

**Houghton Mifflin Reading © 2001**  
**Houghton Mifflin Company**  
**Grade Two**

**correlated to**

**New York City Primary Literacy Standards**  
**Reading and Writing**  
**Grade Two**

New York City Primary Literacy Standards	<i>Houghton Mifflin Reading © 2001</i>
<b>Reading Standard 1: Reading Habits</b>	
<b>Independent and Assisted Reading</b> We expect second-grade students to:	
<p>◆ read one or two short books or long chapters every day and discuss what they read with another student or a group;</p>	<p><b>Reading Written Texts, 2.1: SB:</b> 16–17, 18–34, 38–41, 44–45, 47–73, 76–79, 80–81, 83–107, 110–111, 120–121, 123–147, 150–153, 156–157, 159–173, 176–177, 178–179, 181–203, 206–209, 232–233, 234–256, 260–263, 266–267, 269–289, 292–295, 296–297, 298–328, 332–335, 336–337, 339–363, 366–367; <b>TE1:</b> 16–17, 18–34, 38–41, 44–45, 47–73, 76–79, 80–81, 83–107, 110–111; <b>TE2:</b> 120–121, 123–147, 150–153, 156–157, 159–173, 176–177, 178–179, 181–203, 206–209; <b>TE3:</b> 232–233, 234–256, 260–263, 266–267, 269–289, 292–295, 296–297, 298–328, 332–335, 336–337, 339–363, 366–367; <b>2.2: TE3:</b> 16–17, 19–51, 54–55, 58–59, 61–83, 86–87, 88–89, 91–109, 112–115; <b>2.2: SB:</b> 16–17, 19–51, 54–55, 58–59, 61–83, 86–87, 88–89, 91–109, 112–115, 124–125, 126–144, 148–151, 154–155, 157–177, 180–181, 182–183, 185–215, 218–221, 222–223, 225–255, 258–261, 290–291, 292–318, 322–325, 328–329, 331–363,</p> <p style="text-align: right;">(continued)</p>

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

New York City Primary Literacy Standards	<i>Houghton Mifflin Reading</i> © 2001
<p>◆ read one or two short books or long chapters every day and discuss what they read with another student or a group; (continued)</p>	<p><b>Reading Written Texts, (continued)</b>  <b>2.2: SB:</b> 366–369, 370–371, 372–392, 396–397; <b>TE5:</b> 124–125, 126–144, 148–151, 154–155, 157–177, 180–181, 182–183, 185–215, 218–221, 222–223, 225–255, 258–261; <b>TE6:</b> 290–291, 292–318, 322–325, 328–329, 331–363, 366–369, 370–371, 372–392, 396–397</p> <p><b>Responding to Literature in Discussion,</b>  <b>2.1: TE1:</b> 24, 33, 36, 37, 58, 72, 74, 75, 94, 106; <b>TE2:</b> 138, 139, 146, 148, 164, 172, 174, 190, 202, 204; <b>TE3:</b> 242, 258, 276, 290, 312, 328, 330, 348, 362, 364; <b>2.2: TE4:</b> 50, 52, 53, 68, 84, 110;  <b>TE5:</b> 121B, 154F, 182F, 222F; <b>TE6:</b> 328F</p>
<p>◆ read good children’s literature every day;</p>	<p><b>Reading Written Texts, 2.1: SB:</b> 16–17, 18–34, 38–41, 44–45, 47–73, 76–79, 80–81, 83–107, 110–111, 120–121, 123–147, 150–153, 156–157, 159–173, 176–177, 178–179, 181–203, 206–209, 232–233, 234–256, 260–263, 266–267, 269–289, 292–295, 296–297, 298–328, 332–335, 336–337, 339–363, 366–367; <b>TE1:</b> 16–17, 18–34, 38–41, 44–45, 47–73, 76–79, 80–81, 83–107, 110–111; <b>TE2:</b> 120–121, 123–147, 150–153, 156–157, 159–173, 176–177, 178–179, 181–203, 206–209; <b>TE3:</b> 232–233, 234–256, 260–263, 266–267, 269–289, 292–295, 296–297, 298–328, 332–335, 336–337, 339–363, 366–367; <b>2.2: TE3:</b> 16–17, 19–51, 54–55, 58–59, 61–83, 86–87, 88–89, 91–109, 112–115; <b>2.2: SB:</b> 16–17, 19–51, 54–55, 58–59, 61–83, 86–87, 88–89, 91–109, 112–115, 124–125, 126–144, 148–151, 154–155, 157–177, 180–181, 182–183, 185–215, 218–221, 222–223, 225–255, 258–261, 290–291, 292–318, 322–325, 328–329, 331–363, 366–369, 370–371, 372–392, 396–397; <b>TE5:</b> 124–125, 126–144, 148–151, 154–155, 157–177, 180–181, 182–183, 185–215, 218–221, 222–223, 225–255, 258–261; <b>TE6:</b> 290–291, 292–318, 322–325, 328–329, 331–363, 366–369, 370–371, 372–392, 396–397</p>
<p>◆ read multiple books by the same author and be able to discuss differences and similarities among these books;</p>	<p><b>Meet the Author, 2.1: SB:</b> 35, 46, 82, 122, 158, 180, 257, 329, 338; <b>2.2: SB:</b> 18, 60, 90, 145, 156, 184, 224, 319, 330, 393</p>

