade 2 students. The <b>Word Study</b> section of the <b>Literacy and Language Guide</b> , developed by renowned Dr. Shane Templeton, provides unparalleled instruction in word study that is highly engaging and research-based. The <b>Literacy and Language Guide</b> provides, through vocabulary expert Dr. Shane Templeton, numerous activities for students to have hands-on practice with word analysis, syllabication, sound/spelling



			patterns and more. These activities include letter sorts, word sorts including: sound sorts, pattern sorts, syllable sorts, word hunts, and other graphic organizer activities.
<b>X</b>		25. Instructional materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.	<p><i>Journeys Common Core</i> places the focus of reading complex texts at the center of instruction. In every lesson, students read and engage with complex text every day, beginning on Day 1. Significant <b>pre-reading activities</b> prepare students to successfully read and cultivate an interest in the text and they work with new vocabulary, make print-to-meaning connections, and put newly learned Foundational Skills into application. Pre-reading activities are intensely focused on text-based skills and information, such as introducing <b>Target Vocabulary</b> and topical background information necessary for deep understanding, without distracting from or revealing any of the text to be read. The questions and tasks in <i>Journeys Common Core</i> are designed to engage students so that they gain greater insight and deeper understanding. This direct work with <b>text analysis</b> and other text activity engagement draws student attention to text particulars, and this guided study is the major duration of instructional time. During-reading questions and tasks are carefully sequenced to develop a coherent understanding of the text and lead students into deep analysis. In a circular manner, the lesson plan helps students become better decoders so that they can more confidently approach text from which they can make meaning, and in turn to discover new words and text considerations that engage them to learn more about words, sounds, and to develop fluency of expression for reading enjoyment.</p>
<b>X</b>		26. Instructional materials provide diagnostic tools for educators to routinely monitor student progress on every aspect of the foundational skills.	<p><i>Journeys Common Core</i> provides deep assessment opportunities to ensure that West Virginia students are progressing on competencies with Foundational skills. Both formative and summative assessments are evident. Daily Assessment opportunities in the TE support teachers' diagnoses of students' understanding and application of foundational skills with either <b>IF/THEN</b> statements that lead to re-teaching, reinforcement, or extension activities or <b>Corrective Feedback</b> that provides step-by-step teacher scripting for precise correction of an error. <b>Observation Checklists</b> are aligned to each lesson's objectives and skills. They enable teachers to record informal observations of students' performance during instruction and practice time.</p> <p>Formal assessments that measure progress in the foundations of reading include:</p> <p><b>Comprehensive Screening Test</b> (grades 2-6) which is a group administered assessment that provides initial screening of the previous year's skills for comprehension, vocabulary, language arts, decoding, and writing. It also includes passages for comprehension screening and an optional group spelling screening.</p> <p><b>Diagnostic Assessment</b> (which is an individually-administered test that allows teachers to observe performance and determine specific skills in which a student shows limited development and would</p>

		<p>benefit from targeted instruction. The Diagnostic Assessment has two sections. Section One assesses the phonemic awareness skills that directly support decoding (beginning sounds, phoneme blending, phoneme segmentation) as well as a range of phonic elements that progress in difficulty. Section Two provides reading passages that are sequenced from beginning first grade through beginning sixth grade reading levels. The student's reading performance yields scores for decoding accuracy, comprehension, and fluency, including not just Words Correct Per Minute but also expression, meaningful phrasing, and comprehension through retelling and responses to questions—all important aspects of fluency.</p> <p><b>Weekly Tests</b> which monitor students' progress on the key skills taught in each lesson, including phonics and decoding skills and fluency.</p> <p><b>Common Core Progress Monitoring Assessments</b> provide biweekly checks on students' progress while using the Tier II Strategic Intervention Reader lessons. In addition to the <b>Quick Check observations</b> in the Tier II Intervention lessons, and data gathered from the <b>Progress Monitoring Assessments</b> indicates whether a student is benefiting from strategic intervention and helps teachers determine how to regroup students.</p> <p><b>Benchmark and Unit Tests</b> which provide a streamlined, coherent assessment system that measures student mastery of key skills taught during a unit as well as retention and cumulative application of skills at mid-year and end-of-year. The group-administered, criterion-referenced tests assess multiple skills, including the foundational skills of phonics and decoding. These are group-administered comprehensive assessments of the Common Core State Standards that include comprehension of complex texts and writing for different text types and purposes. Prepares students for SBAC assessments.</p> <p><b>Running Records</b> which assess individual student progress in fluent reading. Available for each Leveled Reader in Journeys Common Core, the Running Records allow teachers to record a student's key reading behaviors and understanding, such as self-correcting errors, demonstrating awareness of phrasing, and reading dialogue with expression.</p> <p><b>Cold Reads</b> which is a collection of 30 passages of increasing difficulty at each grade that students read "cold" to practice and demonstrate fluent reading.</p> <p><b>Online assessments</b> are also available through the program to support monitoring for success across required Foundational Skills.</p>
<p><b>Writing to Sources</b></p> <p>Instructional materials must adequately address the writing objectives for the grade.</p>		

X		<p>27. Instructional materials provide opportunities for writing based on what students have read, heard or viewed according to grade-specific objectives.</p>	<p>Writing is an embedded daily activity within the <i>Journeys Common Core</i> program. Students are asked to do numerous “Quick Writes” through their learning experience and these can be found in the Teacher Edition and connected to <b>Apply Vocabulary Knowledge</b>. Every lesson asks student to <b>Write About Reading</b> as a response to <b>Your Turn</b>. Within the <b>Reader’s Notebook</b>, students are prompted to record their thoughts or to build writing responses based on direct text evidence. <b>Turn and Talk</b> and <b>Classroom Conversation</b> can form the basis for writing opportunities that tie directly to the text. <b>Compare Texts</b> provides strong writing opportunities for specific forms like <b>Write a Narrative</b> or <b>Write a Proposal</b>. <b>Graphic Organizers</b> used throughout the program allow students to interact with thoughts and words. The <b>Literacy and Language Guide</b> provides numerous mini-lessons focused on specific writing traits helping students become better written communicators about their learning and insights. Through the daily lesson students are provided with ongoing guidance to work through the Writing Process and incorporate successful Writing Traits within writing experiences. As students move through a Unit, they are carefully supported to write frequently and to write well as they improve process and technique.</p> <p>Students can produce and publish their writing online with <b>myWriteSmart</b>, a collection of digital tools that supports all stages of the writing process and features interactive graphic organizers, teacher and peer review, <b>Common Core writing tips</b> at point of use, <b>Research and Media Performance Tasks</b> than include the ability to create multimedia visual displays in presentations, and <b>Performance Assessment Task</b> prompts. The online <b>WriteSmart</b> programs as well as <b>Interactive Whiteboard Lessons</b> focused on opinion, informative, and narrative writing provide additional instruction and interactive practice.</p>
X		<p>28. Instructional materials provide prominent and varied writing opportunities focusing on the following writing types and progressions:</p> <ul style="list-style-type: none"> <li>• Grades K-2 must include opportunities for informative/explanatory, opinion and narrative writing.</li> <li>• Grades 3-5: informative/explanatory 35%, opinion 30%, narrative 35%</li> <li>• Grades 6-8:</li> </ul>	<p>To meet the rigor of the College and Career Readiness Anchor Standards for Writing, <i>Journeys Common Core</i> uses writing modes, writing traits, and writing workshops, which together ensure that students devote significant time and effort to producing numerous pieces of writing over short and extended time frames each year. Writing is a continual and sustained activity for response to reading in daily “quick writes” and responses to literature in both facilitated and self-generated writing. The formal writing instruction in <i>Journeys Common Core</i> is grouped around six common modes that repeat across the grade levels: <b>Write to Persuade, Write to Respond, Write to Describe, Write to Inform, Write to Express, and Write to Narrate</b>. Every unit in <i>Journeys Common Core</i> focuses on a specific mode, giving students five weeks of writing practice in each mode. As students move up the grades, the instruction and writing tasks associated with each mode increase in depth and rigor.</p> <p>In <i>Journeys Common Core</i>, students receive <b>daily writing instruction</b> and engage in the full range and balanced distribution of writing required by the CCSS: writing opinions, writing to inform, and</p>

		<p>informative/explanatory 35%, argument 35%, narrative 30%</p> <ul style="list-style-type: none"> <li>Grades 9-12: informative/explanatory 40%, argument 40%, narrative 20%</li> </ul> <p>They also may reflect blended forms.</p>	<p>writing narratives. Writing prompts and instruction tied to the texts students read are featured prominently in each Student Book. <b>Write About It!</b> or <b>Write About Reading</b> activity on each <b>Your Turn</b> spread in the Student Book guides students to respond in writing to the Anchor Text. The <b>Think and Write Literacy Center</b> provides <b>leveled writing activities</b> for independent practice. The <b>Common Core Writing Handbook</b> scaffolds and extends the writing lessons covered in <i>Journeys Common Core</i>, as well as provides a writing resource tool that students can refer to throughout the year. The handbook begins with 30 interactive writing lessons that provide information and practice on opinion, informative, and narrative writing and correspond to and support the 30 writing lessons in <i>Journeys Common Core</i>. The handbooks at Grades 2 include additional information on the writing traits, process writing, writing workshops, technology, research, and checklists and rubrics, as well as additional writing forms and models.</p> <p>Multi-day writing workshops, which are featured in every unit of <i>Journeys Common Core</i>, are designed to lead students through the steps of the writing process: planning, drafting, revising, and editing and rewriting. Each workshop ends with ideas for publishing and sharing new pieces of writing, including specific suggestions for using technology.</p> <p><b>WriteSmart</b>, an online or CD-ROM instructional tool provides to teachers student models of weak and strong writing, comparison opportunities, rubrics and more. <b>MyWriteSmart</b>, the powerful online collaborative writing component, provides targeted writing types that mirror CCSS requirements.</p>
X		<p>29. Instructional materials provide opportunities for short, focused research projects to guide students in developing the expertise needed to conduct research as stated in grade-specific objectives.</p>	<p>Extended, cooperative projects such as the <b>Research and Media Performance Tasks</b> at the beginning of <b>each unit</b> and the <b>Research and Media Literacy Projects</b> in key lessons guide students to think critically, problem solve, innovate, collaborate, and work both independently and productively with others.</p> <p><b>Common Core writing tips</b> at point of use, <b>Research and Media Performance Tasks</b> that include the ability to create multimedia visual displays in presentations, and <b>Performance Assessment Task</b> prompts all lend themselves to research projects even for the youngest learner. The <b>Think and Write Literacy Center</b> provides leveled writing activities for independent practice.</p>
<p><b>Speaking and Listening</b></p> <p>To be aligned to the Next Generation Content Standards and Objectives, instructional materials must reflect communication skills required for real-world applications and for college and career readiness. Instructional materials should promote frequent and regular discussions about what students have read, heard or viewed.</p>			

