

| ELA CCSS – Grade Two | | |
|---|---|--|
| Title of Program : Benchmark Literacy | | |
| Category 1: CCSS English Language Arts and Literacy K-5/6 | | |
| Publisher Name: Benchmark Education Company Date of Copyright: 2014 | | |
| Second Grade Reading Literary (RL) | | |
| Standard Number | Standard | Where Taught <i>BL TRS</i> = Benchmark Literacy Teacher Resource System <i>BWW TRS</i> = Benchmark Writer's Workshop Teacher Resource System <i>SpiralUp TRS</i> = SpiralUp Teacher Resource System |
| | Key Ideas and Details | |
| ELACC 2.RL.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | <u>BL TRS</u> : UNIT 1 : Week 3: 7, 8; UNIT 2 : Week 1: 2, 6, 8, 11; Week 2: 3, 4, 7; Week 3: 8; UNIT 3 : Week 3: 7; UNIT 4 : Week 1: 2, 3, 5, 6, 8; Week 2: 3, 12; Week 3: 7, 8; UNIT 5 : Week 1: 5, 6, 10; Week 3: 7; UNIT 6 : Week 1: 2, 5; Week 2: 3, 4, 7; UNIT 7 : Week 1: 5, 6, 7, 8; Week 2: 4, 7; UNIT 9 : Week 1: 6, 7, 8; Week 3: 7; UNIT 10 : Week 1: 5, 6; Week 2: 3, 4, 7; Week 3: 7, 8 <u>BWW TRS</u> : UNIT 2 : 6 |
| ELACC 2.RL.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | <u>BL TRS</u> : UNIT 1 : Week 3: 7; UNIT 2 : Week 2: 6, 9, 10; UNIT 3 : Week 3: 7; UNIT 4 : Week 1: 8, 10; Week 2: 2, 6, 7, 9; Week 3: 7; UNIT 5 : Week 1: 6, 7; Week 3: 7; UNIT 6 : Week 1: 5, 6, 7; Week 2: 6, 9, 10; Week 3: 7; UNIT 7 : Week 2: 6, 9, 10; Week 3: 7; UNIT 8 : Week 3: 8; UNIT 9 : Week 1: 6, 7; Week 3: 7; UNIT 10 : Week 1: 5, 6, 7, 8; Week 2: 6, 9, 10; Week 3: 7, 8 <u>BWW TRS</u> : UNIT 2 : 2, 3 |
| ELACC 2.RL.3 | Describe how characters in a story respond to major events and challenges. | <u>BL TRS</u> : UNIT 1 : Week 3: 8; UNIT 2 : Week 1: 3, 5, 6, 8, 11, 13; Week 2: 3, 4, 7, 11, 12; UNIT 4 : Week 1: 10; Week 2: 4, 9, 10; Week 3: 8; UNIT 5 : Week 1: 5; UNIT 6 : Week 2: 3, 4, 7, 11; UNIT 7 : Week 2: 4, 7, 11, 12; UNIT 9 : Week 3: 8; UNIT 10 : Week 2: 3, 4, 7, 11, 12 <u>BWW TRS</u> : UNIT 2 : 6–7, 10, 14, 22–23, 27 |
| | Craft and Structure | |
| ELACC 2.RL.4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | <u>BL TRS</u> : UNIT 2 : Week 2: 13; UNIT 7 : Week 2: 13; UNIT 10 : Week 2: 13 |
| ELACC 2.RL.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | <u>BL TRS</u> : UNIT 2 : Week 2: 6, 9; UNIT 4 : Week 1: 5, 6, 8, 10, 13; UNIT 6 : Week 2: 6, 9; UNIT 7 : Week 2: 6, 9; UNIT 10 : Week 2: 6, 9 <u>BWW TRS</u> : UNIT 2 : 18–19 UNIT 3 : 5 |
| ELACC 2.RL.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | <u>BL TRS</u> : UNIT 1 : Week 3: 5, 8; UNIT 2 : Week 2: 12; Week 3: 8; UNIT 3 : Week 3: 5, 8; UNIT 4 : Week 2: 9, 12; Week 3: 5, 8; UNIT 5 : Week 3: 2, 5, 8; UNIT 6 : Week 3: 8; UNIT 7 : Week 2: 5, 12; Week 3: 5, 8; UNIT 8 : Week 3: 8; UNIT 9 : Week 3: 8, 12; UNIT 10 : Week 3: 5, 8 <u>BWW TRS</u> : UNIT 2 : 6–7, 20 |
| | Integration of Knowledge and Ideas | |
| ELACC 2.RL.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | <u>BL TRS</u> : UNIT 2 : Week 1: 6, 8, 11; Week 2: 3, 4, 7; Week 3: 8; UNIT 4 : Week 2: 3, 4; Week 3: 8; UNIT 5 : Week 1: 6, 7; Week 3: 8; UNIT 6 : Week 1: 3; Week 2: 3, 4, 7; Week 3: 8; UNIT 7 : Week 1: 2, 3, 8; Week 2: 3, 4, 7; Week 3: 8; UNIT 8 : Week 3: 8; UNIT 9 : Week 1: 2, 3, 5, 7, 8; UNIT 10 : Week 1: 2, 3; Week 2: 3, 4, 7 <u>BWW TRS</u> : UNIT 2 : 26, 35 |
| ELACC 2.RL.8 | (Not applicable to literature) | |
| ELACC 2.RL.9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | <u>BL TRS</u> : UNIT 4 : Week 2: 2 |
| | Range of Reading and Level of Text Complexity | |

