

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
Reading Literature: Key Ideas and Details				
ELAGSE2RL1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 114, 116-117, 130-131, 154-155, 158-159, 176-177 Unit 1: pp. 28-29, 38-39, 48-49 Unit 2: pp. 20-21, 24-25, 30-31, 34-35, 40-41, 44-45, 48-49 Unit 3: pp. 48-49 Unit 4: pp. 20-21, 24-25, 30-31, 34-35, 38-39, 40-41, 44-45, 48-49 Unit 5: pp. 48-49 Unit 7: pp. 48-49 Unit 8: pp. 8-9, 10-11, 12-13 Unit 10: pp. 30-31, 34-35, 48-49		
ELAGSE2RL2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 70-73, 82-85 Unit 4: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 74-77, 94-97, 98-101, 106-109 Unit 8: pp. 8-9, 10-11 Unit 9: pp. 8-9, 10-11, 94-97 Unit 10: pp. 8-9, 10-11, 32-33, 36-37		
ELAGSE2RL3	Describe how characters in a story respond to major events and challenges.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 158-159 Unit 2: pp. 20-21, 24-25, 30-31, 34-35, 44-45, 62-65, 74-77, 78-81, 90-93, 98-101, 106-109 Unit 4: pp. 8-9, 20-21, 24-25, 40-41, 44-45, 66-69, 74-77, 106-109 Unit 6: pp. 6-7, 10-11, 82-85, 90-93, 94-97 Unit 9: pp. 8-9, 10-11, 34-35, 78-81, 94-97		
Reading Literature: Craft and Structure				
ELAGSE2RL4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 110-113 Unit 2: pp. 110-113 Unit 3: pp. 110-113 Unit 4: pp. 94-97, 110-113 Unit 5: pp. 110-113		
ELAGSE2RL5	Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 158-159 Unit 2: pp. 62-65, 94-97 Unit 6: pp. 82-85, 94-97 Unit 9: pp. 90-93, 94-97		
ELAGSE2RL6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 66-69, 74-77, 98-101, 106-109, 114-117		
Reading Literature: Integration of Knowledge and Ideas				
ELAGSE2RL7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	TEACHER'S RESOURCE SYSTEM: Unit 6: pp. 110-113 Unit 8: pp. 48-49 Unit 10: pp. 90-93		
ELAGSE2RL9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 56-57, 106-109 Unit 6: pp. 106-109		
Reading Literature: Range of Reading and Level of Text Complexity				
ELAGSE2RL10	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.	Students interact independently with text each day. See the Independent Reading section in every mini-lesson.		

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
Reading Foundational Skills: Phonics and Word Recognition				
ELAGSE2RF3	Know and apply grade-level phonics and word analysis skills in decoding words.			
ELAGSE2RF3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 22-23 Unit 2: pp. 22-23, 26-27, 32-33, 36-37 Unit 3: pp. 22-23, 26-27, 42-43 Unit 5: pp. 42-43 Unit 7: pp. 46-47	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 20-23, 24-27, 28-31, 32-35, 36-39, 40-43, 44-47, 48-51, 52-55 Unit 1: pp. 4-7, 8-11, 12-15, 20-21, 24-25, 28-29, 34-35, 40-41, 44-45, 56-57 Unit 2: pp. 56-59, 60-63, 64-67, 68-69, 70-71, 72-75 Unit 3: pp. 108-111, 112-115, 116-119, 122-123, 128-131 Unit 4: pp. 168-171 Unit 6: pp. 4-7, 8-11, 20-23, 24-27, 28-31, 34-35 Unit 8: pp. 108-111, 112-115, 116-119, 122-123	
ELAGSE2RF3.b	Know spelling-sound correspondences for additional common vowel teams.	TEACHER'S RESOURCE SYSTEM: Unit 7: pp. 32-33 Unit 9: pp. 42-43	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 36-39, 40-43, 48-49, 50-52 Unit 2: pp. 56-59, 60-63, 64-67, 68-69, 70-71, 72-75, 84-85, 86-87, 88-91, 100-101, 102-104 Unit 3: pp. 108-111, 112-115, 120-121, Unit 5: pp. 228-231, 232-235, 240-241, 242-243, 244-247, 256-257, 258-260 Unit 6: pp. 4-7, 18-11, 12-15, 6-17, 18-19, 20-23, 24-227, 28-31, 32-33, 34-35, 36-39, 40-43, 44-47, 48-49, 50-52	
ELAGSE2RF3.c	Decode regularly spelled two-syllable words with long vowels.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 46-47	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 72-75 Unit 1: pp. 20-23, 24-27, 28-31, 32-33, 34-35, 36-39, 48-49, 50-52 Unit 2: pp. 56-59, 68-69, 70-71, 72-75, 84-85, 86-87, 88-91, 100-101, 102-104 Unit 3: pp. 108-111, 120-121 Unit 5: pp. 212-215, 220-223, 224-225, 226-227	
ELAGSE2RF3.d	Decode words with common prefixes and suffixes.		TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 68-69 Unit 4: pp. 188-189, 192-195 Unit 5: pp. 256-257 Unit 8: pp. 124-155 Unit 9: pp. 160-175	
ELAGSE2RF3.e	Identify words with inconsistent but common spelling-sound correspondences.		TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 36-37, 42, 46 Unit 2: pp. 56-59, 62, 66, 72-74, 78, 88-89, 100-101 Unit 3: pp. 114, 130, 146, 150 Unit 4: pp. 166, 170, 182, 186 Unit 5: pp. 222,234, 238, 250 Unit 7: pp. 94, Unit 9: pp. 166, 186, 198, Unit 10: pp. 234, 238	