X		30. Instructional materials used in speaking and listening tasks must meet the criteria for complexity, range and quality of texts.	<p><i>Journeys Common Core</i> provides a full range of instructional materials that meet the criteria for complexity, range of quality of text. The instructional materials used in speaking and listening tasks reflect the highest standards of text worth reading and in turn- speaking about. Additional reading through Leveled Readers and Vocabulary Readers also are purposeful for listening and speaking instruction. Teacher Read Aloud selections in the TE that precede a weekly lesson provide additional highly engaging text that forms a listening, speaking, fluency instructional tool. All narration of the online eBook and the <b>Intervention Write In Reader</b> is done by highly professional voice-talent readers to ensure that students have another example of fluency and proper pronunciation of words, phrases and text.</p>
X		31. Instructional materials provide students frequent, real-world opportunities to engage effectively in a range of discussions and collaborations that build on the ideas of others.	<p>Students are continuously developing and extending their speaking and listening skills as they discuss the focus text within the classroom setting. The <b>Your Turn</b> and <b>Classroom Conversation</b> provide real-world application to collaborative discussion. The specific Speaking and Listening Lessons found within <b>Extend the Topic</b> often revolve around working with rules and roles within discussion as students are helped to become confident and competent members of collaborative discussion groups. As students use the <b>Extended Reading</b> exemplar texts and trade books, speaking and listening opportunities and skills are a major focus of the work. <b>Curious About Words</b>, an Oral Language support piece, further speaking/listening strand as students engage in vocabulary building through highly engaging pieces of text and Big Books. Students are provided with ongoing opportunities to listen to fluent and expressive narration of the Student Edition text through the audio portion of the ebook.</p> <p>In select lessons in each unit, the <b>Extend the Topic</b> spread features a <b>Speaking and Listening activity</b> with instruction that strengthens students' discussion skills, such as <b>staying on topic, taking turns speaking, incorporating evidence and reasons</b> into a response, and asking relevant follow-up questions. See the <b>Opening Routine</b> for any Grade 1 Lesson for Today's Goals of Vocabulary &amp; Oral Language, Daily Phonemic Awareness, Daily High Frequency Words, and Daily Vocabulary Boost.</p> <p>Teacher Read Alouds with student response for guided questioning, direct instruction in Phonemic Awareness, Fluency Practice with Decodable Readers, Think Through the Text opportunities for discussion, Guided Retellings (with Rubrics), Oral Language Conventions, <b>Turn and Talk</b> activities at the end of each anchor text, <b>Classroom Conversation</b> activities, and <b>Text to Self</b> and <b>Text to World</b> activities frequently include discussion topics that are engaging for thoughtful collaborative discussions.</p>

X		32. Instructional materials provide opportunities to develop active listening skills, such as asking relevant questions and elaborating on remarks of others. In grades 3-12, this includes note taking.	<p>The <b>Your Turn</b> feature at the end of every Anchor Text provides students the opportunity to synthesize their new knowledge by participating in a variety of connected Listening, Speaking, and Writing activities.</p> <p><b>Classroom Conversations</b> treat students with respect for their thoughts and ask students to participate in high levels of collaborative discussion. <b>Compare Texts</b> requires students to listen and interact with classmates as they make connections to other texts, themselves, and the world around them. <b>Extend the Topic/ Speaking and Listening</b> provides specific lessons on being a proactive and integral part of a Literature discussion circle.</p>
X		33. Instructional materials must provide opportunities to gather evidence to discuss and orally present findings using academic language.	<p><i>Journeys Common Core</i> embeds strategies for students speaking and communicating with one another, as well as listening to one another throughout the program. Academic discussion prompts are built into the instructional design of <b>Journeys Common Core</b>. Each lesson features an <b>Essential Question</b> connected to the Lesson Topic. Throughout the week, students discuss the <b>Essential Question</b> in light of the texts that they read and use the Essential Question as a synthesis discussion opportunity. <b>Classroom Conversation</b> activities appear throughout student and teacher materials, helping teachers regularly engage students in substantive discussions on topics pertinent to the lesson's texts and using academic language. In select lessons in each unit, the <b>Extend the Topic</b> spread features a <b>Speaking and Listening activity</b> with instruction that strengthens students' discussion skills, such as staying on topic, taking turns speaking, incorporating evidence and reasons into a response, and asking relevant follow-up questions. <b>Retelling Cards</b> for grade 2, and <b>Language Support cards</b> further enhance oral language learning, tasks, and applications. Students are encouraged to give informative presentations and a <b>Rubric for Giving Presentations</b> is available in the Teacher Edition.</p> <p>Throughout the program as teachers present the "Think Through the Text" guided questions and "Analyze the Text" and guided responses are places in the students' <b>Reader's Notebook</b>, students are gathering evidence to share with classmates. There are specific pages in the <b>Reader's Notebook</b> for text evidence work and text evidence collection. Further, writing activities are designed specifically to have students gather text evidence to support claims and insights. <b>MyWriteSmart</b> is set up to provide instant access to the reading selection to allow students to gather direct text evidence to use in their writing as they respond to questions or text issues which can then be shared orally with the class or through shared writing.</p>
<b>Language</b> Instructional materials must adequately address the language objectives for the grade.			

X		34. Instructional materials address the grammar and language conventions specified by the language objectives at each grade level.	Each lesson in <i>Journeys Common Core</i> also focuses on one of five <b>writing traits</b> : Ideas, Organization, Sentence Fluency, Voice, or Word Choice. The sixth trait, <b>Conventions</b> , is supported by daily Grammar lessons that tie to students’ writing. Because the same traits spiral through the grades, students learn to apply them to a variety of writing tasks with increasing finesse. There is a specific two page spread for Grammar within the Student Edition. There is a <b>daily grammar mini-lesson</b> for each weekly lesson of Journeys Common Core. These grammar activities are accompanied by practice in the <b>Reader’s Notebook</b> and <b>leveled practice</b> through the <b>Grab-and-Go</b> resources. <b>Interactive Whiteboard lessons</b> that focus on grammar/language conventions provide an engaging alternative to formal instruction. Engaging videos called <b>GrammarSnap</b> also accompany the Journeys Common Core program and are connected to the direct grammar instruction. Please see the full Scope and Sequence for grammar instruction within the program.
X		35. Instructional materials guide students in discovering accurate usage patterns (grades K-2), and in identifying and correcting their own error patterns in usage and conventions (grades 3-12).	<p>Through daily grammar and language usage lessons, students become more aware of how accurate usage is important for written and oral communication. Each lesson of the Student Edition provides a two page spread devoted specifically to Grammar/Language conventions, and reviewers will note the <b>Connect Grammar to Writing</b> annotation to help students see the importance of accurate usage to effective writing. Common grammar errors are noted for the teacher. Additional practice in the <b>Reader’s Notebook</b>, <b>Interactive Whiteboard lessons</b>, and <b>Rubrics for Writing</b>, which feature <b>Conventions/Sentence Fluency</b> provide more specific support to West Virginia teachers.</p> <p>As students move through the Writing Process, they are supported with instruction for revision and editing which allows them to better uncover possibilities to reinforce accurate usage patterns, and to recognize correctible errors in word form, usage, or punctuation. As teachers provide the daily grammar lessons, ongoing practice, and embed attention to the detail of accuracy and correction in <i>Journeys Common Core</i>, students become better writers and communicators. Assessments are also available to support teacher to monitor learning in this area of literacy.</p>
X		36. To avoid teaching language concepts in isolation, instructional materials align and integrate language objectives with the reading, writing, speaking and listening objectives.	Grammar/ Language instruction, Spelling instruction, and Writing instruction and application are blended into daily work so that learning is an “ <b>all-in-one</b> ” approach. Reading, writing, speaking and listening are connected and seamless instructional experiences for students. Extensions for activities, projects, connected learning centers, and connected research all contribute to a vital classroom learning experience for students of all reading levels and abilities, and to strengthen all areas of ELA in a connected approach. Technology connections, offered directly to the student through their <b>Think Central Student Access</b> , or through teacher directed resources from the <i>Journeys Common Core Teacher Gateway</i> , are central to both learning and teaching and further allow West Virginia teachers to integrate language objectives within the full literacy classroom

			rather than an isolated instructional format. The focused purpose of the <b>Journeys Common Core</b> program is to develop competent, confident <b>communicators</b> across all ELA areas to ensure educational success and full college or career readiness.
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# GENERAL EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Grade 2

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21 <sup>st</sup> Century which includes opportunities for students to develop:										
Next Generation Skills:											
Thinking and Problem-Solving Skills <i>English Language Arts Content:</i>											
See Unit 1/ TE viii-ix Topics and Domains Unit 2/ T32	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary connections;										
See Whole Group Tab-Front of any Lesson in the Teacher Edition Challenge Activity Connect to Informational Text Activity	2. engages in complex analysis of content presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and judgments applicable to students’ own lives and future situations;										

Unit 3/ T314-323	3. promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of the human condition; and						
Unit 2/ T122-134	4. makes unusual associations and provides a variety of solutions to problems to reach unexpected answers.						
<b>Information and Communication Skills/English Language Arts</b> <i>For student mastery of content standards and objectives, the instructional materials will include multiple strategies that provide students with opportunities to:</i>							
Unit 3/ T216-225 and T237	5. locate existing information in a variety of formats, interpret meaning and then create original communication;						
Unit 3/ T122-128, T136	6. make informed choices; and						
Unit 3/ T412-424 and T454-455	7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.						
<b>Personal and Workplace Productivity Skills</b> <i>For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i>							
Research and Media Performance Task T xxiv-xxv in all units	8. conduct research, validate sources and report ethically on findings;						
Research and Media Performance Task T xxiv-xxv in all units	9. identify, evaluate and apply appropriate technology tools for a variety of purposes;						
Research and Media Performance Task T xxiv-xxv in all units	10. engage in self-directed inquiry;						
Unit 1/ T 69, T 138, T167, T265	11. work collaboratively; and						
Extend the Topic feature	12. practice time-management and project management skills in problem-based learning situations.						