Correlated to the English Language Arts Common Core Standards

| | | |
|------------------|---|---|
| ELACC 2.RL.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <u>BL TRS:</u> UNIT 1: Week 3: 2, 5, 7, 8, 12; UNIT 2: Week 1: 6, 8, 11; Week 2: 6; Week 3: 8, 12; UNIT 3: Week 3: 2, 5, 7, 8, 12; UNIT 4: Week 1: 5, 8, 10; Week 3: 2, 5, 7, 8; UNIT 5: Week 1: 5, 6, 7; Week 3: 2, 5, 7, 8, 12; UNIT 6: Week 1: 5, 6; Week 2: 6; Week 3: 2, 5, 7, 8, 10; UNIT 7: Week 1: 6, 8; Week 2: 6; Week 3: 2, 5, 7, 8, 12; UNIT 8: Week 3: 2, 8, 12; UNIT 9: Week 1: 5, 6, 8; Week 3: 7, 8, 12; UNIT 10: Week 1: 6, 8; Week 2: 6; Week 3: 2, 5, 7, 8, 12 |
|------------------|---|---|

| ELA CCSS - Grade Two | | |
|---|--|--|
| Title of Program: <u>Benchmark Literacy</u> | | |
| Category 1: <u>CCSS English Language Arts and Literacy K-5/6</u> | | |
| Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u> | | |
| Second Grade Reading Informational (RI) | | |
| Standard Number | Standard | Where Taught <i>BL TRS</i> = Benchmark Literacy Teacher Resource System <i>BWW TRS</i> = Benchmark Writer's Workshop Teacher Resource System <i>SpiralUp TRS</i> = SpiralUp Teacher Resource System |
| | Key Ideas and Details | |
| ELACC 2.RI.1 | Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. | BL TRS: UNIT 1: Week 1: 2, 5, 6, 8, 10; Week 2: 4, 6, 9, 10, 11; Unit 2 Cross-Curricular Connections; UNIT 3: Week 1: 2, 5, 6, 10; Week 2: 4, 6, 9, 10, 11; UNIT 5: Week 1: 2; Week 2: 4, 6, 9, 11; UNIT 6: Week 1: 10; UNIT 7: Week 1: 10; UNIT 8: Week 1: 5, 10; Week 2: 4, 6, 9, 10, 11; UNIT 9: Week 1: 10; Week 2: 4, 6, 9, 10, 11; UNIT 10: Week 1: 10 BWW TRS: UNIT 1: 5, 6–7, 10 UNIT 3: 17, 38 |
| ELACC 2.RI.2 | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | BL TRS: UNIT 1: Week 1: 6, 8, 10; Week 2: 4, 6, 9, 11, 12; UNIT 3: Week 1: 10; Week 2: 4, 12; UNIT 5: Week 1: 8, 10; UNIT 6: Week 1: 8, 10; UNIT 7: Week 1: 10; UNIT 8: Week 1: 8, 10; Week 2: 4, 6, 9, 12; UNIT 9: Week 1: 10, 12; UNIT 10: Week 1: 10 BWW TRS: UNIT 1: 4–5, 6–7, 11 |
| ELACC 2.RI.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | BL TRS: UNIT 1: Week 1: 6; Week 2: 10, 12; UNIT 3: Week 1: 6, 7, 8, 10; Week 2: 4, 6, 9, 10, 11, 12; UNIT 5: Week 1: 10; Week 2: 4, 10; UNIT 8: Week 1: 7; Week 2: 9, 10, 11, 12; UNIT 9: Week 1: 10; Week 2: 4, 6, 9, 11, 12 BWW TRS: UNIT 1: 14–15 UNIT 3: 36–37 |
| | Craft and Structure | |
| ELACC 2.RI.4 | Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area. | BL TRS: UNIT 5: Week 2: 10 SpiralUp TRS: RL1: 2; RL2: 4, RL3: 6; RL4: 8; RL5: 10; U1: 15; U2: 23; U3: 31; U4: 39; U5: 47; U6: 55; U7: 63; U8: 71; U9: 79; U10: 87; U11: 95; U12: 103; U13: 111; U14: 119; U15: 127; U16: 135;; U17: 143; U18: 151; U19: 159; U20: 167; U21: 175; U22: 183; U23: 191; U24: 199; U25: 207; U26: 215; U27: 223; U28: 231; U29: 259; U30: 247 |
| ELACC 2.RI.5 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | BL TRS: UNIT 1: Week 1: 3; Week 2: 3, 7, 10, 11; UNIT 3: Week 1: 3; Week 2: 3, 7, 10, 11; Unit 4 Cross-Curricular Connections; UNIT 5: Week 1: 3; Week 2: 3, 7, 10; UNIT 8: Week 1: 5, 7, 8, 10; Week 2: 3, 7, 10, 11; UNIT 9: Week 2: 3, 7, 10 BWW TRS: UNIT 3: 11, 20, 50 |
| ELACC 2.RI.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | BL TRS: UNIT 1: Week 2: 4, 10; UNIT 2: Week 3: 7; UNIT 3: Week 1: 6; Week 2: 10, 11; UNIT 8: Week 1: 6; Week 2: 4,10, 11; Week 3: 7; UNIT 9: Week 2: 4, 10 BWW TRS: UNIT 1: 2, 10, 11 UNIT 3: 2, 4, 6, 36–37 |
| | Integration of Knowledge and Ideas | |
| ELACC 2.RI.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | BL TRS: UNIT 1: Week 2: 7; UNIT 3: Week 2: 7; UNIT 5: Week 2: 7, 11; UNIT 8: Week 1: 2, 3; Week 2: 7; UNIT 9: Week 2: 7 BWW TRS: UNIT 1: 2, 3, 5, 46, 47 UNIT 3: 4–5, 21, 50, 51 |
| ELACC 2.RI.8 | Describe how reasons support specific points the author makes in a text. | BL TRS: UNIT 1: Week 1: 6, 8; UNIT 5: Week 1: 8, 10; UNIT 6: Week 1: 8; UNIT 8: Week 1: 6 |
| ELACC 2.RI.9 | Compares and contrast the most important points presented by two texts on the same topic. | BL TRS: Unit 9: Week 3: 10, 11 ***See Small Group Correlation Attached for Specific Titles. |
| | Range of Reading and Level of Text Complexity | |