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
Reading Foundational Skills: Fluency				
ELAGSE2RF4	Read with sufficient accuracy and fluency to support comprehension.			
ELAGSE2RF4.a	Read on-level text with purpose and understanding.	Teacher's Support: See the Bridge to Transfer section of every mini-lesson.	<p>TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 8, 11, 39, 43, 51, 59, 79 Unit 1: pp. 16-17, 32-33, 48-49 Unit 2: pp. 68-69, 84-85, 100-101 Unit 3: pp. 120-121, 136-137, 152-153 Unit 4: pp. 172-173, 188-189, 204-205 Unit 5: pp. 224-225, 240-241, 256-257 Unit 6: pp. 16-19, 32-35, 48-51 Unit 7: pp. 68-71, 84-87, 100-103 Unit 8: pp. 120-123, 136-139, 152-155 Unit 9: pp. 172-175, 188-191, 204-207 Unit 10: pp. 224-227, 240-243, 256-259</p> <p>My Word Study Volume 1 My Word Study Volume 2</p>	
ELAGSE2RF4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 136-137, 138-139, 140-141 Unit 1: pp. 14-15, 22-23, 26-27, 28-29, 32-33, 36-37, 38-39, 42-43, 46-47, 48-49 Unit 2: pp. 14-15, 22-23, 26-27, 28-29, 32-33, 36-37, 38-39, 42-43, 46-47, 48-49 Unit 3: pp. 14-15, 22-23, 26-27, 28-29, 32-33, 36-37, 38-39, 42-43, 46-47, 48-49 Unit 4: pp. 14-15, 22-23, 26-27, 28-29, 32-33, 36-37, 38-39, 42-43, 46-47, 48-49 Unit 5: pp. 14-15, 22-23, 26-27, 28-29, 32-33, 36-37, 38-39, 42-43, 46-47, 48-49 Unit 6: pp. 14-15, 22-23, 26-27, 28-29, 32-33, 36-37, 38-39, 42-43, 46-47, 48-49 Unit 7: pp. 14-15, 22-23, 26-27, 28-29, 32-33, 36-37, 38-39, 42-43, 46-47, 48-49 Unit 8: pp. 14-15, 22-23, 26-27, 28-29, 32-33, 36-37, 38-39, 42-43, 46-47, 48-49 Unit 9: pp. 14-15, 22-23, 26-27, 28-29, 32-33, 36-37, 38-39, 42-43, 46-47, 48-49 Unit 10: pp. 14-15, 22-23, 26-27, 28-29, 32-33, 36-37, 38-39, 42-43, 46-47, 48-49</p>	<p>TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 6-7, 8, 11, 32, 39, 43, 51, 59, 79 Unit 1: pp. 18-19, 34-35, 50-51 Unit 2: pp. 70-71, 86-87, 101-102 Unit 3: pp. 122-123, 138-139, 154-155 Unit 4: pp. 175-176, 190-191, 206-207 Unit 5: pp. 226-227, 242-243, 257-258 Unit 6: pp. 18-19, 23, 34-35, 50-51 Unit 7: pp. 70-71, 86-87, 102-103 Unit 8: pp. 122-123, 138-139, 154-155 Unit 9: pp. 174-175, 190-191, 206-207 Unit 10: pp. 226-227, 242-243, 258-259</p> <p>My Word Study Volume 1 My Word Study Volume 2</p>	
ELAGSE2RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 120-121, 128-129 Unit 7: pp. 32-33, 36-37, 62-65, 78-81 Unit 10: pp. 24-25</p>	<p>TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 8-9, 24-25, 40-41 Unit 2: pp. 60-61, 76-77, 92-93 Unit 3: pp. 112-113, 128-129, 144-145 Unit 4: pp. 164-165, 180-181, 196-197 Unit 5: pp. 216-217, 232-233, 248-249 Unit 6: pp. 18-19, 24-25, 40-41 Unit 7: pp. 60-61, 76-77, 92-93 Unit 8: pp. 112-113, 128-129, 144-145 Unit 9: pp. 164-165, 180-181, 196-197 Unit 10: pp. 216-217, 232-233, 248-249</p> <p>My Word Study Volume 1 My Word Study Volume 2</p>	