Unit 2/T70-71 myWriteSmart								
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### Developmentally Appropriate Instructional Resources and Strategies

*For student mastery of content standards and objectives, the instructional materials*

See Journeys 2014 Scope and Sequence document	13. are structured to ensure all students meet grade- specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.							
Unit 3/ Lesson 13- Schools Around the World	14. include suggestions for appropriate scaffolding and provide opportunities to engage in high interest, age- appropriate activities that simulate real- life situations, and make cross- curricular, global connections.							
Unit 2/ Lesson 6- Animals Building Homes- Whose Home is This?	15. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding.							
Unit 2/ Lesson 8- Super Storms	16. provide students with opportunities to use print, graphs, visual displays, media and technology sources to acquire and apply new information.							
Unit 1/ Lesson 1- Target Skill- Sequence of Events	17. offer opportunities for students to build an understanding of sequencing of time, events and text with or without an anchor text.							
Unit 4/ Lesson 17- Never Give Up!	18. provide opportunities for students to investigate issues that are interconnected to explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions.							
Compare Texts Unit 1/ T61, T159, T359	19. provide opportunities for students to investigate texts that are interconnected and linked to an anchor text.							
Unit 1/ T24, T 26-30, T316-328 See every First Read/ Think Through the Text for every Anchor Text Selection	20. include guiding questions and text-dependent questions to aid student comprehension.							
Literacy Center/ Word Study- T8 Vocabulary Boost- T13	21. include best practices that emphasize the importance of authentic vocabulary acquisition using multiple methods and modes that motivate and increase vocabulary skills.							

Read Aloud- T14-15 Vocabulary in Context- T20-21 Apply vocabulary- T52							
T xviii-xix, T6-7 Struggling Reader/ ELL support See also Small Group Tab, Intervention Tab, ELL Tab, all Think Central digital resources	22. support personalized learning through intervention and enrichment activities.						
See Think Central Student Access www- k6.thinkcentral.com/ePC/start.do Access: journeys14 See HMH in the News website http://hmhinthenews.com	23. provide a dynamic, interactive website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.).						
See T vi-vii See Professional Development on Think Central	24. include a professional resource that builds content and pedagogical knowledge for the teacher.						
See any First Read Thinking Through the Text Unit 1/ T 26-30, T316-328	25. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact.						
See any Second Read- Analyze the Text Unit 1/ T27-29, T321-325 Unit 1/ T29, T322 - A Closer Look Unit 1/ T38-38, T336-337 - Dig Deeper Unit 2/T40-41	26. include questions and tasks that assess the depth and complexity of the analytical thinking required by the objectives. (Note: not every objective must be assessed with every text.)						
<b>Life Skills</b> <i>For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i>							

See Table of Contents of the Student Edition See Text Complexity Rubric, Unit 1/ T2 (available for ALL selections), Unit 2/T2	27. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading materials that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative standards at the specific grade band;						
See Think Central for eBook with full narration, Building Background ELL videos, Extended Reading trade books, Language Support cards, GrammarSnap, IWB lessons	28. achieve visual and media literacy through access to a wide variety of high-quality materials including, but not limited to, graphic novels, primary and secondary source documents, digital media, podcasts, vodcasts, audio recordings, visual art, videos, etc.; and						
Unit 3/ T216-225 See also Think Central, HMH in the News, Research and Media performance tasks.	29. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.						
Unit 1/ T31, T 69, T 167, T265,	30. practice situational language (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media) in real-world activities.						
<b>Assessment</b>							
See any Unit TE/ T xvi-xvii	31. Instructional materials provide tools for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, text-dependent questions (TDQs), performance tasks, open-ended questions, portfolio evaluation, and multimedia simulations).						
See Resources Tab (Back of the Teacher Edition for Rubrics) Unit 2/T33, R12 See WriteSmart for Student writing models	32. Instructional materials provide supports for assessment (i.e., rubrics, student work samples, model texts).						
<b>Organization, Presentation and Format</b>							
See any Common Core Planning and Pacing pages T xxii-xxiii	33. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases						

<p>See any Weekly Planner: Unit 1/ T10-11 , T106-107 , T 204-205</p> <p>See any <b>Focus Wall</b> of any lesson</p> <p>Day at A Glance Unit 1/T12</p>	<p>literacy as students engage in high interest, authentic activities.</p>							
<p>See T xiv-xv for digital resources overview</p> <p>See Think Central for extensive online resources for reading, writing, speaking and listening</p>	<p>34. The media included in the instructional materials must enhance and support instruction and learning.</p>							
<p>See Teacher One-Stop Planner CD-ROM</p> <p>See Think Central for online resources</p>	<p>35. Instructional materials include an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher's server, both of which are accessible by an internet-enabled device that can open standard file formats.</p>							

## **SPECIFIC EVALUATION CRITERIA**

**2014-2020**

**Group II – English Language Arts**

**Grade 2**

English Language Arts second grade students will continue to be immersed in a literacy-rich environment to encourage exploration of various literature and informational texts that are of appropriate complexity. They will apply skills of reading, writing, listening, speaking and media literacy across the curriculum. Students read with comprehension, communicate effectively, develop both literal and critical thinking skills and access information from various media forms. Second graders will develop from dependent to independent readers and will begin to make their own choices for recreational and informative reading. Active participation in meaningful experiences and developmentally appropriate and engaging environments will increase the student's ability to analyze and evaluate information and develop lifelong learning and global awareness. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

### **Standard 1: Reading**

The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### **Standard 2: Writing**

Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

### **Standard 3: Speaking and Listening**

Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

### **Standard 4: Language**

Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

**For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M	
<b>READING</b>										
<b>Key Ideas and Details</b>										
<b>Key Citations</b> <b>2-1:</b> T314 <b>2-3:</b> T411 <b>2-4:</b> T323 <b>2-5:</b> T123  <b>Additional Practice and Application</b> <b>2-1:</b> T15, T26, T27, T28, T50, T318, T322, T323, T325, T326, T328, T420, T422, T424, T427, T428, T430, T448, T476 <b>2-2:</b> T125, T126, T130, T134, T154, T324, T327, T329, T332, T354, T480, T481, T508 <b>2-3:</b> T26, T28, T30, T32, T33, T52, T63, T146, T414, T417, T418, T421, T423, T433, T444, T455 <b>2-4:</b> T26, T31, T54, T127, T128, T131, T132, T133, T134, T154, T265, T326, T328, T329, T332, T335, T336, T354, T428, T454 <b>2-5:</b> T128, T129, T130, T154, T165, T322, T327, T328, T332, T333, T354 <b>2-6:</b> T26, T29, T31, T32-T33, T35, T45, T54, T226, T227, T248, T259, T325, T329, T350	1. ask and answer key ideas such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in literary text. <b>(CCSS RL.2.1)</b>									



<b>Literacy and Language Guide</b> 186, 187, 189, 192, 193, 194, 195, 198, 199, 201, 202, 203, 206, 209, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 228, 229, 232, 233, 236, 237, 240, 241, 242, 243							
<b>Key Citations</b> <b>2-1:</b> T22, T27, T38-T39, T358, T359 <b>2-2:</b> T364, T365 <b>2-4:</b> T122, T135, T144-T145 <b>2-6:</b> T222, T229, T238-T239  <b>Additional Practice and Application</b> <b>2-1:</b> T50, T75, T339, T348, T478 <b>2-2:</b> T134, T154, T330, T332 <b>2-3:</b> T52, T444 <b>2-4:</b> T54, T146, T154, T346, T454 <b>2-5:</b> T132, T154, T333, T354, T364, T365 <b>2-6:</b> T54, T240, T241, T248, T260, T350, T360  <b>Literacy and Language Guide</b> 193, 203, 233, 243	2. recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral in literary text. <b>(CCSS RL.2.2)</b>						
<b>Key Citations</b> <b>2-2:</b> T321, T325, T342-T343 <b>2-4:</b> T29, T45 <b>2-5:</b> T122, T142-T143 <b>2-6:</b> T318, T325, T338-T339  <b>Additional Practice and Application</b> <b>2-1:</b> T318, T321, T326 <b>2-2:</b> T124, T128, T130, T320, T324, T326, T327, T328, T329, T331, T333, T379, T481, T482, T507, T508 <b>2-3:</b> T26, T28, T30, T33, T434, T435 <b>2-4:</b> T28, T30, T31, T32, T33, T34, T45, T126, T127, T129, T132, T327, T328, T333, T335, T336, T430, T434, T435, T473 <b>2-5:</b> T127, T132, T145, T364, T365	3. describe how characters in a story respond to major events and challenges in literary text. <b>(CCSS RL.2.3)</b>						

<p><b>2-6:</b> T27, T29, T30, T32, T34, T226, T227, T239, T260, T326, T327, T329, T340, T479</p> <p><b>Literacy and Language Guide</b> 195, 198, 199, 202, 203, 206, 209, 216, 217, 219, 220, 228, 229, 237, 242, 243</p>							
<p><b>Key Citations</b> <b>2-1:</b> T119, T123 <b>2-2:</b> T23, T27 <b>2-3:</b> T121, T125 <b>2-6:</b> T123, T127</p> <p><b>Additional Practice and Application</b> <b>2-1:</b> T127, T137, T138, T148, T159, T223, T235, T246 <b>2-2:</b> T26, T28, T30, T32, T50, T227, T228, T230, T231, T252, T426, T430, T431, T432, T433, T452 <b>2-3:</b> T218, T220, T222, T244, T316, T318, T320, T322, T342, T353, R4 <b>2-4:</b> T227, T229, T230, T232, T254, T482, T508, T510 <b>2-5:</b> T26, T27, T29, T30, T32, T54, T222, T226, T227, T228, T229, T230, T231, T232, T234, T243, T254, T426, T429, T432, T450 <b>2-6:</b> T126, T128, T130, T133, T154, T164, T427, T450, T504, T506</p> <p><b>Literacy and Language Guide</b> 187, 188, 189, 190, 191, 193, 195, 196, 197, 199, 200, 201, 204, 205, 207, 208, 210, 211, 212, 213, 217, 219, 221, 223, 225, 226, 227, 229, 230, 231, 234, 235, 237, 238, 239, 244, 245</p>	<p>4. ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i> and <i>how</i> to demonstrate understanding of key details in informational text. <b>(CCSS RI.2.1)</b></p>						
<p><b>Key Citations</b> <b>2-2:</b> T222, T232, T240-T241, T243 <b>2-3:</b> T214, T225, T234-T235 <b>2-5:</b> T22, T29, T42-T43</p>	<p>5. identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text. <b>(CCSS RI.2.2)</b></p>						