Correlated to the English Language Arts Common Core Standards

| | | |
|------------------|--|---|
| ELACC 2.RI.10 | By the end of the 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. | <u>BL TRS:</u> UNIT 1: Week 1: 6, 8; UNIT 2: Week 3: 2, 5, 7; Unit 2 Cross-Curricular Connections; UNIT 3: Week 1: 6, 8; UNIT 5: Week 1: 8, 10; UNIT 6: Week 1: 8, 10; UNIT 7: Week 1: 10; UNIT 8: Week 1: 5, 6, 8 ,10; Week 3: 5, 7; UNIT 10: Week 1: 10 |
|------------------|--|---|

| ELA CCSS - Grade Two | | |
|---|---|---|
| Title of Program: <u>Benchmark Literacy</u> | | |
| Category 1: <u>CCSS English Language Arts and Literacy K-5/6</u> | | |
| Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u> | | |
| Second Grade Reading Foundational (RF) | | |
| Standard Number | Standard | Where Taught <i>BL TRS</i> = Benchmark Literacy Teacher Resource System <i>BWW TRS</i> = Benchmark Writer's Workshop Teacher Resource System <i>SpiralUp TRS</i> = SpiralUp Teacher Resource System |
| | Print Concepts | |
| NA | Kindergarten and 1 st grade only | |
| | Phonological Awareness | |
| NA | Kindergarten and 1 st grade only | |
| | Phonics and Word Recognition | |
| ELACC 2.RF.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | BL TRS: UNIT 1: Week 3: 5, 6; Week 3: 12; UNIT 2: Week 3: 5, 6, 12; UNIT 3: Week 3: 5, 6, 12; UNIT 4: Week 3: 5, 6; UNIT 5: Week 3: 6, 12; UNIT 6: Week 1: 5; Week 3: 6, 12; UNIT 7: Week 3: 6, 12; UNIT 8: Week 3: 6, 12; UNIT 9: Week 3: 6, 12; UNIT 10: Week 3: 6, 10, 12 |
| | a. Distinguish long and short vowels when reading regularly spelled one-syllable words. | SpiralUp TRS: U1: 12; U2: 20, 24, 25; U3: 28, 30, 33; U4: 36; U5: 44; U6: 52; U7: 60; U8: 73; U9: 78; U10: 84-86; U12: 100; U20: 167 |
| | b. Know spelling-sound correspondences for additional common vowel teams. | SpiralUp TRS: U4: 36-38, 40-41; U5: 44-46, 49; U6: 52-54; U7: 60-62, 65; U8: 68-70, 73; U9: 76-78; U10: 84-86, 88; U11: 92-94, 96; U12: 100-102, 105; U13: 108-110, 112; U14: 116-118,121; U15: 124-126, 128-129; U16: 132-134, 136-137; U22: 180 |
| | c. Decode regularly spelled two-syllable words with long vowels. | BL TRS: UNIT 8: Week 3: 10 SpiralUp TRS: U2: 23-25; U3: 30-32; U4: 39-41; U5: 46-49; U6: 55-57; U7: 62-65; U12: 103-105; U13: 113; U20: 164; U21: 172-175 |
| | d. Decode words with common prefixes and suffixes. | BL TRS: UNIT 8: Week 3: 10 SpiralUp TRS: U20-31: 163-258 |
| | e. Identify words with inconsistent but common spelling-sound correspondences. | SpiralUp TRS: U8: 68-70, 73; U9: 76-78; U10: 84-86, 88; U11: 92-94, 96; U12: 100-102, 105; U13: 108-110, 112-113; U14: 116-118, 121; U15: 124-126, 128-129; U16: 132-134, 137; U17: 140-142, 145; U18: 148-149; U23: 188 |
| | f. Recognize and read grade-appropriate irregularly spelled words. | SpiralUp TRS: U1-32: 11-259 |
| | Fluency | |
| ELACC 2.RF.4 | Read with sufficient accuracy and fluency to support comprehension. | |
| | a. Read on-level text with purpose and understanding. | BL TRS: UNIT 1: Week 1: 6, 8, 10; Week 2: 4, 6, 9; Week 3: 5, 7, 8, 10, 12; UNIT 2: Week 1: 6, 8, 11; Week 2: 6, 9; Week 3: 5, 7, 8, 10, 12; Unit 2 Cross-Curricular Connections; UNIT 3: Week 1: 6, 7, 8, 10; Week 2: 4, 6, 9; Week 3: 5, 7, 8, 10, 12; UNIT 4: Week 1: 5, 6, 8, 10; Week 2: 3, 6, 7, 9, 12; Week 3: 5, 6, 7, 8, 10; UNIT 5: Week 1: 6, 7, 8, 10; Week 2: 4, 6, 9; Week 3: 5, 7, 8, 12; UNIT 6: Week 1: 6, 7, 8, 10; Week 2: 6, 9; Week 3: 5, 7, 8, 10, 12; UNIT 7: Week 1: 6, 7, 8, 10; Week 2: 6, 9; Week 3: 2, 5, 7, 8, 10, 12; UNIT 8: Week 1: |

Correlated to the English Language Arts Common Core Standards

| | | |
|--|---|---|
| | | 6, 7, 8, 10; Week 2: 4, 6, 9; Week 3: 5, 7, 8, 10, 12; UNIT 9: Week 1: 6, 7, 8, 10; Week 2: 4, 6, 9; Week 3: 7, 8, 10, 12; UNIT 10: Week 1: 6, 7, 8, 10; Week 2: 6, 9; Week 3: 5, 7, 8, 12 BWW TRS: UNIT 2: 29 UNIT 3: 43, 47 SpiralUp TRS: U1-32: 11-259 |
| | b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | BL TRS: UNIT 1: Week 3: 5, 6, 8, 12; UNIT 2: Week 2: 6, 9, 12; Week 3: 5, 6, 8, 12; UNIT 3: Week 3: 5, 6, 8, 12; Week 2: 3, 6, 7, 9, 12; Week 3: 5, 8; UNIT 5: Week 3: 5, 6, 8, 12; UNIT 6: Week 2: 6, 9, 12; Week 3: 5, 6, 8, 12; UNIT 7: Week 2: 5, 6, 9, 12; Week 3: 2, 5, 6, 8, 12; Week 3: 5, 6, 8, 12; UNIT 9: Week 3: 6, 8, 12; UNIT 10: Week 2: 6, 9, 12; Week 3: 5, 6, 8, 12 BWW TRS: UNIT 1: 25, 27 UNIT 3: 44, 45–46, 47, 49 SpiralUp TRS: RL1: 2; RL2: 4, RL3: 6; RL4: 8; RL5: 10; U1: 14-17; U2: 22-25; U3: 30-33; U4: 38-41; U5: 46-49; U6: 54-57; U7: 62-65; U8: 70-73; U9: 78-81; U10: 86-89; U11: 94-97; U12: 102-105; U13: 110-113; U14: 118-121; U15: 126-129; U16: 134-137; U17: 142-145; U18: 150-153; U19: 158-161; U20: 166-169; U21: 174-177; U22: 182-185; U23: 190-193; U24: 198-201; U25: 206-209; U26: 214-217; U27: 222-225; U28: 230-233; U29: 258-261; U30: 246-249 |
| | c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | BL TRS: UNIT 1: Week 1: 10; Week 3: 8, 12; UNIT 2: Week 1: 11; Week 3: 8, 12; UNIT 3: Week 1: 10; Week 3: 8, 12; UNIT 4: Week 1: 10; Week 3: 8; UNIT 5: Week 3: 8, 12; UNIT 6: Week 1: 5, 8, 10; Week 3: 8, 10, 12; UNIT 7: Week 1: 5, 10; Week 3: 8, 12; UNIT 8: Week 1: 5; Week 3: 8, 12; UNIT 9: Week 1: 8; Week 3: 8, 12; UNIT 10: Week 1: 5, 8, 10; Week 3: 8, 12 SpiralUp TRS: U1: 17; U2: 25; U3: 33; U4: 41; U5: 49; U6: 57; U7: 65; U8: 73; U9: 81; U10: 89; U11: 97; U12: 105; U13: 113; U14: 121; U15: 129; U16: 137; U17: 145; U18: 153; U19: 161; U20: 169; U21: 177; U22: 185; U23: 193; U24: 201; U25: 209; U26: 217; U27: 225; U28: 233; U29: 261; U30: 249; U31: 257; U32: 265 |