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

<p>◆ reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author’s craft;</p>	<p><b>Rereading for Comprehension,</b>  <b>2.1: TE1:</b> 41B; <b>TE2:</b> 147, 151, 179, 181, 184, 189, 190, 191, 193, 196, 206;  <b>TE3:</b> 245, 279, 285, 335B, 366;  <b>2.2: TE4:</b> 34, 55A, 67, 73; <b>TE5:</b> 165, 171</p>
<p>◆ read narrative accounts, responses to literature (pieces written by other students, book blurbs and reviews), informational writing, reports, narrative procedures, recountings, memoirs, poetry, plays and other genres;</p>	<p><b>Narrative Text, 2.1: TE1:</b> 13A–13B, 18–34, 44E–44G, 47–73, 80E–80F, 83–107, 110–111; <b>TE2:</b> 117A–117B, 123–147, 156E–156F; <b>TE3:</b> 229A–229B, 266E–266F, 296E–296F, 298–329, 336E–336F, 338–363; <b>2.2: TE4:</b> 13A–13B, 18–51, 88E–88F, 90–109</p> <p><b>Student Writing, 2.1: TE1:</b> 43E; <b>TE2:</b> 155B, 155E; <b>TE3:</b> 265C, 265D, 265E, 265E; <b>2.2: TE4:</b> 57E; <b>TE5:</b> 153E; <b>TE6:</b> 327E</p> <p><b>Article, 2.1: TE1:</b> 38–41, 76–79; <b>TE2:</b> 206–209; <b>TE3:</b> 332–335, 366–367; <b>2.2: TE4:</b> 112–115story; <b>TE5:</b> 121A–121B, 154E–154F, 182E–182F; <b>TE6:</b> 328E–328F</p> <p><b>Nonfiction, 2.1: SB:</b> 159–173; <b>TE2:</b> 117A–117B, 159–173; <b>TE3:</b> 266E–266F; <b>2.2: SB:</b> 60–83, 180–181, 218–219, 367; <b>TE4:</b> 58E–58F, 60–83; <b>TE5:</b> 180–181, 218–219; <b>TE6:</b> 367</p> <p><b>Poetry, TE2:</b> 176, 177; <b>TE3:</b> 332–335; <b>2.2: TE4:</b> 86–87; <b>TE5:</b> 148–151</p> <p><b>Play, TE5:</b> 258–259</p> <p><b>Biography, 2.2: SB:</b> 266–271, 272–276, 277–281; <b>TE5:</b> 119A–151P, F266–F271, F272–F276, F277–F281</p>
<p>◆ read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display;</p>	<p><b>Reading Own Writing, 2.1: TE1:</b> 43G, 111N; <b>TE2:</b> 155G; <b>TE3:</b> 265G</p> <p><b>Class Book, 2.1: TE1:</b> 43G; <b>TE3:</b> 367N, R41; <b>2.2: TE4:</b> 57G</p> <p><b>Read Others’ Writing, 2.1: TE1:</b> 43E; <b>TE2:</b> 155B, 155E; <b>TE3:</b> 265C, 265D, 265E, 265E; <b>2.2: TE4:</b> 57E; <b>TE5:</b> 153E; <b>TE6:</b> 327E</p>
<p>◆ read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus and invitations) and some of those encountered outside school; and</p>	<p><b>Environmental Print, 2.1: TE1:</b> 41, 41F, 93; <b>TE2:</b> 131, 174; <b>TE3:</b> 353</p> <p><b>Functional Print, 2.1: TE1:</b> 38–41; <b>TE2:</b> 150–153; <b>TE3:</b> 366–367</p> <p><b>Instructions, TE2:</b> 150–153</p>

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

<p>◆ voluntarily read to each other, signaling their sense of themselves as readers.</p>	<p><b>Paired Reading, 2.1: TE1:</b> 15B, 41D, 67, 80J, 99, 111; <b>TE2:</b> 135, 153D, 171, 177D, 178J, 197, 209D; <b>TE3:</b> 251, 285, 295D, 296J, 323, 335D, 336J, 367D; <b>2.2: TE4:</b> 15B, 49, 81, 90</p>
<p><b>Being Read To</b> In second grade, we expect all students, every day, to:</p>	
<p>◆ have worthwhile literature read to them to model the language and craft of good writing; and</p>	<p><b>Teacher Read Aloud, 2.1: TE1:</b> 13A–13B, 44E–44F, 80E–80F; <b>TE2:</b> 117A–117B, 156E–156F, 178E–178F; <b>TE3:</b> 229A–229B, 266E–266F, 296E–296F, 336E–336F; <b>2.2: TE4:</b> 13A–13B, 58E–58F, 88E–88F; <b>TE5:</b> 121A–121B, 154E–154F, 182E–182F, 222E–222F; <b>TE6:</b> 287A–287B, 328E–328F, 370E–370F</p>
<p>◆ listen to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance.</p>	<p><b>Comprehending Spoken Texts,</b> <b>2.1: TE1:</b> BTS2–BTS8, 13A–13B, 44E–44F, 80E–80F; <b>TE2:</b> 117A–117B, 156E–156F, 178E–178F; <b>TE3:</b> 229A–229B, 266E–266F, 296E–296F, 336E–336F; <b>2.2: TE4:</b> 13A–13B, 58E–58F, 88E–88F; <b>TE5:</b> 121A–121B, 154E–154F, 182E–182F, 222E–222F; <b>TE6:</b> 287A–287B, 328E–328F, 370E–370F</p> <p><b>Responding to Spoken Texts,</b> <b>2.1: TE1:</b> BTS9, 13B, 44F, 80F; <b>TE2:</b> 117B, 156F, 178F; <b>TE3:</b> 229B, 266F, 296F, 336F; <b>2.2: TE4:</b> 13B, 58F, 88F; <b>TE5:</b> 121B, 154F, 182F, 222F; <b>TE6:</b> 287B</p>
<p>Additionally, we expect students to:</p>	
<p>◆ hear texts read aloud from a variety of genres; and</p>	<p><b>Teacher Read Aloud, 2.1: TE1:</b> 13A–13B, 44E–44F, 80E–80F; <b>TE2:</b> 117A–117B, 156E–156F, 178E–178F; <b>TE3:</b> 229A–229B, 266E–266F, 296E–296F, 336E–336F; <b>2.2: TE4:</b> 13A–13B, 58E–58F, 88E–88F; <b>TE5:</b> 121A–121B, 154E–154F, 182E–182F, 222E–222F; <b>TE6:</b> 287A–287B, 328E–328F, 370E–370F</p>
<p>◆ use reading strategies explicitly modeled by adults in read-alouds and assisted reading.</p>	<p><b>Listening for Author’s Viewpoint,</b> <b>2.2: TE6:</b> 287A–287B</p> <p><b>Listening to Categorize and Classify,</b> <b>2.1: TE2:</b> 178E–178F</p> <p style="text-align: right;">(continued)</p>