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE2RF4.d	Read grade-appropriate irregularly spelled words.		TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: p. 3 Unit 1: pp. 6, 10, 17, 19, 22, 30, 38, 42, 49, 51 Unit 2: pp. 58, 66, 74, 78, 82, 85, 87, 90, 94, 98, 101, 103 Unit 3: pp. 118, 121, 126, 130, 134, 137, 139, 142, 150, 153 Unit 4: pp. 162, 166, 170, 173, 175, 178, 182, 186, 189, 191, 194, 198, 202, 205, 207 Unit 5: pp. 214, 218, 222, 225, 227, 230, 234, 238, 241, 243, 246, 250, 254, 257, 259 Unit 6: pp. 6, 10, 14, 17, 19, 22, 26, 30, 33, 35, 38, 42, 46, 49, 51 Unit 7: pp. 58, 62, 66, 69, 71, 74, 78, 82, 85, 87, 90, 98, 101, 103 Unit 8: pp. 110, 114, 118, 121, 123, 130, 134, 137, 153 Unit 9: pp. 166, 170, 173, 175, 178, 182, 186, 189, 191, 192-207 Unit 10: pp. 214, 218, 222, 225, 227, 230, 234, 238, 241, 243, 246	
Reading Standards for Informational Text: Key Ideas and Details				
ELAGSE2RI1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 124-125, 134-135 Unit 1: pp. 20-21, 24-25, 30-31, 34-35, 40-41, 44-45, 62-65, 82-85 Unit 3: pp. 24-25, 30-31, 34-35, 40-41, 44-45 Unit 5: pp. 24-25, 30-31, 34-35 Unit 7: pp. 24-25, 30-31, 34-35, 40-41, 44-45 Unit 8: pp. 20-21, 24-25 Unit 10: pp. 24-25, 40-41, 44-45, 62-65		
ELAGSE2RI2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 30-31, 74-77, 106-109 Unit 3: pp. 20-21, 40-41, 62-65, 82-85 Unit 5: pp. 24-25, 30-31, 34-35, 40-41, 44-45, 74-77, 106-109 Unit 8: pp. 44-45 Unit 9: pp. 62-65, 74-77, 98-101		TEACHER'S RESOURCE SYSTEM: Volume 6: Mini-Lesson 1: pp. 12-13
ELAGSE2RI3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 34-35, 94-97 Unit 3: pp. 74-77, 90-93, 98-101 Unit 5: pp. 66-69, 98-101 Unit 7: pp. 66-69 Unit 8: pp. 66-69 Unit 9: pp. 20-21 Unit 10: pp. 98-101		TEACHER'S RESOURCE SYSTEM: Volume 6: Mini-Lesson 1: pp. 12-13
Reading Standards for Informational Text: Craft and Structure				
ELAGSE2RI4	Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 70-73, 86-89, 102-105 Unit 3: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 70-73, 86-89, 102-105 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 86-89, 102-105 Unit 7: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 70-73, 90-93, 102-105 Unit 9: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 86-89		
ELAGSE2RI5	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.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 152-153 Unit 1: pp. 4-5, 6-7, 24-25, 40-41, 44-45, 66-69, 98-101 Unit 3: pp. 44-45, 94-97 Unit 7: pp. 40-41, 44-45, 74-77, 98-101 Unit 8: pp. 24-25, 74-77, 98-101, 106-109 Unit 9: pp. 66-69, 106-109 Unit 10: pp. 98-101		TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 5: pp. 60-61