| ELA CCSS - Grade Two | | |
|---|---|--|
| Title of Program: <u>Benchmark Literacy</u> | | |
| Category 1: <u>CCSS English Language Arts and Literacy K-5/6</u> | | |
| Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u> | | |
| Second Grade Writing (W) | | |
| Standard Number | Standard | Where Taught <i>BL TRS</i> = Benchmark Literacy Teacher Resource System <i>BWW TRS</i> = Benchmark Writer's Workshop Teacher Resource System <i>SpiralUp TRS</i> = SpiralUp Teacher Resource System |
| | Text Types and Purposes | |
| ELACC 2.W.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | BL TRS: UNIT 10: Unit 10 Cross-Curricular Connections <u>Writing to Sources Handbook:</u> 4,6, 8,10,12,14,16,18,20,22 |
| ELACC 2.W.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | BL TRS: UNIT 2: Unit 2 Cross-Curricular Connections; UNIT 3: Week 2: 14; UNIT 9: Week 2: 14; UNIT 10: Unit 10 Cross Curricular Connections BWW TRS: UNIT 3: 3, 5, 7, 9, 11, 13, 15, 16–17, 19, 21, 22–23, 25, 26, 27, 31, 35, 37, 39, 41, 49, 51 <u>Writing to Sources Handbook:</u> 4,6, 8,10,12,14,16,18,20,22 |
| ELACC 2.W.3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | BL TRS: UNIT 1: Week 2: 14; UNIT 2: Week 2: 14; UNIT 5: Week 2: 14; UNIT 6: Week 2: 14; UNIT 7: Week 2: 14; UNIT 8: Week 2: 14; UNIT 10: Week 2: 14 BWW TRS: UNIT 1: 5, 7, 8, 9, 11, 12–13, 15, 17, 18–19, 20, 21, 22–23, 25, 26, 27, 28–29, 31, 32, 33, 34, 35, 36–37, 39, 41, 43, 45, 47 UNIT 2: 3, 5, 7, 9, 11, 13, 15, 19, 21, 25, 27, 29, 33, 35, 37 <u>Writing to Sources Handbook:</u> 4,6, 8,10,12,14,16,18,20,22 |
| | Production and Distribution of Writing | |
| ELACC 2.W.4 | (Begins in grade 3) | |
| ELACC 2.W.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | BL TRS: UNIT 1: Week 1: 13; Week 2: 14; UNIT 2: Week 1: 13; Week 2: 14; UNIT 3: Week 1: 13; Week 2: 14; UNIT 4: Week 1: 13; Week 2: 14; UNIT 5: Week 1: 13; Week 2: 14; UNIT 6: Week 1: 13; Week 2: 14; UNIT 7: Week 1: 13; Week 2: 14; UNIT 8: Week 1: 13; Week 2: 14; UNIT 9: Week 1: 13; Week 2, 14; UNIT 10: Week 1: 13; Week 2: 14 BWW TRS: UNIT 1: 27, 28–29, 31, 33, 35, 36–37, 44, 45 UNIT 2: 21, 31, 33, 36, 37, 43, 44, 45, 47 UNIT 3: 23, 25, 31, 35, 37, 39, 40, 41, 48, 49, 51 <u>Writing to Sources Handbook:</u> 3, 24 |
| | a. May include prewriting. | BL TRS: UNIT 1: Week 1: 13; Week 2: 14; UNIT 2: Week 1: 13; Week 2: 14; UNIT 3: Week 1: 13; Week 2: 14; UNIT 4: Week 1: 13; Week 2: 14; UNIT 5: Week 1: 13; Week 2: 14; UNIT 6: Week 1: 13; Week 2: 14; UNIT 7: Week 1: 13; Week 2: 14; UNIT 8: Week 1: 13; Week 2: 14; UNIT 9: Week 1: 13; Week 2, 14; UNIT 10: Week 1: 13; Week 2: 14 BWW TRS: UNIT 1: 27, 28–29, 31, 33, 35, 36–37, 44, 45 UNIT 2: 21, 31, 33, 36, 37, 43, 44, 45, 47 UNIT 3: 23, 25, 31, 35, 37, 39, 40, 41, 48, 49, 51 <u>Writing to Sources Handbook:</u> 3, 24 |
| ELACC 2.W.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | BWW TRS: UNIT 2: 45 <u>Writing to Sources Handbook:</u> 3, 24 |
| | Research to Build and Present Knowledge | |