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

<p>◆ use reading strategies explicitly modeled by adults in read-alouds and assisted reading. (continued)</p>	<p><b>Listening for Cause and Effect,</b> 2.2: TE4: 88E–88F</p> <p><b>Listening to Compare/Contrast,</b> 2.1: TE2: 117A–117B</p> <p><b>Listening to Draw Conclusions,</b> 2.2: TE4: 13A–13B</p> <p><b>Listening to the Environment,</b> 2.1: TE2: 205, 209</p> <p><b>Listening for Fact and Opinion,</b> 2.1: TE2: 156E–156F</p> <p><b>Listening for Main Idea, 2.1: TE3: 266E–266F;</b> 2.2: TE4: 58F</p> <p><b>Listens to Distinguish Fantasy and Realism,</b> 2.1: TE1: 44E–44F, 79B</p> <p><b>Listening for Making Generalizations,</b> 2.2: TE5: 121A–121B</p> <p><b>Listening for Making Judgments,</b> 2.1: TE3: 229A–229B; 2.2: TE5: 182E–182F</p> <p><b>Listening to Make Inferences,</b> 2.1: TE3: 336E–336F</p> <p><b>Listening and Predicting Outcomes,</b> 2.1: TE1: 80E–80F</p> <p><b>Listening for Sequence of Events,</b> 2.2: TE5: 222E–222F</p> <p><b>Listening for Story Structure,</b> 2.1: TE1: 13A–13B</p> <p><b>Listening for Text Organization,</b> 2.2: TE4: 58E–58F</p>
<p><b>Discussing Books</b> In classroom discussions of their reading, we expect students finishing second grade to be able to:</p>	
<p>◆ demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning;</p>	<p><b>Reading Fluency, 2.1: TE1: 31, 44I, 67, 99; TE2:</b> 135, 171, 197; <b>TE3: 251, 285, 323, 357; 2.2:</b> <b>TE4: 49, 58I, 81, 105; TE5: 143, 173, 209,</b> 251; <b>TE6: 313, 353, 391</b></p>
<p>◆ recognize genre features and compare works by different authors in the same genre;</p>	<p><b>Characteristics of Literary Genres: Biography,</b> 2.2: <b>SB: 265; TE5: F265, F267; Comic Strip,</b> 2.2: <b>SB: 396–397; TE6: 396–397;</b> (continued)</p>

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

◆ recognize genre features and compare works by different authors in the same genre; (continued)	<b>Characteristics of Literary Genres: (continued)</b> <b>Explanations in Fables, 2.2: TE4:</b> 107; <b>Expository Nonfiction, 2.1: SB:</b> 260–263, 292–295; <b>TE3:</b> 262; <b>Fantasy, 2.1: TE1:</b> 91; <b>2.2: TE4:</b> 27; <b>How-To Nonfiction, 2.1: TE1:</b> 40; <b>Nonfiction, TE2:</b> 171; <b>How-To Nonfiction, 2.1: TE1:</b> 40; <b>Concert Program, TE6:</b> 366; <b>Magazine Article, TE5:</b> 220; <b>Personal Narrative, TE5:</b> 216; <b>Play, TE5:</b> 260; <b>Poetry, TE3:</b> 334; <b>Realistic Fiction, TE2:</b> 129, 183; <b>TE5:</b> 195
◆ discuss recurring themes across works;	<b>Theme Connections, 2.1: TE1:</b> 13A, 13B, 36, 41, 44E, 44F, , 74, 80E, 79, 80F, 108, 111; <b>TE2:</b> 115, 117A, 117B, 148, 156E; , <b>TE3:</b> 229A, 229B, 258, 263, 266E, 266F, 290, 295, 296E, 296F, 330, 336E, 336F, 364; <b>2.2: TE4:</b> 13A, 13B, 52, 55, 58E, 58F, 87, 88F, 110, 115; <b>TE5:</b> 121A, 154E, 182E, 222E; <b>TE6:</b> 287A, 328E, 370E
◆ paraphrase or summarize what another speaker has said and check whether the original speaker accepts the paraphrase;	<b>Paraphrase/Summarize Another Speaker, TE1:</b> 79P
◆ sometimes challenge another speaker on whether facts are accurate, including reference to the text;	<b>Challenge Another Speaker on Accuracy, TE1:</b> 79P; <b>TE6:</b> 379P
◆ sometimes challenge another speaker on logic or inference;	<b>Challenge Another Speaker on Logic/ Inference, TE1:</b> 79P; <b>TE6:</b> 379P
◆ ask other speakers to provide supporting information or details; and	<b>Comprehending Spoken Texts, 2.1: TE1:</b> BTS2–BTS8, 13A–13B, 44E–44F, 80E–80F; <b>TE2:</b> 117A–117B, 156E–156F, 178E–178F; <b>TE3:</b> 229A–229B, 266E–266F, 296E–296F, 336E–336F; <b>2.2: TE4:</b> 13A–13B, 58E–58F, 88E–88F; <b>TE5:</b> 121A–121B, 154E–154F, 182E–182F, 222E–222F; <b>TE6:</b> 287A–287B, 328E–328F, 370E–370F
◆ politely correct someone who paraphrases or interprets their ideas incorrectly (for example, “That’s not what I meant ...”).	<b>Guidelines for Speaking Respectfully and Politely, 2.1: TE1:</b> 79O; <b>TE2:</b> 177L; <b>2.2: TE4:</b> 55E

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

<b>Vocabulary</b> We expect second-grade students to:	
◆ recognize when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading;	<b>Phonics/Decoding Strategy, 2.1:</b> TE1: 15B, 41D, 44J, 79D, 80J, 111D; TE2: 119B, 133, 142, 153D, 156J, 168, 170, 177D, 178I, 178, 188, 199, 209D; TE3: 231B, 248, 263D, 266J, 295D, 296J, 317, 335D, 336J, 344, 367D; PB: C; 2.2: TE4: 15B, 34, 45, 57D, 58J, 64, 74, 79, 86D, 88J, 94, 103, 115D; TE5: 123B, 128, 135, 141, 151D, 154J, 161, 165, 169, 182J, 189, 191, 201, 211, 222J, 231, 239, 261D; TE6: 289B, 294, 298, 308, 325D, 334, 341, 350, 369D, 370J, 376, 378, 397D
◆ talk about the meaning of some new words encountered in reading after they have finished reading and discussing a text;	<b>Vocabulary Expansion and Skills,</b> TE1: 41I–41J, 79I–79J, 111I–111J; TE2: 153I–153J, 177I–177J, 209I–209J; TE3: 263I–263J, 295I–295J, 333I–333J, 367I–367J; PB: 14, 36, 53, 79, 102, 119, 147, 170, 188, 206; TE4: 55I–55J, 87I–87J, 115I–115J; TE5: 151I–151J, 181I–181J, 221I–221J, 261I–261J; TE6: 325I–325J, 369I–369J, 397I–397J; PB: 15, 38, 55, 80, 103, 121, 139, 166, 188, 205
◆ notice and show interest in understanding unfamiliar words in texts that are read to them;	<b>Vocabulary in Teacher Read-Alouds,</b> 2.1: TE1: 13B, 44F, 80F; TE2: 117B, 156F, 187F; TE3: 229B, 266F, 296F; 2.2: TE4: 13B, 58F, 88F; TE5: 121B, 154F, 182F, 222F; TE6: 287B, 328F, 307F
◆ know how to talk about what nouns mean in terms of function (for example, “An apple is something you eat”), features (for example, “Some apples are red”) and category (for example, “An apple is a kind of fruit”); and	<b>Functions of Nouns, 2.1:</b> SB: 121, 337; TE3: 263K; 2.2: TE5: 181J; TE6: 325J <b>Features of Nouns, 2.1:</b> TE2: 177J, 209J; TE3: 258, 263N; 2.2: TE4: 55J <b>Categorizing Nouns, 2.1:</b> SB: 16–17, 205; TE2: 179, 193, 205, 209, 209A–209B, R24–R25; PB: 113–114; TE3: 249, 295L; 2.2: TE4: 87J, 115J; TE5: 221J
◆ learn new words every day from reading and talk.	<b>Using New Vocabulary or Language in Speaking, 2.1:</b> TE1: 41C, 44, 79H, 111G; TE2: 153G, 153J, 156, 177G, 177H, 178, 209G; TE3: 232, 266, 295G, 296I, 335H, 367G; 2.2: TE4: 15A, 55H, 58I, 87G, 88