<b>Additional Practice and Application</b> <b>2-1:</b> T148, T173 <b>2-2:</b> T226, T228, T277, T428 <b>2-3:</b> T146, T223, T236, T244, T318, T321, T322 <b>2-4:</b> T482 <b>2-5:</b> T28, T45, T54, T265, T450 <b>2-6:</b> T154, T426, T450  <b>Literacy and Language Guide</b> 200, 201, 210, 213, 226, 227, 245							
<b>Key Citations</b> <b>2-2:</b> T227, T240-T241 <b>2-3:</b> T321, T333 <b>2-5:</b> T27, T42-T43, T164, T229, T242-T243, T469 <b>2-6:</b> T418, T425, T438-T439  <b>Additional Practice and Application</b> <b>2-1:</b> T271 <b>2-2:</b> T277 <b>2-3:</b> T316, T318, T320, T321, T333 <b>2-4:</b> T482, T508, T509, T512, T513 <b>2-5:</b> T23, T31, T32, T33, T228, T230, T233, T264, T423, T429, T430, T431, T432, T441, T443 <b>2-6:</b> T126, T130, T164, T165, T422, T425, T428, T429, T430, T440, T461, T509  <b>Literacy and Language Guide</b> 188, 189, 193, 195, 197, 211, 219, 221, 223, 229, 235, 244	6. describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in an informational text. <b>(CCSS RI.2.3)</b>						
<b>Craft and Structure</b>							
<b>Key Citations</b> <b>2-1:</b> T158, T423, T438-T439 <b>2-2:</b> T262, T263, T327, T342-T343 <b>2-3:</b> T42-T43, T156-T157 <b>2-4:</b> T264 <b>2-5:</b> T131, T142-T143	7. describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) in literary text supply rhythm and meaning in a story, poem or song. <b>(CCSS RL.2.4)</b>						

<b>Additional Practice and Application</b> <b>2-1:</b> T28, T29, T39, T75, T321, T322, T323, T328, T337, T373, T473 <b>2-2:</b> T379, T506, T507 <b>2-3:</b> T31, T34, T420 <b>2-4:</b> T422, T429, T430, T432, T445 <b>2-5:</b> T330 <b>2-6:</b> T479  <b>Literacy and Language Guide</b> 189, 201, 209, 221							
<b>Key Citations</b> <b>2-1:</b> T22, T38-T39, T416, T430, T438-T439 <b>2-6:</b> T22, T35  <b>Additional Practice and Application</b> <b>2-1:</b> T29, T30, T75, T420, T440, T448, T473 <b>2-2:</b> T134, T143, T439 <b>2-4:</b> T22, T35, T45, T429 <b>2-6:</b> T22, T35, T45, T229, T322, T324, T329  <b>Literacy and Language Guide</b> 186, 187, 194, 236, 240	8. describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text. <b>(CCSS RL.2.5)</b>						
<b>Key Citations</b> <b>2-4:</b> T329, T345 <b>2-5:</b> T342-T343 <b>2-6:</b> T327  <b>Additional Practice and Application</b> <b>2-4:</b> T336, T347, T364 <b>2-5:</b> T331 <b>2-6:</b> T31, T228, T229, T339, T479, T480	9. acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud from literary text. <b>(CCSS RL.2.6)</b>						
<b>Key Citations</b> <b>2-2:</b> T27, T40-T41, T62 <b>2-6:</b> T438-T439	10. determine the meaning of words and phrases in informational text relevant to a <i>grade 2 topic or subject area</i> . <b>(CCSS RI.2.4)</b>						

<b>Additional Practice and Application</b> <b>2-2:</b> T77 <b>2-5:</b> T226 <b>2-6:</b> T423, T504, T508  <b>Literacy and Language Guide</b> 199							
<b>Key Citations</b> <b>2-2:</b> T22, T31, T41, T43, T62 <b>2-3:</b> T120, T125, T137, T352 <b>2-4:</b> T64  <b>Additional Practice and Application</b> <b>2-1:</b> T458, R3 <b>2-2:</b> T24, T28, T60, T61, T77, T164, T179, T462, R2, R3, R4, R5 <b>2-3:</b> T62, T138, T157, T214, T221, T224, T235, T236, T254, R2, R3, R4 <b>2-4:</b> T164, T265, T464, T512 <b>2-5:</b> T64, T460, T461 <b>2-6:</b> T504, T505, T507, T508, T509  <b>Literacy and Language Guide</b> 207, 213, 227, 231, 234, 237	11. know and use various informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. <b>(CCSS RI.2.5)</b>						
<b>Key Citations</b> <b>2-1:</b> T225, T234-T235 <b>2-3:</b> T312, T323, T332-T333 <b>2-4:</b> T165 <b>2-6:</b> T65, T133, T142-T143  <b>Additional Practice and Application</b> <b>2-1:</b> T122, T126, T217, T221, T271 <b>2-2:</b> T29, T31, T33, T443, T477 <b>2-3:</b> T126, T236, T316 <b>2-4:</b> T222, T229, T231, T233, T243, T482, T513 <b>2-5:</b> T26, T32, T429, T431 <b>2-6:</b> T64, T426, T508  <b>Literacy and Language Guide</b> 190, 191, 205, 207, 212	12. identify the main purpose of informational text, including what the author wants to answer, explain or describe. <b>(CCSS RI.2.6)</b>						

Integration of Knowledge and Ideas							
<p><b>Key Citations</b>  <b>2-1:</b> T314, T329, T336-T337, T441, T459  <b>2-2:</b> T125, T142-T143, T145  <b>2-3:</b> T42-T43  <b>2-4:</b> T345  <b>2-5:</b> T122, T142-T143  <b>2-6:</b> T22, T35, T44-T45</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T28, T30, T50, T318, T320, T321, T322, T326, T327, T373, T420, T424, T425, T427, T428, T429, T439, T440, T448, T476, T477  <b>2-2:</b> T128, T133, T154, T179, T333, T480, T506, T508, T509  <b>2-3:</b> T23, T29, T30, T34, T45, T52, T63, T414, T417, T418, T420, T422, T423, T433, T434, T435, T444  <b>2-4:</b> T27, T29, T35, T54, T65, T129, T131, T132, T133, T135, T147, T154, T322, T326, T331, T345, T346, T365, T422, T426, T428, T431, T433, T435, T445, T454  <b>2-5:</b> T126, T127, T130, T144, T145, T154, T322, T326, T329, T331, T333, T343, T344, T345  <b>2-6:</b> T26, T28, T31, T33, T35, T46, T54, T258, T259, T260, T261, T318, T322, T324, T325, T328, T479</p> <p><b>Literacy and Language Guide</b>  222</p>	<p>13. use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting or plot. <b>(CCSS RL.2.7)</b></p>						
<p><b>Key Citations</b>  <b>2-5:</b> T373  <b>2-6:</b> T261, T269, T361</p> <p><b>Additional Practice and Application</b>  <b>2-2:</b> T379  <b>2-6:</b> T259, T480</p>	<p>14. compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures in a literary text. <b>(CCSS RL.2.9)</b></p>						

<b>Literacy and Language Guide</b> 241							
<b>Key Citations</b> <b>2-2:</b> T164 <b>2-3:</b> T120, T125, T137, T352 <b>2-4:</b> T464 <b>2-5:</b> T427, T432, T440-T441, T460 <b>2-6:</b> T164  <b>Additional Practice and Application</b> <b>2-1:</b> T124, T125, T128, T137, T220, T222, T224, T225 <b>2-2:</b> T165, T227, T229, T426, T430, T433, T462 <b>2-3:</b> T124, T127, T138, T221, T235 <b>2-4:</b> T226, T228, T230, T233, T508, T511 <b>2-5:</b> T28, T30, T33, T222, T244, T422 <b>2-6:</b> T128, T132, T460, T504, T506, T507  <b>Literacy and Language Guide</b> 188, 191, 196, 205, 208, 213, 225, 234, 235, 237, 239	15. explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text. <b>(CCSS RI.2.7)</b>						
<b>Key Citations</b> <b>2-2:</b> T431, T442-T443 <b>2-3:</b> T127, T136-T137 <b>2-6:</b> T129, T142-T143  <b>Additional Practice and Application</b> <b>2-1:</b> T225 <b>2-2:</b> T50, T427, T429, T430, T443, T445, T477 <b>2-3:</b> T244 <b>2-4:</b> T482, T510, T512, T513 <b>2-5:</b> T54, T450 <b>2-6:</b> T122, T130, T154, T422, T425, T429, T506, T507  <b>Literacy and Language Guide</b> 204, 205, 207, 238	16. describe how reasons support specific points the author makes in an informational text. <b>(CCSS RI.2.8)</b>						