Correlated to the English Language Arts Common Core Standards

| | | |
|-----------------|--|---|
| ELACC 2.W.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | BL TRS: UNIT 1: Week 1: 2, 3, 5, 8; Week 2: 3, 10, 11, 14; Week 3: 2, 8, 13; Unit 1 Cross-Curricular Connections; UNIT 2: Week 1: 2, 3, 5, 6, 8; Week 2: 4, 6, 7, 12; Week 3: 2, 8, 13; Unit 2 Cross-Curricular Connections; UNIT 3: Week 1: 2, 4, 5, 6, 8; Week 2: 3, 10, 11, 14; Week 3: 2, 8, 13; Unit 3 Cross-Curricular Connections; UNIT 4: Week 1: 2, 3, 6, 8; Week 2: 2, 3, 6, 7, 12, 14; Week 3: 2, 13; Unit 4 Cross-Curricular Connections; UNIT 5: Week 1: 2, 3, 5, 6, 8; Week 2: 3, 11, 12, 14; Week 3: 2, 8, 13; Unit 5 Cross-Curricular Connections; UNIT 6: Week 1: 2, 3, 6, 8; Week 2: 4, 6, 7, 12, 13, 14; Week 3: 2, 8, 13; Unit 6 Cross-Curricular Connections; UNIT 7: Week 1: 2, 3, 5, 6, 8; Week 2: 6, 7, 12; Week 3: 2, 8, 13; Unit 7 Cross-Curricular Connections; UNIT 8: Week 1: 2, 3, 5, 6, 8; Week 2: 3, 10, 11, 14; Week 3: 2, 8, 13; Unit 8 Cross-Curricular Connections; UNIT 9: Week 1: 2, 3, 5, 6, 8; Week 2: 3, 11, 14; Week 3: 8, 13; Unit 9 Cross-Curricular Connections; UNIT 10: Week 1: 2, 3, 5, 8; Week 2: 4, 6, 7, 12; Week 3: 2, 8, 13 BWW TRS: UNIT 3: 9, 11, 17 |
| ELACC 2.W.8 | Recall information from experiences or gather information from provided sources to answer a question. | BL TRS: UNIT 1: Week 1: 13; Week 2: 2, 4, 6, 9, 10, 11, 12, 14; Week 3: 8, 13; Unit 1 Cross-Curricular Connections; UNIT 2: Week 1: 13; Week 2: 2, 6; Week 3: 8, 13; UNIT 3: Week 1: 13; Week 2: 2, 4, 6, 9, 10, 11, 12, 14; Week 3: 8, 13; UNIT 4: Week 1: 13; Week 2: 3, 6, 7, 10, 12, 14; Week 3: 13; Unit 4 Cross-Curricular Connections; UNIT 5: Week 1: 13; Week 2: 2, 4, 6, 9, 11, 12, 14; Week 3: 8, 13; Unit 5 Cross-Curricular Connections; UNIT 6: Week 1: 13; Week 2: 2, 6; Week 3: 8, 13; UNIT 7: Week 1: 13; Week 2: 2, 6; Week 3: 8, 13; UNIT 8: Week 1: 13; Week 2: 2, 4, 6, 9, 10, 11, 12, 14; Week 3: 8, 13; Unit 8 Cross-Curricular Connections; UNIT 9: Week 1: 13; Week 2: 4, 6, 9, 11, 12, 14; Week 3: 8, 13; Unit 9 Cross-Curricular Connections; UNIT 10: Week 1: 13; Week 2: 2, 6, 8, 13 BWW TRS: UNIT 1: 3, 5, 9, 15 UNIT 2: 5, 9, 11, 13, 17, 19, 23, 25, 27, 33, 35, 39, 41, 47 UNIT 3: 5, 7, 9, 10–11, 13, 15, 17, 19, 21, 23, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49 |
| ELACC 2.W.9 | <i>(Begins in grade 4)</i> | |
| | Range of Writing | |
| ELACC 2.W.10 | <i>(Begins in grade 3)</i> | |

Correlated to the English Language Arts Common Core Standards

| ELA CCSS - Grade Two | | |
|---|--|---|
| Title of Program: <u>Benchmark Literacy</u> | | |
| Category 1: <u>CCSS English Language Arts and Literacy K-5/6</u> | | |
| Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u> | | |
| Second Grade Speaking and Listening (SL) | | |
| Standard Number | Standard | Where Taught <i>BL TRS</i> = Benchmark Literacy Teacher Resource System <i>BWW TRS</i> = Benchmark Writer's Workshop Teacher Resource System <i>SpiralUp TRS</i> = SpiralUp Teacher Resource System |
| | Comprehension and Collaboration | |
| ELACC 2.SL.1 | Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. | |
| | a. Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). | <u>BL TRS:</u> UNIT 1: Week 1: 2, 3, 5, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 10, 11, 12, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 1 Cross-Curricular Connections; UNIT 2: Week 1: 2, 3, 5, 6, 8, 10, 12, 13; Week 2: 2, 3, 4, 7, 9, 10, 12, 13, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 2 Cross-Curricular Connections; UNIT 3: Week 1: 2, 3, 4, 5, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 10, 11, 12, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 3 Cross-Curricular Connections; UNIT 4: Week 1: 2, 3, 6, 8, 9, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 10, 11, 12, 13, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; UNIT 5: Week 1: 2, 3, 5, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 10, 11; Week 3: 3, 5, 6, 7, 8, 10, 12, 13; Unit 5 Cross-Curricular Connections; UNIT 6: Week 1: 2, 3, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 7, 9, 10, 12, 13, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; UNIT 7: Week 1: 2, 3, 5, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 7, 9, 10, 12, 13; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 7 Cross-Curricular Connections; UNIT 8: Week 1: 2, 3, 5, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 10, 11, 12, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 8 Cross-Curricular Connections; UNIT 9: Week 1: 2, 3, 5, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 10, 11, 12, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 9 Cross-Curricular Connections; UNIT 10: Week 1: 2, 3, 5, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 7, 9, 10, 12, 13, 14; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 10 Cross Curricular Connections; <u>BWW TRS:</u> UNIT 1: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 UNIT 2: 3, 5, 7, 9, 10, 11, 13, 14–15, 17, 19, 21, 22, 23, 24–25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 UNIT 3: 3, 5, 6, 7, 9, 10–11, 13, 15, 17, 19, 21, 22–23, 25, 26, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45–46, 47, 49, 51 |
| | b. Build on others’ talk in conversations by linking their comments to the remarks of others. | <u>BL TRS:</u> UNIT 1: Week 1: 2, 3, 5, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 10, 11, 12, 14; ; Week 3: 2, 5, 6, 7, 8, 10, 12, 13; Unit 1 Cross-Curricular Connections; UNIT 2: Week 1: 2, 3, 5, 6, 8, 10, 12, 13; Week 2: 2, 3, 4, 7, 9, 10, 12, 13, 14; Week 3: 2, 7, 8, 10, 12, 13; Unit 2 Cross-Curricular Connections; UNIT 3: Week 1: 2, 4, 5, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 10, 11, 12, 14; Week 3: 2, 7, 8, 10, 12, 13; Unit 3 Cross-Curricular Connections; UNIT 4: Week 1: 2, 3, 6, 8, 9, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 10, 11, 12, 13, 14; Week 3: 2, 7, 8, 10, 12, 13; UNIT 5: Week 1: 2, 3, 5, 6, 7, 9, 12; Week 2: 2, 3, 4, 6, 7, 9, 10, 11; Week 3: 2, 7, 8, 10, 12, 13; Unit 5 Cross-Curricular Connections; UNIT 6: Week 1: 2, 3, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 7, 9, 10, 12, 13, 14; Week 3: 2, 7, 8, 10, 12, 13; UNIT 7: Week 1: 2, 3, 5, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 7, 9, 10, 12, 13; Week 3: 2, 7, 8, 10, 12, 13; Unit 7 Cross-Curricular Connections; UNIT 8: Week 1: 2, 3, 5, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 10, 11, 12, 14; Week 3: 2, 7, 8, 10, 12, 13; Unit 8 Cross-Curricular Connections; UNIT 9: Week 1: 2, 3, 5, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 6, 7, 9, 10, 11, 12, 14; Week 3: 2, 7, 8, 10, 12, 13; Unit 9 Cross-Curricular Connections; UNIT 10: Week 1: 2, 3, 5, 6, 7, 8, 9, 12, 13; Week 2: 2, 3, 4, 7, 9, 10, 12, 13, 14; Week 3: 2, 7, |