SB: Student Book

TE: Teacher's Edition

PB: Practice Book

<b>Reading Standard 2: Getting the Meaning</b>	
<b>Accuracy</b> By the end of the year, we expect second-grade students to be able to:	
◆ independently read aloud unfamiliar Level L books with 90 percent or better accuracy of word recognition (self-correction allowed).	<b>Oral Reading, 2.1:</b> TE1: 15B, 41D, 67, 80J, 99, 111; TE2: 128, 161, 171, 177; TE3: 251, 260, 285, 292, 295, 295P, 332, 336J, 357; 2.2: TE4: 35, 90; TE5: 143, 173, 209, 251; TE6: 313, 353, 391
<b>Fluency</b> By the end of the year, we expect second-grade students to be able to:	
◆ independently read aloud from Level L books that have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text; and	<b>Rereading with Feeling And Expression, 2.1:</b> TE1: 31, 67, 99; TE2: 128, 135, 171, 197; TE3: 251, 285, 323, 357; 2.2: TE4: 49, 81, 105
◆ use the cues of punctuation — including commas, periods, question marks and quotation marks — to guide them in getting meaning and fluently reading aloud.	<b>Sentence Fragments, 2.1:</b> TE3: 273 <b>Quotation Marks, 2.1:</b> SB: 330; 2.2: TE4: 114; TE5: 261N
<b>Self-Monitoring and Self-Correcting Strategies</b> By the end of the year, we expect second-grade students to:	
◆ know when they don't understand a paragraph and search for clarification clues within the text; and	<b>Monitor/Clarify Strategy, 2.1:</b> TE1: 45, 47, 50, 54, 58, 59, 68, 71, 72, 73, 77; TE2: 151, 179, 181, 184, 189, 190, 191, 193, 196, 203; TE3: 261; PB: D; 2.2: TE4: 17, 19, 24, 27, 36, 37, 42, 46, 51; TE5: 223, 230, 239, 245, 246
◆ examine the relationship between earlier and later parts of a text and figure out how they make sense together.	<b>Sequence of Events, 2.1:</b> TE1: 39; TE2: 145, 153; TE3: 279, 289, 295, 345; 2.2: TE5: 167, 222E–222F, 223, 245, 261A–261B, R34–R35; 325, 387, 389; TE6: 325, 387, 389; PB: 130–131, 133–134 <b>Plot Events, 2.1:</b> TE1: 13B, 24, 35, 41A, 41B, 51; TE2: 133; TE3: 253, 317; 2.2: TE4: 96

SB: Student Book

TE: Teacher's Edition

PB: Practice Book

## Comprehension

For books that they read independently, including functional and informational texts, we expect children at the end of second grade to be able to do all of the things we expected of them in first grade, both orally and in writing. In addition, we expect them to:

◆ recognize and be able to talk about organizing structures;	<b>Text Organization, TE2:</b> 208; <b>TE3:</b> 290, 292; <b>2.2: TE4:</b> 59, 75, 83, 87A–87B, R22–R23; <b>PB:</b> 29–30, 32–33 <b>Story Structure, 2.1: TE1:</b> 17, 33, 41A–41B, R2–R3, R16–R17; <b>TE2:</b> 133; <b>TE3:</b> 253, 317, 363; <b>PB:</b> 5–6, 8–9
◆ combine information from two different parts of the text;	<b>Wrapping Up Segment 2 and Diagnostic Check, 2.1: TE1:</b> 35, 73, 107; <b>TE2:</b> 147, 173, 203; <b>TE3:</b> 257, 289, 329, 363; <b>2.2: TE4:</b> 51, 83, 109; <b>TE5:</b> 145, 177, 215, 255; <b>TE6:</b> 319, 363, 393
◆ infer cause-and-effect relationships that are not stated explicitly;	<b>Cause and Effect, 2.1: TE1:</b> 27, 35, 36, 101; <b>TE2:</b> 177, 188, 209; <b>TE3:</b> 309, 313; <b>2.2: TE4:</b> 47, 67, 89, 103, 115, 115A–115B, R24–R25; <b>TE5:</b> 132, 221; 345; <b>PB:</b> 46–47, 49–50
◆ compare the observations of the author to their own observations when reading nonfiction texts; and	<b>Nonfiction: Compare Personal and Author’s Observations, 2.1: TE2:</b> 162, 167; <b>2.2: TE4:</b> 57L, 63, 73, 77, 83; <b>TE5:</b> 136
◆ discuss how, why and what-if questions about nonfiction texts.	<b>Nonfiction: Discuss How, Why, and What-if Questions, 2.1: SB:</b> 38, 174, 290; <b>TE1:</b> 41, 79, 151, 153, 155I–155J, 162, 168, 173; <b>TE3:</b> 261, 263, 272, 276, 277, 278, 282, 289, 295, 367; <b>2.2: SB:</b> 84, 146; <b>TE4:</b> 55, 57K–57L, 70, 83, 84; <b>TE5:</b> 130, 140, 142, 146, 181, 221; <b>TE6:</b> 325, 369, 397
For texts that are read to them, we expect children at the end of second grade to be able to do all of the things they can do for independently read texts. In addition, we expect them to:	
◆ discuss or write about the themes of a book — what the “messages” of the book might be;	<b>Lesson or Moral, 2.1: TE1:</b> 35, 70, 107; <b>TE3:</b> 258, 326, 330, 335A, 335B; <b>2.2: TE4:</b> 107, 109, 111
◆ trace characters and plots across multiple episodes, perhaps ones that are read on several successive days; and	<b>Story Map/Story Frames, 2.1: TE1:</b> 17, 24, 33, 35, 41A, 43C; <b>TE2:</b> 133