<p><b>Key Citations</b>  <b>2-1:</b> T61  <b>2-2:</b> T63, T165  <b>2-5:</b> T65  <b>2-6:</b> T461</p> <p><b>Additional Practice and Application</b>  <b>2-2:</b> T62, T165, T463  <b>2-3:</b> T353  <b>2-4:</b> T465  <b>2-5:</b> T265</p> <p><b>Literacy and Language Guide</b>  197, 211</p>	<p>17. compare and contrast the most important points presented by two informational texts on the same topic. <b>(CCSS RI.2.9)</b></p>							
<p><b>Range of Reading and Level of Text Complexity</b></p>								
<p><b>Key Citations</b>  <b>2-1:</b> T24-T30, T316-T328, T418-T430  <b>2-2:</b> T122-T134, T322-T333</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T478  <b>2-2:</b> T482, T507, T508, T509  <b>2-3:</b> T24, T156, T157, T352-T353, T412  <b>2-4:</b> T24, T26, T27, T34, T35, T124, T324, T364, T424, R4  <b>2-5:</b> T124, T324, T364  <b>2-6:</b> T24, T224, T258, T320, T360, T479</p>	<p>18. 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>(CCSS RL.2.10)</b></p>							
<p><b>Key Citations</b>  <b>2-1:</b> T120-T128, T218-T226  <b>2-2:</b> T224-T232  <b>2-5:</b> T424-T432  <b>2-6:</b> T420-T430</p> <p><b>Additional Practice and Application</b>  <b>2-2:</b> T24, T424, T462  <b>2-3:</b> T62-T63, T122, T216, T254, T314, R2</p>	<p>19. by the end of year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>(CCSS RI.2.10)</b></p>							



<p><b>2-4:</b> T64, T65, T224, T464, T482, T511, T513, R4</p> <p><b>2-5:</b> T24, T64, T164, T224, T264, T424-T432, T460</p> <p><b>2-6:</b> T64, T124, T164, T460, T505</p>							
<b>Phonics and Word Recognition</b>							
<ul style="list-style-type: none"> <li>distinguish long and short vowels when reading regularly spelled one-syllable words.</li> </ul> <p><b>Key Citations</b>  <b>2-1:</b> T17, T113, T211, T309  <b>2-4:</b> T117</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T37, T59, T74, T115, T135, T157, T233, T255, T334, T335, T372, T446, T457</p> <p><b>Interactive Whiteboard:</b>  Lesson 1: Phonics: Words with Short Vowels a, i and Words with CVC Syllable Pattern  Lesson 2: Phonics: Words with Short Vowels o, u, e and Words with CVC Syllable Pattern  Lesson 3: Phonics: Words with Long Vowels a, i (CVCe) and Words with Sounds for c  Lesson 4: Phonics: Words with Long Vowels o, u, e Words with Sounds for g  <b>2-3:</b> T144, T307, T308, T309, T340, T350, T453</p> <p><b>Interactive Whiteboard:</b>  Lesson 13: Phonics: Words with Vowel Digraphs ee, ea  Lesson 14: Phonics: Words with Long o (o, oa, ow)  <b>2-4:</b> T52</p> <p><b>Interactive Whiteboard:</b>  Lesson 17: Phonics: Words with</p>	<p>20. know and apply grade-level phonics and word analysis skills in decoding words. in understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>know spelling-sound correspondences for additional common vowel teams.</li> <li>decode regularly spelled two-syllable words with long vowels.</li> <li>decode words with common prefixes and suffixes.</li> <li>identify words with inconsistent but common spelling-sound correspondences.</li> <li>recognize and read grade-appropriate irregularly spelled words. <b>(CCSS RF.2.3)</b></li> </ul>						

<p>Long i (i, igh, ie, y)</p> <p><b>2-5:</b> T351, T362, T467</p> <p><b>Interactive Whiteboard:</b></p> <p>Lesson 25: Phonics: Words with au, aw, al, o, a</p> <p><b>Literacy and Language Guide</b></p> <p>56-57, 58-59, 60-61, 62-63, 78-79, 82-83, 88-89</p> <ul style="list-style-type: none"> <li>know spelling-sound correspondences for additional common vowel teams.</li> </ul> <p><b>Key Citations</b></p> <p><b>2-3:</b> T115, T209</p> <p><b>2-6:</b> T337, T413</p> <p><b>Additional Practice and Application</b></p> <p><b>2-3:</b> T116, T135, T144, T154, T210, T233, T242, T252, T253, T340, T351</p> <p><b>Interactive Whiteboard:</b></p> <p>Lesson 12: Phonics: Words with Vowel Digraphs ai, ay</p> <p>Lesson 13: Phonics: Words with Vowel Digraphs ee, ea</p> <p>Lesson 14: Phonics: Words with Long o (o, oa, ow)</p> <p><b>2-4:</b> T63, T143, T162, T163, T263, T352, T363</p> <p><b>Interactive Whiteboard:</b></p> <p>Lesson 17: Phonics: Words with Long i (i, igh, ie, y)</p> <p><b>2-5:</b> T117, T141, T163, T317, T341</p> <p><b>2-6:</b> T313, T336, T359, T436, T437, T459</p> <p><b>Interactive Whiteboard:</b></p> <p>Lesson 29: Phonics: Longer Words with Long Vowels a and i and Words with Diphthongs oi, oy</p> <p>Lesson 30: Phonics: Longer Words with Long Vowels o and e and Words with Final Stable Syllable _le</p>								
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<p><b>Literacy and Language Guide</b> 78-79, 80-81, 82-83, 98-99, 106-107, 108-109, 110-111, 114-115</p> <ul style="list-style-type: none"> <li>decode regularly spelled two-syllable words with long vowels.</li> </ul> <p><b>Key Citations</b> <b>2-3:</b> T115, T209 <b>2-6:</b> T337, T413</p> <p><b>Additional Practice and Application</b> <b>2-2:</b> T351, T352 <b>2-3:</b> T18, T135, T144, T154, T233, T242, T252, T253, T340 <b>Interactive Whiteboard:</b> Lesson 12: Phonics: Words with Vowel Digraphs ai, ay Lesson 13: Phonics: Words with Vowel Digraphs ee, ea Lesson 14: Phonics: Words with Long o (o, oa, ow) <b>2-4:</b> T17, T52, T117, T163, T352 <b>Interactive Whiteboard:</b> Lesson 17: Phonics: Words with Long i (i, igh, ie, y) <b>2-4:</b> T241, T317, T341 <b>2-6:</b> T313, T336, T359, T436, T437, T459 <b>Interactive Whiteboard:</b> Lesson 29: Phonics: Longer Words with Long Vowels a and i and Words with Diphthongs oi, oy Lesson 30: Phonics: Longer Words with Long Vowels o and e and Words with Final Stable Syllable _le</p> <p><b>Literacy and Language Guide</b> 78-79, 80-81, 84-85</p> <ul style="list-style-type: none"> <li>decode words with common</li> </ul>								
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<p>prefixes and suffixes.</p> <p><b>Key Citations</b>  <b>2-5:</b> T217, T263, T317</p> <p><b>Additional Practice and Application</b>  <b>2-4 Interactive Whiteboard:</b>  Lesson 18: Vocabulary Strategies:  Suffixes -y, -ful  Lesson 20: Vocabulary Strategies:  Prefix -over  <b>2-5:</b> T241, T341, T363, T448  <b>Interactive Whiteboard:</b> Lesson 23:  Phonics: Words with Suffixes -y, -ly,  -ful and Words with Final Syllables -  tion, -ture  Lesson 24: Phonics: Words with  Prefixes re-, un-, over-, pre-, mis- and  Words with Silent Consonants  <b>2-6:</b> T52, T63, T437</p> <p><b>Literacy and Language Guide</b>  100-101, 102-103, 117, 124, 130,  135, 135, 137, 140, 142, 143,  148,152, 154, 158, 159, 164, 166,  171, 172, 174</p> <ul style="list-style-type: none"> <li>identify words with inconsistent  but common spelling-sound  correspondences.</li> </ul> <p><b>Key Citations</b>  <b>2-4:</b> T217  <b>2-6:</b> T117, T217</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T172, T243, T254, T270, T345,  T346, T356, T372  <b>Interactive Whiteboard:</b>  Lesson 3: Phonics: Words with Long  Vowels a, i (CVCe) and Words with  Sounds for c</p>								
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<p>Lesson 4: Phonics: Words with Long Vowels o, u, e Words with Sounds for g</p> <p><b>2-2:</b> T236, T276, T315, T341, T363, T378, T469</p> <p><b>Interactive Whiteboard:</b></p> <p>Lesson 8: Phonics: Words with Digraphs th, sh, wh, ch, tch, ph and Base Words/Endings -s, -ed, -ing</p> <p>Lesson 9: Phonics: Base Words and Endings -ed, -ing Words with CV Syllable Pattern</p> <p><b>2-3:</b> T17, T40-T41, T50, T60, T308, T331, T340, T350</p> <p><b>Interactive Whiteboard:</b></p> <p>Lesson 11: Phonics: Base Words and Endings -s, -es</p> <p>Lesson 14: Phonics: Words with Long o (o, oa, ow)</p> <p><b>2-4:</b> T17, T19, T40, T43, T62, T63, T218, T241, T260, T263, T352, T363, T370</p> <p><b>Interactive Whiteboard:</b></p> <p>Lesson 16: Phonics: Base Words and Endings -ed, -ing</p> <p>Lesson 18: Phonics: Words with the Long e Sound for y and Change y to i</p> <p><b>2-5:</b> T17, T18, T52, T62, T63, T163, T251, T318, T351, T362, T417, T418, T439, T458</p> <p><b>Interactive Whiteboard:</b></p> <p>Lesson 24: Phonics: Words with Prefixes re-, un-, over-, pre-, mis- and Words with Silent Consonants</p> <p>Lesson 25: Phonics: Words with au, aw, al, o, a</p> <p><b>2-6:</b> T17, T18, T43, T50, T62, T118, T141, T163, T218, T219, T237, T246, T256, T257, T437</p> <p><b>Interactive Whiteboard:</b></p> <p>Lesson 26: Phonics: Words with oo, ew, ue, ou</p>								
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<p>Lesson 27: Phonics: Words with oo and Possessive Nouns Lesson 28: Phonics: Words with Vowel Diphthongs ow, ou</p> <p><b>Literacy and Language Guide</b> 70-71, 80-81, 82-83, 88-89, 104-105, 106-107, 108-109, 110-111, 114-115</p> <ul style="list-style-type: none"> <li>recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p><b>Key Citations</b> <b>2-2:</b> T13, T37, T47, T57, T69, T111, T139, T149, T161, T171, T213, T231, T247, T259, T269</p> <p><b>Additional Practice and Application</b> <b>2-1:</b> T13, T35, T45, T67, T109, T133, T143, T165, T305, T310, T333, T343, T355, T365, T407, T412, T435, T445, T455, T465 <b>2-2:</b> T18, T116, T237, T413, T439, T449, T459 <b>2-3:</b> T12-T13, T39, T49, T59, T69, T111, T116, T133, T143, T153, T163, T205, T231, T241, T251, T261, T303, T308, T329, T339, T349, T359, T401, T407, T429, T439, T441, T442, T451, T461 <b>2-4:</b> T13, T17, T19, T41, T51, T61, T71, T113, T118, T141, T151, T161, T171, T213, T239, T249, T261, T271, T313, T341, T351, T361, T371, T413, T441, T451, T461, T471 <b>2-5:</b> T13, T39, T52, T61, T71, T113, T139, T149, T161, T171, T213, T239, T249, T261, T271, T313, T339, T349, T361, T371, T413, T437, T447, T457, T467 <b>2-6:</b> T13, T41, T51, T61, T71, T113,</p>								
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<p>T139, T149, T161, T171, T213, T235, T245, T255, T267, T309, T335, T345, T357, T367, T409, T435</p> <p><b>Literacy and Language Guide</b> 88-89, 90-91, 108-109, 110-111</p>							
<b>Fluency</b>							
<ul style="list-style-type: none"> <li>read on-level text with purpose and understanding.</li> </ul> <p><b>Key Citations</b>  <b>2-1:</b> T25  <b>2-2:</b> T25, T123  <b>2-3:</b> T25, T112</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T115, T121, T149, T219, T317, T419  <b>2-2:</b> T51, T225, T253, T323  <b>2-3:</b> T117, T123, T145, T147, T217, T245, T315, T413  <b>2-4:</b> T25, T55, T125, T225, T325, T425, T455  <b>2-5:</b> T19, T25, T53, T55, T125, T219, T225, T241, T252, T253, T255, T319, T325, T352, T355, T419, T425, T451  <b>2-6:</b> T19, T25, T119, T125, T152, T219, T225, T321, T415, T421, T448, T449</p> <ul style="list-style-type: none"> <li>read on-level text orally with accuracy, appropriate rate and expression.</li> </ul> <p><b>Key Citations</b>  <b>2-1:</b> T48, T49, T146, T147  <b>2-2:</b> T49, T251  <b>2-3:</b> T51, T145, T243</p>	<p>21. read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>read on-level text with purpose and understanding.</li> <li>read on-level text orally with accuracy, appropriate rate, and expression.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS RF.2.4)</li> </ul>						