Correlated to the English Language Arts Common Core Standards

| | | |
|---------------------|---|--|
| | | 8, 10, 12, 13; Unit 10 Cross-Curricular Connections BWW TRS: UNIT 1: 3, 9, 13, 19, 23, 29, 33, 41, 43 UNIT 2: 3, 7, 9, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 UNIT 3: 3, 5, 7, 9, 10–11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 49, 51 |
| | c. Ask for clarification and further explanation as needed about the topics and texts under discussion. | BL TRS: UNIT 1: Week 1: 3, 5, 7, 9, 12; Week 2: 4, 7; Unit 1 Cross-Curricular Connections; UNIT 2: Week 1: 2, 3, 5, 6, 13; Week 2: 7; Week 3: 8, 12; Unit 2 Cross-Curricular Connections; UNIT 3: Week 1: 2, 4, 5, 7, 9, 12; Week 2: 7; Week 3: 8, 12; Unit 3 Cross-Curricular Connections; UNIT 4: Week 1: 3, 6, 9, 12; Week 2: 6, 10, 12, 13; Week 3: 8, 12; UNIT 5: Week 1: 3, 5, 7, 8, 9, 12, 13; Week 2: 7; Week 3: 8, 12; Unit 5 Cross-Curricular Connections; UNIT 6: Week 1: 3, 7, 9, 12; Week 2: 4, 7; Week 3: 8, 12; Week 3: 3, 7, 9, 12; UNIT 7: Week 2: 7; Week 3: 8, 12; Unit 7 Cross-Curricular Connections; UNIT 8: Week 1: 3, 5, 7, 9, 12; Week 2: 7; Week 3: 7, 12; Unit 8 Cross-Curricular Connections; UNIT 9: Week 1: 3, 5, 7, 9, 12; Week 2: 7; Week 3: 7, 12; Unit 9 Cross-Curricular Connections; UNIT 10: Week 1: 3, 5, 7, 9, 12; Week 2: 4, 7; Week 3: 8, 12; Unit 10 Cross-Curricular Connections BWW TRS: UNIT 1: 3, 5, 9, 13, 15, 19, 23, 35, 41 UNIT 2: 3, 7, 9, 13, 14–15, 17, 19, 22, 23, 25, 27, 31, 33, 35, 37, 39, 41, 45, 47 UNIT 3: 3, 4, 5, 6, 7, 9, 10–11, 15, 17, 19, 21, 22–23, 25, 26, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 |
| ELACC 2.SL.2 | Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media. | BL TRS: UNIT 1: Week 2: 3, 4, 6, 9; Week 2: 11, 12; Week 3: 2, 5, 8, 10; UNIT 2: Week 2: 3, 4, 7, 14; Week 3: 2, 5, 8, 10; UNIT 3: Week 2: 3, 4, 6, 9, 10, 11, 12; Week 3: 2, 5, 8, 10; UNIT 4: Week 2: 2, 6, 7, 12; Week 3: 2, 5, 8, 10; UNIT 5: Week 2: 3, 4, 6, 9; Week 3: 2, 5, 8, 10; UNIT 6: Week 2: 3, 4, 7, 14; Week 3: 2, 5, 8, 10; UNIT 7: Week 2: 3, 4, 7, 14; Week 3: 2, 5, 8, 10; UNIT 8: Week 2: 3, 4, 6, 9, 10, 11, 12; Week 3: 2, 5, 8, 10; UNIT 9: Week 2: 3, 4, 6, 9, 10, 11, 12; Week 3: 8, 10; UNIT 10: Week 2: 3, 4, 7, 14; Week 3: 2, 5, 8, 10 BWW TRS: UNIT 1: 5, 17 UNIT 2: 3, 4–5, 6–7, 9, 10, 14–15, 24–25, 26 UNIT 3: 3, 5, 9, 13, 14–15, 19, 21, 22–23, 25, 26, 27, 29, 33, 35, 39, 41, 43, 45–46, 47, 48, 49, 51 |
| ELACC 2.SL.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | BL TRS: UNIT 6: Week 3: 10 BWW TRS: UNIT 1: 7 UNIT 2: 3, 4, 13 UNIT 3: 12–13, 48 |
| | Presentation of Knowledge and Ideas | |
| ELACC 2.SL.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | BL TRS: UNIT 1: Week 1: 2; Week 3: 8; Unit 1 Cross-Curricular Connections; UNIT 2: Week 1: 2; Week 3: 8; UNIT 3: Week 1: 2; Week 3: 8; UNIT 4: Week 1: 2; Week 3: 8; UNIT 5: Week 1: 2; Week 2: 11; Week 3: 8 ; UNIT 6: Week 1: 2; Week 3: 8; UNIT 7: Week 1: 2; Week 3: 8; UNIT 8: Week 1: 2; Week 3: 8; UNIT 9: Week 1: 2; Week 3: 8; UNIT 10: Week 1: 2; Week 3: 8 BWW TRS: UNIT 1: 3, 5, 7, 9, 11, 13, 15, 19, 23 UNIT 2: 3, 5, 7, 8, 9, 21, 23, 27, 31, 33, 35, 37, 46 UNIT 3: 3, 5, 7, 9, 10–11, 12–13, 15, 17, 19, 21, 23, 25, 26, 27, 29, 33, 35, 37, 39, 41, 47 |
| ELACC 2.SL.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | BL TRS: UNIT 1: Week 3: 12; UNIT 2: Week 3: 12; UNIT 3: Week 3: 12; Unit 3 Cross-Curricular Connections; Unit 4 Cross-Curricular Connections; UNIT 5: Week 3: 12; Unit 5 Cross-Curricular Connections; UNIT 6: Week 3: 12; Unit 6 Cross-Curricular Connections; UNIT 7: WEEK 3: 12; Unit 7 Cross-Curricular Connections; UNIT 8: Week 3: 12; Unit 8 Cross-Curricular Connections; UNIT 9: Week 3: 12; UNIT 10: Week 3: 12 BWW TRS: UNIT 1: 47 UNIT 3: 21 |
| ELACC 2.SL.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Standards 1 and 3 for specific expectations.) | BL TRS: UNIT 1: Week 2: 3, 6, 9; Week 3: 10; UNIT 3: Week 2: 3, 6, 9, 10; UNIT 4: Week 2: 6, 7; Week 3: 10; UNIT 5: Week 2: 6, 9; Week 3: 10; Unit 5 Cross-Curricular Connections; UNIT 6: Week 2: 13; Week 3: 10; UNIT 7: Week 3: 10; UNIT 8: Week 2: 3, 6, 9, 10; Unit 8 Cross-Curricular Connections; UNIT 9: Week 2: 3, 4, 6, 9; Week 3: 10; UNIT 10: Week 3: 10 BWW TRS: UNIT 1: 30, 31 UNIT 2: 35 UNIT 3: 31, 35, 41 |