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

<p>◆ relate later parts of a story to earlier parts, in terms of themes, cause and effect, etc.</p>	<p><b>Wrapping Up Segment 2 and Diagnostic Check, 2.1: TE1:</b> 35, 73, 107; <b>TE2:</b> 147, 173, 203; <b>TE3:</b> 257, 289, 329, 363; <b>2.2: TE4:</b> 51, 83, 109; <b>TE5:</b> 145, 177, 215, 255; <b>TE6:</b> 319, 363, 393</p>
<p><b>Reading Standard 3: Print-Sound Code</b></p>	
<p><b>Reading Words</b> By the end of the year, we expect second-grade students to:</p>	
<p>◆ read regularly spelled one and two-syllable words automatically; and</p>	<p><b>CVC Pattern, 2.1: TE1:</b> 14A, 15B, 44G, 44H, 44, 62, 79A, 111C; <b>TE2:</b> 170, 178J</p> <p><b>CVCe Pattern, 2.1: TE1:</b> 80G, 80H, 80; <b>TE2:</b> 118A, 153C–153D, 168, 177C–177D, 199; <b>TE3:</b> 231B, 253; <b>PB:</b> 76–78; <b>2.2: TE4:</b> 15B; <b>TE6:</b> 370, 370G–370H</p> <p><b>Vowel Digraphs/Pairs, 2.1: TE1:</b> 21, 67; <b>TE2:</b> 201; <b>TE3:</b> 266G, 266, 266J, 335C–335D, 336G–336H, 336I, 336, 354, 336I, R8–R9, R16–R17; <b>PB:</b> 158, 184, 194; <b>2.2: TE4:</b> 74, 88G–88H, 88, R10, R11; <b>TE5:</b> 151C–151D; <b>TE6:</b> 288A–288B, 290, 369C–369D; <b>PB:</b> 44</p> <p><b>r-controlled Vowels, 2.2: TE4:</b> 14A, 14B, 15B, 16, 55C, 86C–86D, R4–R5, R6–R7, R35; <b>PB:</b> 155, 184</p>
<p>◆ recognize or figure out most irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings.</p>	<p><b>High-Frequency Words, TE5:</b> 123B, 124, 154, 154J, 182; <b>TE6:</b> 289B, 290, 328, 328J, 370J</p> <p><b>Vowel Diphthongs, 2.1: TE1:</b> 85; <b>TE3:</b> 296G, 296J, 296, 367C–367D, R12–R13; <b>PB:</b> 176, 202; <b>2.2: TE4:</b> 64</p> <p><b>Inflected Forms, 2.1: TE1:</b> 41C–41D, 73; <b>TE3:</b> 230B, 230E, 232, 248, 296J, 307, 335K, 335L, R4–R5; <b>PB:</b> 10, 136; <b>2.2: TE4:</b> 25, 58H, 58, 79, 88J, R8, R9; <b>TE5:</b> 122A–122B, 124, 181C–181D, 189, 222, 222G; <b>TE6:</b> 325C, 370, 370G–370H; <b>PB:</b> 27, 162</p> <p><b>Prefixes, 2.1: TE2:</b> 167; <b>2.2: TE5:</b> 182H, 191, R12–R13; <b>PB:</b> 110</p> <p><b>Suffixes, 2.1: TE3:</b> 296H, 322, 336H, R14–R15, R18–R19; <b>PB:</b> 177, 195; <b>2.2: TE4:</b> 55C; <b>TE5:</b> 122A–122B, 154H, 181C, 182G, 261C; <b>PB:</b> 11, 69, 92, 99</p>

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

## Writing Standard 1: Habits and Processes

We expect second-grade students to:

<p>◆ write daily;</p>	<p><b>Daily Language Practice, 2.1:</b> TE1: 41K, 41L, 79K, 79L, 111K, 111L; TE2: 153K, 153L, 177K, 177L, 209K, 209L; TE3: 263K, 263L, 295K, 295L, 333K, 335L, 367K, 367L; 2.2: TE4: 55K, 55L, 87K, 87L, 115K, 115L; TE5: 151K–151L, 181K–181J, 221K–221L, 261K–261L; TE6: 325K–325L, 369K–369L, 397K–397L</p>
<p>◆ generate their own topics and make decisions about which pieces to work on over several days or longer;</p>	<p><b>Choosing a Topic, 2.1:</b> TE1: 43A, 108, 111M; TE2: 155A; TE3: 265A; 2.2: TE4: 56, 57A, 57B, 87M</p>
<p>◆ extend pieces of writing by, for example, turning a narrative into a poem or a short description into a long report;</p>	<p><b>Extend Pieces of Writing, 2.1:</b> TE1: 43G; TE2: 155G, 209N, R31; PB: 124; 2.2: TE4: 57G; TE5: F282; TE6: 327G</p>
<p>◆ regularly solicit and provide useful feedback;</p>	<p><b>Conferencing, 2.1:</b> TE1: 43E; TE2: 155B, 155E; TE3: 265C, 265D, 265E, 265E; 2.2: TE4: 57E; TE5: 153E; TE6: 327E</p>
<p>◆ routinely reread, revise, edit and proofread their work;</p>	<p><b>Revising Writing, 2.1:</b> TE1: 43E; TE2: 155E; TE3: 265E; PB: 21, 86, 154; 2.2: TE4: 57E; TE5: 153E; TE6: 327E; PB: 19, 77, 153</p> <p><b>Proofreading, 2.1:</b> TE1: 43F; TE2: 155F; TE3: 265F; 2.2: TE4: 57F; TE5: 153F; TE6: 327F</p> <p><b>Improving Your Writing, 2.1:</b> TE1: 41L, 41N, 79L, 79N, 111L, 111N; TE2: 153L, 153N, 177L, 177N, 209L, 209N; TE3: 263L, 263N, 295L, 295N, 335L, 335N, 367L, 367N; PB: 17, 19, 41, 43, 56, 58, 82, 84, 105, 107, 122, 124, 150, 151, 173, 175, 191, 193, 209, 211; 2.2: TE4: 55L, 55N, 87L, 87N, 115L, 115N; TE5: 151L, 151N, 181L, 181N, 221L, 221N, 261L, 261N; TE6: 325L, 325N, 369L, 369N, 397L, 397N; PB: 18, 20, 41, 43, 58, 60, 83, 106, 108, 124, 126, 142, 144, 169, 171, 191, 193, 208, 210</p>
<p>◆ take on strategies and elements of author’s craft that the class has discussed in their study of literary works;</p>	<p><b>Using Exaggeration, TE3:</b> 327; <b>Using Humor, TE5:</b> 165; <b>Using Rhyme and Rhythm, 2.2:</b> TE4: 87M, 87N</p>