<p><b>2-4:</b> T53, T253  <b>2-5:</b> T252, T253, T353</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T19, T45, T115, T149, T311  <b>2-2:</b> T19, T48, T51, T58, T59, T117, T152, T153, T219, T253, T353  <b>2-3:</b> T14, T19, T117, T135, T211, T309, T341, T407, T443  <b>2-4:</b> T19, T43, T55, T63, T119, T153, T219, T241, T255, T262, T455  <b>2-5:</b> T152, T153, T219, T241, T255, T314, T319, T355  <b>2-6:</b> T14, T19, T53, T315, T348, T349, T351, T356, T415, T448, T449, T451</p> <ul style="list-style-type: none"> <li>• use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>Key Citations</b>  <b>2-1:</b> T247, T349, T449  <b>2-2:</b> T155, T355, T453  <b>2-3:</b> T245, T343</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T51, T149  <b>2-3:</b> T53, T211, T243, T416, T418, T445  <b>2-4:</b> T155, T355  <b>2-5:</b> T119, T152, T153, T155  <b>2-6:</b> T55, T249</p>								
<b>WRITING</b>								
<b>Text Types and Purposes</b>								



<p><b>Key Citations</b>  <b>2-1:</b> T339  <b>2-3:</b> T141, T151, T161, T168, T449, T459  <b>2-6:</b> T147, T159, T169, T176, T465, T472</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T41, T139, T173, T237, T441  <b>2-2:</b> T243, T345, T445  <b>2-3:</b> T37, T45, T47, T57, T67, T74, T131, T139, T169, T229, T239, T249, T259, T266, T327, T335, T337, T347, T357, T363, T427, T435, T437, T466  <b>2-4:</b> xxiv-xxv, T47, T147, T265, T439, T447, T514  <b>2-5:</b> T145  <b>2-6:</b> T69, T137, T233, T241, T243, T253, T265, T272, T333, T341, T343, T355, T365, T372, T433, T441, T443, T455, T472, T510</p> <p><b>Literacy and Language Guide</b>  290-291, 292-293, 294-295, 298-299, 320-321, 322-323, 324-325, 328-329</p>	<p>22. 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</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons and provide a concluding statement or section. <b>(CCSS W.2.1)</b></p>							
<p><b>Key Citations</b>  <b>2-2:</b> T55, T67, T74, T235, T245, T257, T437, T457, T467, T474  <b>2-5:</b> T269, T435, T465, T472</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> xxiv-xxv  <b>2-2:</b> xxv, T35, T43, T45, T145, T147, T159, T169, T176, T267, T274, T447  <b>2-3:</b> xxiv-xxv, T237  <b>2-4:</b> T245  <b>2-5:</b> T37, T47, T59, T69, T76, T137, T147, T159, T169, T176, T237, T245, T247, T259, T276, T337, T345, T347, T359, T369, T376, T443, T445, T455</p>	<p>23. write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section. <b>(CCSS W.2.2)</b></p>							

<b>2-6:</b> T47, T145, T341, R2  <b>Literacy and Language Guide</b> 280-281, 282-283, 284-285, 288-289, 304-305, 310-311, 312-313, 314-315, 318-319, 331, 335, 344, 358, 359							
<b>Key Citations</b> <b>2-1:</b> T55, T65, T331, T353, T370, T433, T443, T453, T463, T470 <b>2-4:</b> T39, T69, T76, T176, T439, T459, T469  <b>Additional Practice and Application</b> <b>2-1:</b> T33, T43, T64, T72, T131, T141, T153, T163, T229, T239, T251, T257, T261, T268, T363 <b>2-2:</b> T510 <b>2-4:</b> T49, T59, T139, T149, T159, T165, T169, T237, T247, T259, T269, T276, T339, T347, T349, T359, T369, T449, T476  <b>Literacy and Language Guide</b> 270-271, 272-273, 274-275, 278-279, 300-301, 308-309, 335, 363	24. write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use transitional words to signal event order and provide a sense of closure. <b>(CCSS W.2.3)</b>						
<b>Production and Distribution of Writing</b>							
<b>Key Citations</b> <b>2-1:</b> T72, T331, T370, T463 <b>2-2:</b> T467 <b>2-3:</b> T459 <b>2-4:</b> T469 <b>2-5:</b> T465 <b>2-6:</b> T465  <b>Additional Practice and Application</b> <b>2-1:</b> xxiv-xxv, T168, T170, T268, T368, T468 <b>2-2:</b> T72, T374, T472, T474 <b>2-3:</b> xxiv-xxv, T72, T166, T169, T264, T266, T362, T464 <b>2-4:</b> xxiv-xxv, T74, T76, T176,	25. with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <b>(CCSS W.2.5)</b>						

<p>T274, T276, T374, T439, T474, T476  <b>2-5:</b> T74, T76, T174, T176, T274, T276, T374, T470  <b>2-6:</b> T59, T74, T76, T165, T174, T176, T253, T270, T370, T372, T470, T472</p> <p><b>Literacy and Language Guide</b>  278-279, 284-285, 298-299, 302-303, 318-319, 328-329, 332, 333, 338, 339, 345</p>							
<p><b>Key Citations</b>  <b>2-1:</b> T433, T443, T453, T463, T470  <b>2-2:</b> T447, T457, T467, T474  <b>2-4:</b> T469  <b>2-5:</b> T173, T359, T465</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T331  <b>2-2:</b> T437  <b>2-3:</b> xxiv-xxv, T437, T449, T466  <b>2-4:</b> T439, T449, T459, T476  <b>2-5:</b> T73, T359, T435, T445, T455, T472  <b>2-6:</b> T173, T176, T433, T443, T455, T465, T472, R2</p> <p>myWriteSmart, an Internet-based tool for <i>Journeys Common Core</i>, allows students to produce and edit writing, cite evidence from texts, collaborate with peers and teachers, and publish finished pieces digitally.</p> <p><b>Literacy and Language Guide</b>  341</p>	<p>26. with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  <b>(CCSS W.2.6)</b></p>						
<b>Research to Build and Present Knowledge</b>							
<p><b>Key Citations</b>  <b>2-2:</b> T271  <b>2-5:</b> T73  <b>2-6:</b> T159, T169, T173, T176</p>	<p>27. participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  <b>(CCSS W.2.7)</b></p>						

<b>Additional Practice and Application</b> <b>2-1:</b> R3 <b>2-2:</b> xxv, T63, T71, T365, R2, R3, R4 <b>2-3:</b> xxiv-xxv, T165, T255, R2, R3 <b>2-4:</b> xxiv -xxv, R3, R4 <b>2-5:</b> T45, T65, T461, R3 <b>2-6:</b> xxiv-xxv, T65, T137, T261, R2, R3  <b>Literacy and Language Guide</b> 316-317, 342							
<b>Key Citations</b> <b>2-1:</b> T61, T265, T353, T467 <b>2-3:</b> T165 <b>2-6:</b> T369  <b>Additional Practice and Application</b> <b>2-2:</b> xxv, T437, T447, T457, T510 <b>2-4:</b> xxiv -xxv, T465, T514 <b>2-5:</b> T73, T365 <b>2-6:</b> T47, T173, R2  <b>Literacy and Language Guide</b> 280-281, 316-317	28. recall information from experiences or gather information from provided sources to answer a question. <b>(CCSS W.2.8)</b>						
<b>SPEAKING AND LISTENING</b>							
<b>Comprehension and Collaboration</b>							
<ul style="list-style-type: none"> <li>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).</li> </ul> <b>Key Citations</b> <b>2-1:</b> T50, T69, T440 <b>2-2:</b> T173, T471 <b>2-3:</b> T71	30. participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>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).</li> <li>build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>ask for clarification and further explanation as needed about the topics</li> </ul>						