| ELA CCSS - Grade Two | | |
|---|---|---|
| Title of Program: <u>Benchmark Literacy</u> | | |
| Category 1: <u>CCSS English Language Arts and Literacy K-5/6</u> | | |
| Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u> | | |
| Second Grade Language (L) | | |
| Standard Number | Standard | Where Taught <i>BL TRS = Benchmark Literacy Teacher Resource System</i> <i>BWW TRS = Benchmark Writer's Workshop Teacher Resource System</i> <i>SpiralUp TRS = SpiralUp Teacher Resource System</i> |
| | Conventions of Standard English | |
| ELACC 2.L.1 | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | BL TRS: UNIT 2: Week 2: 14; UNIT 6: Week 2: 14; UNIT 7: Week 2: 14; UNIT 10: Week 2: 14 |
| | a. Use collective nouns (e.g., <i>group</i>). | SpiralUp TRS: U20: 167; U21: 172; <i>Writing to Sources Handbook</i> : 26 |
| | b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). | <i>Writing to Sources Handbook:</i> 28 |
| | c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). | BWW TRS: UNIT 2: 7 <i>Writing to Sources Handbook:</i> 29 |
| | d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). | BWW TRS: UNIT 2: 16–17, 28, 29 SpiralUp TRS: U14: 119; U16: 135; U21: 179-187; U26: 212 <i>Writing to Sources Handbook:</i> 31 |
| | e. Use adjectives and adverbs, and choose between them depending on what is to be modified. | BL TRS: UNIT 3: Week 3: 10; UNIT 6: Week 3: 10; UNIT 8: Week 3: 10 BWW TRS: UNIT 1: 22–23, 24, 25, 34, 35, 36–37, 38, 39 UNIT 2: 30, 31 UNIT 3: 37 SpiralUp TRS: U25: 203-210; U26: 212-214; U30: 248 <i>Writing to Sources Handbook:</i> 32, 33, 34, 35, 36 |
| | f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). | BWW TRS: UNIT 1: 30, 31 UNIT 2: 3 UNIT 3: 24, 25, 31, 35, 37, 39, 41 <i>Writing to Sources Handbook:</i> 37 |
| | g. Creates documents with legible handwriting. | BL TRS: UNIT 1: Week 1: 2, 3, 5, 8; Week 2: 3, 10, 11, 14; Week 3: 2, 8, 13; Unit 1 Cross-Curricular Connections; UNIT 2: Week 1: 2, 3, 5, 6, 8; Week 2: 4, 6, 7, 12; Week 3: 2, 8, 13; Unit 2 Cross-Curricular Connections; UNIT 3: Week 1: 2, 4, 5, 6, 8; Week 2: 3, 10, 11, 14; Week 3: 2, 8, 13; Unit 3 Cross-Curricular Connections; UNIT 4: Week 1: 2, 3, 6, 8; Week 2: 2, 3, 6, 7, 12, 14; Week 3: 2, 13; Unit 4 Cross-Curricular Connections; UNIT 5: Week 1: 2, 3, 5, 6, 8; Week 2: 3, 11, 12, 14; Week 3: 2, 8, 13; Unit 5 Cross-Curricular Connections; UNIT 6: Week 1: 2, 3, 6, 8; Week 2: 4, 6, 7, 12, 13, 14; Week 3: 2, 8, 13; Unit 6 Cross-Curricular Connections; UNIT 7: Week 1: 2, 3, 5, 6, 8; Week 2: 6, 7, 12; Week 3: 2, 8, 13; Unit 7 Cross-Curricular Connections; UNIT 8: Week 1: 2, 3, 5, 6, 8; Week 2: 3, 10, 11, 14; Week 3: 2, 8, 13; Unit 8 Cross-Curricular Connections; UNIT 9: Week 1: 2, 3, 5, 6, 8; Week 2: 3, 11, 14; Week 3: 8, 13; Unit 9 Cross-Curricular Connections; UNIT 10: Week 1: 2, 3, 5, 8; Week 2: 4, 6, 7, 12; Week 3: 2, 8, 13 BWW TRS: UNIT 3: 9, 11, 17 |
| ELACC 2.L.2 | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | BL TRS: UNIT 1: Week 1: 13; UNIT 2: Week 1: 13; Week 2: 14; UNIT 3: Week 1: 13; UNIT 4: Week 1: 13; UNIT 5: Week 1: 13; UNIT 6: Week 1: 13; Week 2: 14; UNIT 7: Week 1: 13; Week 2: 14; UNIT 8: Week 1: 13; UNIT 9: Week 1: 13; UNIT 10: Week 1: 13; Week 2: 14 |
| | a. Capitalize holidays, product | BWW TRS: UNIT 1: 16, 17, 28–29 UNIT 2: 42, 43 |