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

◆ apply commonly agreed-upon criteria and their own judgment to assess the quality of their own work; and	<b>Using a Scoring Rubric, 2.1:</b> TE1: 43G; TE2: 155G; TE3: 265G; 2.2: TE4: 57G; TE5: 153G; TE6: 327G
◆ polish at least 10 pieces throughout the year.	<b>Writing Lessons, 2.1:</b> SB: 36, 37, 74, 75, 148, 174, 204, 205, 258, 290, 330, 364; TE1: 41M–41N, 79M–79N, 111M–111N; TE2: 153M–153N, 177M–177N, 209M–209N, R30–R31; TE3: 263M–263N, 295M–295N, 333M–333N, 367M–367N; PB2.1: 18–19, 40–41, 57–58, 83–84, 106–107, 123–124, 151–152, 174–175, 192–193, 210–211; 2.2: SB: 52, 53, 84, 110, 146, 178, 216, 256, 320, 364, 394; PB: 19–20, 42–43, 59–60, 84–85, 107–108, 125–126, 143–144, 170–171, 192–193, 209–210
<b>Writing Standard 2: Writing Purposes and Resulting Genres</b>	
<b>Sharing Events, Telling Stories: Narrative Writing</b> By the end of the year, we expect second-grade students to produce fictional and auto-biographical narratives in which they:	
◆ incorporate some literary or “writing” language that does not sound like speech (for example, “Slowly, slowly he turned,” “For days and weeks and months, I’ve worked for this moment”);	<b>Incorporate Literary Language in Writing, 2.1:</b> SB: 213, 224; TE2: F222 <b>Using Exaggeration, TE3:</b> 327; <b>Using Humor, TE5:</b> 165; <b>Using Rhyme and Rhythm, 2.2:</b> TE4: 87M, 87N
◆ create a believable world and introduce characters, rather than simply recount a chronology of events, using specific details about characters and settings and developing motives and moods;	<b>Writing a Story, 2.1:</b> TE1: 42–43G; TE2: 79H, R19; TE3: 359, 361, 364, R35; PB: 20–24; 2.2: TE6: 295; <b>Experience Story, TE3:</b> R31; <b>Language Experience Story, TE6:</b> 370G; <b>Pourquoi Tale, 2.2:</b> TE4: R30; <b>Folktale, 2.2:</b> TE4: 110 <b>Writing About Setting, Characters, and Events, 2.1:</b> SB: 74; TE1: 41M, 41N; TE3: 263M, 263N
◆ develop internal events as well as external ones (for example, the child may tell not only what happened to a character but also what the character wondered, remembered and hoped);	<b>Developing Character’s Motivations, Feelings, and Traits, 2.1:</b> TE1: 41M–41N, 90; TE2: F215; TE3: 306; PB: 18–19
◆ write in first and third person; and	<b>Rewrite Scene from Another Point of View, TE2:</b> 148 <b>Rewrite Text as Character Thoughts, TE3:</b> 306

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

◆ use dialogue effectively.	<b>Writing Dialogue, 2.1:</b> SB: 42, 330; TE3: 295H; 330, R40; 2.2: TE5: 261M–261N
<b>Informing Others: Report or Informational Writing</b> By the end of the year, we expect second-grade students to produce reports that:	
◆ have an obvious organizational structure (often patterned after chapter book headings);	<b>Organization of Report/Informational Writing, 2.1:</b> SB: 174; TE3: 335M–335N, R40, R42; 2.2: SB: 52–53, 84, 178; TE4: 56–57G, 115M–115N; TE5: 211M–211N
◆ communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information;	<b>Writing Informative Pieces, 2.1:</b> SB: 264–265, 365; TE1: 36; TE2: 153M–153N, 174; TE3: 367N, R40, R41, R42; PB: 83–84; 2.2: SB: 53, 56–57, 84, 178, 326–327; TE4: 56–57G, 84, 115M–115N; TE5: 221M–221N; PB: 21–22, 59–60, 125–126
◆ usually have a concluding sentence or section; and	<b>Conclusion of Report/Informational Writing, 2.2:</b> SB: 57; TE4: 57, 57D
◆ use diagrams, charts or illustrations as appropriate to the text.	<b>Using Graphic Aids in Reports/ Informational Writing, 2.1:</b> TE3: R41, R42; 2.2: TE4: 57G, R34
<b>Getting Things Done: Functional and Procedural Writing</b> By the end of the year, we expect second-grade students to produce narrative procedures that:	
◆ establish a context for the piece;	<b>Context for Functional/Procedural Writing, 2.1:</b> TE2: 77, R25; TE2: 151; TE3: 331; 2.2: TE4: 35; TE6: 326, 327A, R27
◆ identify the topic;	<b>Topic for Functional/Procedural Writing, 2.1:</b> TE1: R25; TE2: R25; TE3: 331; 2.2: TE4: 35, 115F; TE6: 326, 327A, 327B
◆ show the steps in an action in enough detail to follow them;	<b>Steps of Functional/Procedural Writing, 2.1:</b> SB: 36, 175; TE1: 68, R25; TE2: 151, R30; 2.2: TE4: 115F; TE5: R33; TE6: 327, 327C, R27
◆ include relevant information;	<b>Functional Writing, 2.1:</b> SB: 36, 37; TE1: 36, 37, 68, 79F, 92, 108, 109, R25; TE2: 174, 175, R30, R31; 2.2: TE4: 35, 52, 55H, 55M–55N, 67  (continued)