<p><b>2-5:</b> T469 <b>2-6:</b> T73</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T40, T138, T148, T236, T246, T343, T348, T355, T367, T445, T448  <b>2-2:</b> T42, T50, T63, T144, T154, T212, T242, T246, T252, T259, T263, T310, T344, T348, T354, T361, T412, T438, T444, T449, T452, T510  <b>2-3:</b> T44, T52, T138, T146, T165, T236, T244, T260, T261, T334, T342, T353, T444  <b>2-4:</b> T46, T54, T146, T154, T244, T254, T346, T354, T373, T446, T451, T454, T465, T514  <b>2-5:</b> T44, T49, T54, T154, T165, T244, T254, T265, T349, T354, T365, T373, T450, T461  <b>2-6:</b> T46, T51, T54, T65, T149, T154, T240, T245, T248, T340, T345, T350, T440, T445, T450, T456, T469, T510, R3</p> <ul style="list-style-type: none"> <li>• build on others' talk in conversations by linking their comments to the remarks of others.</li> </ul> <p><b>Key Citations</b>  <b>2-1:</b> T50, T69  <b>2-2:</b> T173, T471  <b>2-3:</b> T71  <b>2-6:</b> T73</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T40, T61, T246, T367, T448  <b>2-2:</b> T42, T144, T349, T354, T365, T452, T510  <b>2-3:</b> T52, T146, T165, T236, T244, T334, T342, T361, T434, T444  <b>2-4:</b> T34, T173, T346, T354, T446,</p>	<p>and texts under discussion. (CCSS SL.2.1)</p>							
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<p>T454  <b>2-5:</b> T54, T154, T165, T244, T254, T265, T354, T373, T450  <b>2-6:</b> T154, T248, T261, T350, T440, T450, T469</p> <ul style="list-style-type: none"> <li>ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> <p><b>Key Citations</b>  <b>2-1:</b> T50, T265, T307, T409, T467  <b>2-2:</b> T173  <b>2-3:</b> T361  <b>2-5:</b> T73, T469</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T61, T246, T348, T367, T448  <b>2-2:</b> T50, T252, T313, T354, T415, T444, T452  <b>2-3:</b> T15, T146, T244, T305, T342, T444  <b>2-4:</b> T146, T173, T315, T446, T454, T473  <b>2-5:</b> xxiv-xxv, T54, T73, T173, T254, T273, T450  <b>2-6:</b> xxiv-xxv, T248, T369, T450, T469, T510</p>								
<p><b>Key Citations</b>  <b>2-1:</b> T15, T209, T307, T409  <b>2-2:</b> T373  <b>2-3:</b> T263, T463  <b>2-4:</b> T473</p> <p><b>Additional Practice and Application</b>  <b>2-2:</b> T113, T215, T313  <b>2-3:</b> T15, T263, T305, T403, T463  <b>2-4:</b> T15, T115, T215, T315, T415  <b>2-5:</b> T15, T215, R2  <b>2-6:</b> T15, T269, T411</p> <p><b>Literacy and Language Guide</b></p>	<p>31. recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>(CCSS SL.2.2)</b></p>							

193, 200, 201, 203, 210, 213, 226, 227, 233, 243, 245, 348							
<b>Key Citations</b> <b>2-1:</b> T265, T467 <b>2-3:</b> T361 <b>2-5:</b> T73, T469  <b>Additional Practice and Application</b> <b>2-1:</b> T111 <b>2-2:</b> T15, T41 <b>2-3:</b> T15, T63, T113, T207, T403, R5 <b>2-4:</b> T244, T473, T514 <b>2-5:</b> T15, T115, T165, T173, T265, T273, T312, T315, T344, T415 <b>2-6:</b> T115, T215, T369, T411  <b>Literacy and Language Guide</b> 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245	32. 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>(CCSS SL.2.3)</b>						
<b>Presentation of Knowledge and Ideas</b>							
<b>Key Citations</b> <b>2-3:</b> T463 <b>2-4:</b> T265, T273 <b>2-5:</b> T173  <b>Additional Practice and Application</b> <b>2-1:</b> T265 <b>2-2:</b> T271 <b>2-4:</b> T46, T146, T465 <b>2-5:</b> xxiv-xxv, T365, R2 <b>2-6:</b> T369, T46	33. tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>(CCSS SL.2.4)</b>						
<b>Key Citations</b> <b>2-1:</b> T158 <b>2-3:</b> T361 <b>2-4:</b> T73	34. 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>(CCSS SL.2.5)</b>						

<p><b>2-5:</b> T273 <b>2-6:</b> T73, T241, T461, T469</p> <p><b>Additional Practice and Application</b> <b>2-1:</b> T467 <b>2-5:</b> T73, T165, T173, T265, T365, R3 <b>2-6:</b> T240, T261, T369</p>							
<p><b>Key Citations</b> <b>2-1:</b> T40, T459, T467 <b>2-2:</b> T113 <b>2-3:</b> T361, T463 <b>2-5:</b> T73</p> <p><b>Additional Practice and Application</b> <b>2-1:</b> T50, T167, T173, T246, T257, T348, T448, R2 <b>2-2:</b> T50, T71, T111, T165, T271, T354, T365, T370, T452, T458, T468, T510 <b>2-3:</b> T146, T207, T230, T244, T342, T444, R5 <b>2-4:</b> T54, T115, T454, T472 <b>2-5:</b> T54, T144, T154, T173, T254, T273, T338, T354, T442, T450 <b>2-6:</b> T165, T248, T369, T466</p>	35. produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <b>(CCSS SL.2.6)</b>						
<b>LANGUAGE</b>							
<b>Conventions of Standard English</b>							
<ul style="list-style-type: none"> <li>use collective nouns (e.g., <i>group</i>).</li> </ul> <p><b>Key Citations</b> <b>2-2:</b> T54, T72, T368</p> <p><b>Additional Practice and Application</b> <b>2-1:</b> T61 <b>2-2:</b> T77</p> <ul style="list-style-type: none"> <li>form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> </ul>	<p>36. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>use collective nouns (e.g., <i>group</i>).</li> <li>form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>use adjectives and adverbs, and choose between them depending on what is to be modified.</li> </ul>						





<p><b>Key Citations</b>  <b>2-5:</b> T36, T46, T58, T136, T146  <b>2-6:</b> T136, T146, T158, T432, T442, T454</p> <p><b>Additional Practice and Application</b>  <b>2-5:</b> T46, T48, T74, T158, T174  <b>2-6:</b> T68, T168, T244, T470</p> <p><b>Literacy and Language Guide</b>  275, 311, 360</p> <ul style="list-style-type: none"> <li>produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movies; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul> <p><b>Key Citations</b>  <b>2-1:</b> T32, T42, T130, T140, T260, T443, T462  <b>2-3:</b> T36, T437, T466  <b>2-6:</b> T48</p> <p><b>Literacy and Language Guide</b>  121, 123, 125, 129, 131, 137, 141, 143, 145, 147, 149, 155, 157, 159, 163, 165, 169, 171, 175, 270-271, 274-275, 278-279, 282-283, 335, 346, 347, 349</p>								
<ul style="list-style-type: none"> <li>capitalize holidays, product names and geographic names.</li> </ul> <p><b>Key Citations</b>  <b>2-2:</b> T136, T158, T174  <b>2-3:</b> T160, T336, T362</p> <p><b>Additional Practice and Application</b>  <b>2-2:</b> T179</p>	<p>37. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>capitalize holidays, product names and geographic names.</li> <li>use commas in greetings and closings of letters.</li> <li>use an apostrophe to form contractions and frequently occurring possessives.</li> <li>generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> </ul>							

<ul style="list-style-type: none"> <li>• use commas in greetings and closings of letters.</li> </ul> <p><b>Key Citations</b>  <b>2-1:</b> T163, T170  <b>2-3:</b> T67, T74  <b>2-4:</b> T358</p> <p><b>Additional Practice and Application</b>  <b>2-3:</b> T37, T67</p> <p><b>Literacy and Language Guide</b>  272-273, 290-291, 358, 359, 360</p> <ul style="list-style-type: none"> <li>• use an apostrophe to form contractions and frequently occurring possessives.</li> </ul> <p><b>Key Citations</b>  <b>2-2:</b> T416-T417, T418, T441, T460  <b>2-6:</b> T38, T48, T58, T74, T232, T252, T270</p> <p><b>Additional Practice and Application</b>  <b>2-2:</b> T446, T466  <b>Interactive Whiteboard:</b>  Lesson 10: Phonics: Contractions  <b>2-3:</b> T50, T61  <b>2-6:</b> T74, T151, T232, T242, T252, T270, T441</p> <p><b>Literacy and Language Guide</b>  74-75</p> <ul style="list-style-type: none"> <li>• generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> </ul> <p><b>Key Citations</b>  <b>2-1:</b> T345, T356  <b>2-4:</b> T363</p>	<ul style="list-style-type: none"> <li>• consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <b>(CCSS L.2.2)</b></li> </ul>							
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<p><b>2-5:</b> T218 <b>2-6:</b> T347</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T18, T114, T212  <b>Interactive Whiteboard:</b>  Lesson 2: Phonics: Words with Short Vowels o, u, e and Words with CVC Syllable Pattern  Lesson 3: Phonics: Words with Long Vowels a, i (CVCe) and Words with Sounds for c  Lesson 4: Phonics: Words with Long Vowels o, u, e Words with Sounds for g  <b>2-2:</b> T18, T66, T151, T168, T218, T244  <b>Interactive Whiteboard:</b>  Lesson 6: Phonics: Words with Common Final Blends nd, ng, nk, nt, ft, xt, mp  Lesson 8: Phonics: Words with Digraphs th, sh, wh, ch, tch, ph and Base Words/Endings -s, -ed, -ing  <b>2-3:</b> T117, T210  <b>Interactive Whiteboard:</b>  Lesson 12: Phonics: Words with Vowel Digraphs ai, ay  Lesson 13: Phonics: Words with Vowel Digraphs ee, ea  <b>2-4:</b> T18, T43, T62, T318, T362, T418  <b>Interactive Whiteboard:</b>  Lesson 16: Phonics: Base Words and Endings -ed, -ing  Lesson 20: Phonics: Words with or, ore  <b>2-5:</b> T18, T318, T418  <b>Interactive Whiteboard:</b>  Lesson 21: Phonics: Words with er, ir, ur  Lesson 23: Phonics: Words with</p>								
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<p>Suffixes -y, -ly, -ful and Words with Final Syllables -tion, -ture  Lesson 24: Phonics: Words with Prefixes re-, un-, over-, pre-, mis- and Words with Silent Consonants  Lesson 25: Phonics: Words with au, aw, al, o, a  <b>2-6:</b> T18, T48, T58, T68, T74, T118, T146, T158, T168, T174, T218, T242, T252, T264, T270, T314, T342, T354, T364, T370, T414, T442, T447, T454, T470  <b>Interactive Whiteboard:</b>  Lesson 28: Phonics: Words with Vowel Diphthongs ow, ou</p> <p><b>Literacy and Language Guide</b>  56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115</p> <ul style="list-style-type: none"> <li>consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p><b>Key Citations</b>  <b>2-1:</b> T463  <b>2-2:</b> T467  <b>2-4:</b> T469</p> <p><b>Additional Practice and Application</b>  <b>2-5:</b> T446  <b>2-6:</b> T272, T472</p>								
<b>Vocabulary Acquisition and Use</b>								
<ul style="list-style-type: none"> <li>use sentence-level context as a clue to the meaning of a word or</li> </ul>	38. 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							