Correlated to the English Language Arts Common Core Standards

| | | |
|-------------|--|--|
| | names, and geographic names. | <i>Writing to Sources Handbook</i> : 41, 42, 43 |
| | b. Use commas in greetings and closings of letters. | <i>Writing to Sources Handbook</i> : 44, 45 |
| | c. Use an apostrophe to form contractions and frequently occurring possessives. | BWW TRS: UNIT 1 : 42–43 <i>Writing to Sources Handbook</i> : 46 |
| | d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>). | SpiralUp TRS: U1-32 : 11-265 |
| | e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | BL TRS: UNIT 2 : Week 3: 10 |
| | Knowledge of Language | |
| ELACC 2.L.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| | a. Compare formal and informal uses of English. | <i>Writing to Sources Handbook</i> : 52 |
| | Vocabulary Acquisition and Use | |
| ELACC 2.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. | BL TRS: UNIT 1 : Week 3: 10; UNIT 2 : Week 3: 10; UNIT 3 : Week 3: 3; UNIT 5 : Week 3: 10; UNIT 8 : Week 2: 3; UNIT 9 : Week 2: 3; Week 3: 10; UNIT 10 : Week 3: 10 |
| | a. Use sentence-level context as a clue to the meaning of a word or phrase. | BL TRS: UNIT 1 : Week 3: 10; UNIT 2 : Week 3: 10; UNIT 3 : Week 3: 10; UNIT 4 : Week 3: 10; UNIT 7 : WEEK 3: 10; UNIT 10 : Week 3: 10 SpiralUp TRS: RL1 : 2; RL2 : 4, RL3 : 6; RL4 : 8; RL5 : 10; U1 : 15; U2 : 23; U3 : 31; U4 : 39; U5 : 47; U6 : 55; U7 : 63; U8 : 71; U9 : 79; U10 : 87; U11 : 95; U12 : 103; U13 : 111; U14 : 119; U15 : 127; U16 : 135; U17 : 143; U18 : 151; U19 : 159; U20 : 167; U21 : 175; U22 : 183; U23 : 191; U24 : 199; U25 : 207; U26 : 215; U27 : 223; U28 : 231; U29 : 259; U30 : 247; U31 : 255; U32 : 263 |
| | b. 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>). | BWW TRS: UNIT 1 : 32, 33 |
| | c. 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>). | SpiralUp TRS: U23 : 188; U24 : 196, 198; U26 : 212, 215; U27 : 220, 223; U28 : 228; U29-32 : 236-265 |
| | d. 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>). | SpiralUp TRS: U18 : 148, 150 |
| | e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | BL TRS: UNIT 2 : Week 3: 10 |
| ELACC 2.L.5 | Demonstrate understanding of word relationships and nuances in word meanings. | |
| | a. Identify real-life connections between words and their use (e.g., describe foods that <i>are spicy</i> or <i>juicy</i>). | BL TRS: UNIT 1 : Week 2: 2; UNIT 2 : Week 2: 2; UNIT 3 : Week 2: 2; UNIT 4 : Week 2: 2; UNIT 5 : Week 2: 2, 12; UNIT 6 : Week 2: 2; Week 3: 10; UNIT 7 : Week 2: 2; UNIT 8 : Week 2: 2, 12; UNIT 9 : Week 2: 2, 12; UNIT 10 : Week 2: 2 BWW TRS: UNIT 1 : 20, 21 UNIT 3 : 34 |
| | b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely | BL TRS: UNIT 4 : Week 2: 13; UNIT 5 : Week 3: 10 BWW TRS: UNIT 2 : 46–47 |

Correlated to the English Language Arts Common Core Standards

| | | |
|----------------|---|--|
| | related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). | |
| ELACC 2.L.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). | BL TRS: UNIT 1: Week 1: 13; Week 3: 2, 7, 10, 13; UNIT 2: Week 1: 13; Week 2: 4, 7, 11, 12, 14; Week 3: 2, 7, 10, 13; UNIT 3: Week 1: 13; Week 3: 2, 7, 10, 13; UNIT 4: Week 1: 13; Week 3: 2, 7, 10, 13; UNIT 5: Week 1: 13; Week 2: 12; Week 3: 2, 7, 10, 13; UNIT 6: Week 1: 10, 13; Week 2: 4, 7, 11, 12, 13, 14; Week 3: 2, 7, 10, 13; UNIT 7: Week 1: 13; Week 2: 7, 11, 12, 13, 14; Week 3: 7, 10, 13; UNIT 8: Week 1: 13; Week 3: 2, 7, 10, 13; UNIT 9: Week 1: 13; Week 3: 7, 13; UNIT 10: Week 1: 13; Week 2: 4, 7, 11, 12, 14; Week 3: 2, 7, 10, 13 BWW TRS: UNIT 1: 32, 33 UNIT 2: 32, 33, 34, 35, 37 |