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

◆ include relevant information; (continued)	<b>Writing Expository Pieces, (continued)</b> 2.1: <b>SB:</b> 36, 264–265; <b>TE1:</b> 77, 96; <b>TE2:</b> 151, 174; <b>TE3:</b> 319, 331, 335M–335N, R40; <b>PB:</b> 192–193; 2.2: <b>SB:</b> 178, 326–327; <b>TE4:</b> 115F; <b>TE5:</b> R33; <b>TE6:</b> 325M–325N, 326–327G, R27
◆ use language that is straightforward and clear; and	<b>Language for Functional/Procedural Writing,</b> 2.1: <b>SB:</b> 174; <b>TE2:</b> 174; 2.2: <b>TE4:</b> 55H; <b>TE6:</b> 327, 327C, R27
◆ frequently use pictures to illustrate steps in the procedure.	<b>Using Pictures in Functional/Procedural Writing,</b> <b>TE1:</b> 79F; <b>TE2:</b> R31; <b>TE3:</b> 331; 2.2: <b>TE6:</b> R27
<b>Producing Literature</b> By the end of the year, we expect second-grade students to:	
◆ write stories, poems, memoirs, songs and dramas — conforming to appropriate expectations for each form;	<b>Writing a Story, 2.1:</b> <b>TE1:</b> 42–43G; <b>TE2:</b> 79H, R19; <b>TE3:</b> 359, 361, 364, R35; <b>PB:</b> 20–24; 2.2: <b>TE6:</b> 295; <b>Experience Story,</b> <b>TE3:</b> R31; <b>Language Experience Story,</b> <b>TE6:</b> 370G; <b>Pourquoi Tale,</b> 2.2: <b>TE4:</b> R30; <b>Folktale, 2.2:</b> <b>TE4:</b> 110 <b>Writing Poetry, 2.1:</b> <b>TE1:</b> 108; <b>TE3:</b> 335; 2.2: <b>TE4:</b> 87M–87N, R29; <b>TE5:</b> 256; <b>TE6:</b> 320
◆ write a story using styles learned from studying authors and genres; and	<b>Writing a Story, 2.1:</b> <b>TE1:</b> 42–43G; <b>TE2:</b> 79H, R19; <b>TE3:</b> 359, 361, 364, R35; <b>PB:</b> 20–24; 2.2: <b>TE6:</b> 295; <b>Experience Story,</b> <b>TE3:</b> R31; <b>Language Experience Story,</b> <b>TE6:</b> 370G; <b>Pourquoi Tale,</b> 2.2: <b>TE4:</b> R30; <b>Folktale, 2.2:</b> <b>TE4:</b> 110
◆ write poetry using techniques they observe through a study of the genre.	<b>Writing Poetry, 2.1:</b> <b>TE1:</b> 108; <b>TE3:</b> 335; 2.2: <b>TE4:</b> 87M–87N, R29; <b>TE5:</b> 256; <b>TE6:</b> 320
<b>Responding to Literature</b> By the end of the year, we expect second-grade students to:	
◆ provide a retelling;	<b>Writing a Summary, 2.1:</b> <b>TE1:</b> 41A, 41B, 73; <b>TE3:</b> 292, 293, 294, 295; <b>TE6:</b> 369M–369N; <b>PB:</b> 192, 193
◆ write letters to the author, telling what they thought or asking questions;	Use the workshop “Writing a Friendly Letter,” <b>TE3:</b> 264–265G.

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

◆ make a plausible claim about what they have read (for example, suggesting a big idea or theme and offering evidence from the text);	<b>Writing Evidence from the Text,</b> <b>2.1: TE2:</b> 153A, 209B; <b>TE3:</b> 263A, 263K
◆ write variations on texts they have read, telling the story from a new point of view, putting in a new setting, altering a crucial character or rewriting the ending; and	<b>Rewrite Scene from Another Point of View,</b> <b>TE2:</b> 148 <b>Rewrite Text as Character Thoughts,</b> <b>TE3:</b> 306
◆ make connections between the text and their own ideas and lives.	<b>Personal Response to Literature,</b> <b>2.1: TE1:</b> 37, 75, 109; <b>TE2:</b> 149, 205; <b>TE3:</b> 259, 291, 331, 365; <b>2.2: TE4:</b> 53, 85, 111; <b>TE5:</b> 147, 179, 217, 257; <b>TE6:</b> 321, 365, 395
<b>Writing Standard 3: Language Use and Conventions</b>	
<b>Style and Syntax</b> <b>Using one's own language</b> – By the end of the year, we expect second-grade students to:	
◆ use all sentence patterns typical of spoken language;	<b>Sentence Types and Sentence Structure, 2.1:</b> <b>TE1:</b> 41K–41L, 43E, 79K–79L, 111K–111L, R23, R24; <b>TE2:</b> 153K–153L, 177K–177L, R26–R27R, 28–R29; <b>TE3:</b> 265E; <b>PB:</b> 15–17, 37–39, 54–56, 80–82, 103–105
◆ incorporate transition words and phrases; and	<b>Write Using Transition Words,</b> <b>2.1: TE1:</b> 42; <b>TE2:</b> 155D; <b>2.2: SB:</b> 178, 326, 327; <b>TE4:</b> 57D; <b>Tell What Happened in Order, TE2:</b> 148
◆ use various embeddings (phrases, modifiers) as well as coordination and subordination.	<b>Prepositional Phrases, 2.1: TE1:</b> 32; <b>TE6:</b> 375 <b>Sentence Combining: Compound Subjects,</b> <b>TE3:</b> 263L <b>Naming Yourself Last, 2.1: TE1:</b> 79L; <b>PB:</b> 39 <b>Using I and me, 2.2: TE4:</b> 87N; <b>PB:</b> 43
<b>Taking on language of authors</b> – By the end of the year, we expect second-grade students to:	
◆ use varying sentence patterns and lengths to slow reading down, speed it up or create a mood;	<b>Vary Sentences in Writing, 2.1: TE2:</b> 153L; <b>PB:</b> 82
◆ embed literary language where appropriate; and	<b>Incorporate Literary Language in Writing, 2.1: SB:</b> 213, 224; <b>TE2:</b> F222