<p>phrase.</p> <p><b>Key Citations</b>  <b>2-1:</b> T259, T361  <b>2-2:</b> T167  <b>2-3:</b> T159  <b>2-4:</b> T167  <b>2-5:</b> T167, T463  <b>2-6:</b> T67</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T270, T372  <b>Interactive Whiteboard:</b>  Lesson 3: Vocabulary Strategies:  Multiple-Meaning Words  Lesson 4: Vocabulary Strategies:  Context Clues  <b>2-2:</b> T27, T77, T367  <b>Interactive Whiteboard:</b>  Lesson 7: Vocabulary Strategies:  Homophones  Lesson 9: Vocabulary Strategies:  Synonyms</p> <p><b>2-3 Interactive Whiteboard:</b>  Lesson 12: Vocabulary Strategies:  Idioms  <b>2-4:</b> T27, T29, T67  <b>Interactive Whiteboard:</b>  Lesson 17: Vocabulary Strategies:  Antonyms  <b>2-5:</b> T466  <b>Interactive Whiteboard:</b>  Lesson 22: Vocabulary Strategies:  Idioms  Lesson 25: Vocabulary Strategies:  Context Clues  <b>2-6:</b> T363, T423, T439, T463  <b>Interactive Whiteboard:</b>  Lesson 26: Vocabulary Strategies:  Multiple-Meaning Words</p>	<p>strategies.</p> <ul style="list-style-type: none"> <li>• use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</li> <li>• use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</li> <li>• use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</li> <li>• use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <b>(CCSS L.2.4)</b></li> </ul>							
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<ul style="list-style-type: none"> <li>determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</li> </ul> <p><b>Key Citations</b>  <b>2-2:</b> T65  <b>2-3:</b> T65  <b>2-4:</b> T467</p> <p><b>Additional Practice and Application</b>  <b>2-2:</b> T76  <b>Interactive Whiteboard:</b>  Lesson 6: Vocabulary Strategies:  Base Words and Prefixes un-, re-  <b>2-3 Interactive Whiteboard:</b>  Lesson 11: Vocabulary Strategies:  Prefixes pre- and mis-  <b>2-4 Interactive Whiteboard:</b>  Lesson 20: Vocabulary Strategies:  Prefix -over</p> <p><b>Literacy and Language Guide</b>  102-103, 117, 130, 135, 136, 137,  140, 148, 152, 154, 159, 171</p> <ul style="list-style-type: none"> <li>use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</li> </ul> <p><b>Key Citations</b>  <b>2-2:</b> T465  <b>2-3:</b> T457  <b>2-5:</b> T212  <b>2-6:</b> T463</p> <p><b>Additional Practice and Application</b>  <b>2-2:</b> T12  <b>2-3 Interactive Whiteboard:</b>  Lesson 15: Vocabulary Strategies:  Root Words</p>								
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<p><b>2-6 Interactive Whiteboard:</b> Lesson 30: Vocabulary Strategies: Root Words</p> <p><b>Literacy and Language Guide</b> 139, 162, 165, 168</p> <ul style="list-style-type: none"> <li>use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</li> </ul> <p><b>Key Citations</b> <b>2-2:</b> T265 <b>2-5:</b> T267, T270</p> <p><b>Additional Practice and Application</b> <b>2-2:</b> T276</p> <p><b>Interactive Whiteboard:</b> Lesson 8: Vocabulary Strategies: Compound Words <b>2-3:</b> T405 <b>2-5:</b> T117</p> <p><b>Interactive Whiteboard:</b> Lesson 23: Vocabulary Strategies: Compound Words</p> <p><b>Literacy and Language Guide</b> 84-85, 156</p> <ul style="list-style-type: none"> <li>use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul> <p><b>Key Citations</b> <b>2-1:</b> T53, T161, T249, T351, 451 <b>2-2:</b> T255, T357 <b>2-3:</b> T159, T345 <b>2-4:</b> T357</p>								
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<p><b>2-5:</b> T167</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T63, T151, T172, T259  <b>Interactive Whiteboard:</b>  Lesson 2: Vocabulary Strategies: Using a Glossary  <b>2-2:</b> T53, T157, T455, R4  <b>2-3:</b> T55, T65, T149, T247, T257, T355  <b>Interactive Whiteboard:</b>  Lesson 11: Vocabulary Strategies: Prefixes pre- and mis-  Lesson 13: Vocabulary Strategies: Using a Dictionary  <b>2-4:</b> T57, T157, T167, T257, T457, R2  <b>2-5:</b> T67, T157, T257, T357, T453  <b>Interactive Whiteboard:</b>  Lesson 21: Vocabulary Strategies: Dictionary Entry  Lesson 22: Vocabulary Strategies: Idioms  <b>2-6:</b> T67, T157, T251, T353, T363, T453  <b>Interactive Whiteboard:</b>  Lesson 26: Vocabulary Strategies: Multiple-Meaning Words  Lesson 29: Vocabulary Strategies: Antonyms</p>								
<ul style="list-style-type: none"> <li>identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li> </ul> <p><b>Key Citations</b>  <b>2-1:</b> T150, T248, T350, T366, T450  <b>2-2:</b> T52, T156, T254, T356, T454</p> <p><b>Additional Practice and Application</b>  <b>2-1:</b> T52, T68, T109, T435, T466  <b>2-2:</b> T47, T52, T57, T70, T138, T149, T156, T161, T176, T254,</p>	<p>39. demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li> <li>distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>). (CCSS L.2.5)</li> </ul>							

<p>T259, T339, T349, T356, T360, T372, T439, T449, T454, T459</p> <p><b>2-3:</b> T54, T70, T148, T164, T246, T344, T360, T446, T462</p> <p><b>2-4:</b> T56, T60, T156, T160, T172, T256, T260, T272, T356, T360, T372, T456, T460, T472</p> <p><b>2-5:</b> T56, T72, T156, T256, T272, T360, T372, T452, T456</p> <p><b>2-6:</b> T56, T60, T72, T156, T160, T172, T250, T268, T352, T368, T452, T468</p> <p><b>Literacy and Language Guide</b> 116, 122, 130, 137, 147, 161</p> <ul style="list-style-type: none"> <li>distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li> </ul> <p><b>Key Citations</b> <b>2-2:</b> T367 <b>2-4:</b> T367, T373 <b>2-6:</b> T167</p> <p><b>Additional Practice and Application</b> <b>2-2:</b> T349 <b>Interactive Whiteboard:</b> Lesson 9: Vocabulary Strategies: Synonyms <b>2-4 Interactive Whiteboard:</b> Lesson 19: Vocabulary Strategies: Shades of Meaning <b>2-5:</b> T156 <b>2-6 Interactive Whiteboard:</b> Lesson 27: Vocabulary Strategies: Shades of Meaning</p> <p><b>Literacy and Language Guide</b> 134, 137, 144, 153, 162, 167, 169,</p>								
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172, 175, 315							
<b>Key Citations</b> <b>2-1:</b> T20, T53, T307, T333 <b>2-2:</b> T20, T53, T70, T255 <b>2-3:</b> T20, T55, T70, T247 <b>2-4:</b> T20, T57, T72, T141 <b>2-5:</b> T20, T57, T139 <b>2-6:</b> T20, T57, T174, T416  <b>Additional Practice and Application</b> <b>2-1:</b> T35, T45, T57, T68, T116, T133, T143, T155, T214, T231, T241, T253, T312, T351, T366, T414, T451, T466, R2 <b>2-2:</b> T37, T56, T118, T139, T157, T160, T172, T220, T232, T237, T247, T318, T357, T372, T420, T455, T469 <b>2-3:</b> T39, T49, T59, T118, T133, T143, T149, T153, T212, T231, T241, T251, T262, T310, T329, T339, T344, T349, T360, T408, T429, T439, T447, T451, T462 <b>2-4:</b> T41, T51, T61, T120, T151, T157, T161, T172, T220, T239, T249, T257, T261, T272, T320, T341, T351, T357, T361, T420, T441, T451, T457, T461, T472, T514 <b>2-5:</b> T39, T49, T61, T72, T120, T121, T149, T157, T220, T221, T239, T249, T257, T261, T272, T320, T321, T339, T349, T357, T361, T372, T420, T421, T437, T447, T453, T457 <b>2-6:</b> T21, T39, T41, T49, T51, T56, T59, T61, T69, T72, T120, T121, T139, T149, T156, T157, T161, T172, T220, T221, T235, T245, T251, T255, T268, T316, T317, T335, T345, T353, T368, T417, T435, T444, T445, T453, T457,	40. use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ). <b>(CCSS L.2.6)</b>						

T468, T510							
<b>Literacy and Language Guide</b> 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169, 170-171, 172-173, 174-175							