SB: Student Book

TE: Teacher's Edition

PB: Practice Book

◆ reproduce sentence structures found in the various genres they are reading.	<b>Reproduce Sentence Structures from Literature Selections, 2.2: TE6:</b> 369N
<b>Vocabulary and Word Choice</b> Using one's own language – By the end of the year, we expect second-grade students to:	
◆ use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion; and	<b>Dictate Sentences/Story, 2.1: TE1:</b> 75, 80I, 88
◆ make word choices that reveal they have a large enough vocabulary to exercise options in word choice.	<b>Using Exact Nouns, 2.1: SB:</b> 74; <b>TE1:</b> 74; <b>TE3:</b> 263N, 335N; <b>2.2: TE4:</b> 57E, 87I
<b>Taking on language of authors</b> – By the end of the year, we expect second-grade students to:	
◆ make choices about which words to use on the basis of whether they accurately convey the intended meaning; and	<b>Using Exact Nouns, 2.1: SB:</b> 74; <b>TE1:</b> 74; <b>TE3:</b> 263N, 335N; <b>2.2: TE4:</b> 57E, 87I <b>Describing, 2.1: TE1:</b> 41M, 41N, 79M; <b>Describing In Order, TE2:</b> 155D
◆ extend their writing vocabulary by using specialized words related to the topic or setting of their writing (for example, the names of kinds of trees if they are writing about a forest).	<b>Specialized/Technical Vocabulary, 2.1: TE2:</b> 120, 153J; <b>2.2: TE4:</b> 58, 70, 72
<b>Spelling</b> By the end of the year, we expect second-grade students to be able to:	
◆ use a discernible logic to guide their spelling of unfamiliar words, making incorrect spellings less random;	<b>How to Study a Word, 2.1: PB:</b> 229, 232, 234, 236, 238, 240, 242, 244, 246; <b>2.2: PB:</b> 211, 214, 216, 218, 220, 222, 224
◆ produce writing in which most high-frequency words are spelled correctly;	<b>Frequently Misspelled Words,</b> <b>2.1: TE1:</b> 43F; <b>TE2:</b> 155F; <b>TE3:</b> 265F; <b>PB:</b> 230; <b>2.2: TE4:</b> 57F; <b>TE5:</b> 153F; <b>TE6:</b> 327F; <b>PB:</b> 212
◆ correctly spell most words with regularly spelled patterns such as consonant-vowel-consonant, consonant-vowel-consonant-silent <i>e</i> and one-syllable words with blends;	<b>Spelling Phonetically Regular Words,</b> <b>2.1: TE1:</b> 41G–41H, 79G–79H, 111G–111H; <b>TE2:</b> 153G–153H, 177G–177H, 209G–209H; <b>TE3:</b> 295G–295H, 333G–333H, 367G–367H; <b>2.2: TE4:</b> 55G–55H, 115G–115H; <b>TE6:</b> 325G–325H, <b>TE6:</b> 325G–325H, 369G–369H; <b>PB:</b> 12–14, 35–37, 52–54, 77–79, 100–102, 118–120, 136–138, 163–165, 185–187, (continued)

SB: Student Book

TE: Teacher's Edition

PB: Practice Book

◆ correctly spell most words with regularly spelled patterns such as consonant-vowel-consonant, consonant-vowel-consonant-silent <i>e</i> and one-syllable words with blends; (continued)	<b>Spelling Phonetically Regular Words, PB:</b> (continued) 202–204, 229 <b>Spelling Consonant Clusters, 2.1: TE2:</b> 177G–177H; <b>PB:</b> 99–101
◆ correctly spell most inflectional endings, including plurals and verb tenses; and	<b>Spelling Nouns that Change Spelling in the Plural, 2.1: TE3:</b> 367K–367L, R39; <b>PB:</b> 140–142, 167–169, 207–209; <b>The Verbs <i>is/are, was/were</i>, 2.2: TE5:</b> 261K–261L; <b>Other Irregular Verbs, 2.2: TE6:</b> 325K–325L <b>Spelling Words with <i>-er, -est</i>, 2.2: TE6:</b> 397K–397L, R24; <b>PB:</b> 206–208 <b>Spelling the Final <i>y</i> Sound, TE5:</b> 221G–221H; <b>PB:</b> 118–120, 237
◆ use correct spelling patterns and rules most of the time.	<b>CVC Spelling Pattern, 2.1: TE1:</b> 41G–41H; <b>PB:</b> 11–13 <b>VCe Pattern for Spelling, 2.1: TE1:</b> 111G–111H; <b>TE2:</b> 153G–153H; <b>PB:</b> 76–78
In addition, we expect these students to:	
◆ use specific spelling strategies during the writing process (for example, consult the word wall to check a spelling, think about the base and prefixes and suffixes they know); and	<b>Word Wall, 2.1: TE1:</b> 15A, 16, 41J, 44I, 79J, 80I, 111J; <b>TE2:</b> 119A, 153J, 156I, 177J, 178I, 209J; <b>2.2: TE4:</b> 15A, 16, 55J, 58I, 87J, 88I, 115J
◆ engage in the editing process, perhaps with a partner, to correct spelling errors.	<b>Proofreading, 2.1: TE1:</b> 43F; <b>TE2:</b> 155F; <b>TE3:</b> 265F; <b>2.2: TE4:</b> 57F; <b>TE5:</b> 153F; <b>TE6:</b> 327F
<b>Punctuation, Capitalization and Other Conventions</b> By the end of the year, we expect second-grade students to:	
◆ use capital letters at the beginnings of sentences;	<b>Capitalizing First Word of Sentence, 2.1: TE1:</b> 41K, 41L, 43L; <b>TE2:</b> 153K, 153L, 209K, 209L; <b>TE3:</b> 265E; <b>PB:</b> 80, 82, 120, 122
◆ use periods to end sentences;	<b>Period at End of Sentence, 2.1: TE2:</b> 153K, 153L, 209K, 209L; <b>PB:</b> 17, 80, 82–83
◆ approximate the use of quotation marks;	<b>Quotation Marks and Punctuation, 2.2: TE5:</b> 261N; <b>PB:</b> 144
◆ use capital letters and exclamation marks for emphasis;	<b>Capitalization for Emphasis, 2.1: TE3:</b> 273 (continued)

SB: Student Book

TE: Teacher’s Edition

PB: Practice Book

◆ use capital letters and exclamation marks for emphasis; (continued)	<b>Exclamation Mark, 2.1: TE2:</b> 209K, 209L; <b>PB:</b> 120–122
◆ use question marks; and	<b>Question Mark, 2.1: TE2:</b> 153K, 153L; <b>TE3:</b> 330; <b>PB:</b> 80, 82, 83
◆ use common contractions.	<b>Contractions, 2.1: TE1:</b> 59; <b>2.2: TE4:</b> 45; <b>TE5:</b> 154G, 154, 161, 181G–181H, R6–R7; <b>PB:</b> 91