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE2RI6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 78-81 Unit 3: pp. 66-69, 106-109 Unit 5: pp. 78-81, 94-97 Unit 7: pp. 94-97 Unit 9: pp. 44-45, 98-101		TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 2: pp. 12-21
Reading Standards for Informational Text: Integration of Knowledge and Ideas				
ELAGSE2RI7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 122-123, 152-153 Unit 1: pp. 4-5, 6-7, 24-25, 40-41, 44-45, 66-69, 98-101 Unit 3: pp. 44-45, 94-97 Unit 7: pp. 34-35, 44-45, 74-77, 98-101 Unit 8: pp. 4-5, 12-13, 24-25, 40-41, 74-77, 98-101, 106-109 Unit 9: pp. 66-69		
ELAGSE2RI8	Describe how reasons support specific points the author makes in a text.	TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 78-81, 90-93		
ELAGSE2RI9	Compare and contrast the most important points presented by two texts on the same topic.	TEACHER'S RESOURCE SYSTEM: Unit 7: pp. 106-109 Unit 8: pp. 106-109 Unit 10: pp. 106-109		
Reading Standards for Informational Text: Range of Reading and Level of Text Complexity				
ELAGSE2RI10	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.	Students interact independently with text each day. See the Independent Reading section in every mini-lesson.		
Writing: Text Types and Purposes				
ELAGSE2W1	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.			TEACHER'S RESOURCE SYSTEM: Volume 5: Mini-Lessons 1-30B: pp. 10-137
ELAGSE2W2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 1-30: pp. 10-127 Volume 6: Mini-Lessons 1-30B: pp. 10-135
ELAGSE2W3	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.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 1, 3, 6-10, 11-15, 16-20: pp. 44-47, 52-55, 66-85, 112-131, 132-149 Volume 3: Mini-Lessons 1-30B: pp. 10-139 Personal Narrative Mini-Volume: Mini-Lessons: 21-30: pp. 152-189
W.2.4	Begins in Grade 3			

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
Writing: Production and Distribution of Writing				
ELAGSE2W5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 12-17: pp. 116-139 Volume 2: Mini-Lessons 11-25: pp. 52-111 Volume 3: Mini-Lessons 9, 11-25, 29A-B, 30A-B: pp. 46-49, 54-113, 128-137 Volume 4: Mini-Lessons 7-12: pp. 40-63 Volume 5: Mini-Lessons 11-30B: pp. 52-137 Volume 6: Mini-Lessons 10-25, 29B-30B: pp. 48-111, 130-135 Personal Narrative Mini-Volume: Mini-Lessons 23-29: pp. 158-185
ELAGSE2W5.a	May include prewriting.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 13-14: pp. 62-69 Volume 4: Mini-Lesson 6: pp. 36-39 Volume 5: Mini-Lessons 7-9: pp. 36-47 Volume 6: Mini-Lessons 6-8, 18: pp. 32-43, 80-83
ELAGSE2W6	With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 56-57 Unit 2: pp. 56-57 Unit 3: pp. 56-57 Unit 4: pp. 56-57 Unit 5: pp. 56-57 Unit 6: pp. 56-57 Unit 7: pp. 56-57 Unit 8: pp. 56-57 Unit 9: pp. 56-57 Unit 10: pp. 56-57		TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 28: pp. 120-121 Volume 4: Mini-Lessons 12-13: pp. 60-67
Research to Build and Present knowledge				
ELAGSE2W7	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).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 56-57 Unit 2: pp. 56-57 Unit 3: pp. 56-57 Unit 4: pp. 56-57 Unit 5: pp. 56-57 Unit 6: pp. 56-57 Unit 7: pp. 56-57 Unit 8: pp. 56-57 Unit 9: pp. 56-57 Unit 10: pp. 56-57		
ELAGSE2W8	Recall information from experiences or gather information from provided sources to answer a question.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 56-57 Unit 2: pp. 56-57 Unit 3: pp. 56-57 Unit 4: pp. 56-57 Unit 5: pp. 56-57 Unit 6: pp. 56-57 Unit 7: pp. 56-57 Unit 8: pp. 56-57 Unit 9: pp. 56-57 Unit 10: pp. 56-57		
W.2.9	Begins in grade 4			
W.2.10	Begins in grade 3			

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
Speaking and Listening: Comprehension and Collaboration				
ELAGSE2SL1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.			
ELAGSE2SL1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 130-131 Unit 1: pp. 58-61, 114-117 Unit 2: pp. 58-61, 114-117 Unit 3: pp. 58-61, 114-117 Unit 4: pp. 58-61, 114-117 Unit 5: pp. 58-61, 114-117 Unit 6: pp. 58-61, 114-117 Unit 7: pp. 58-61, 114-117 Unit 8: pp. 58-61, 114-117 Unit 9: pp. 58-61, 114-117 Unit 10: pp. 58-61, 114-117		
ELAGSE2SL1.b	Build on others' talk in conversations by linking their comments to the remarks of others.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 130-131 Unit 1: pp. 20-21, 24-25, 30-31, 34-35, 40-41, 44-45, 58-61, 114-117 Unit 2: pp. 20-21, 24-25, 30-31, 34-35, 40-41, 44-45, 58-61, 114-117 Unit 3: pp. 20-21, 24-25, 30-31, 34-35, 40-41, 44-45, 58-61, 114-117 Unit 4: pp. 20-21, 24-25, 30-31, 34-35, 40-41, 44-45, 58-61, 114-117 Unit 5: pp. 20-21, 24-25, 30-31, 34-35, 40-41, 44-45, 58-61, 114-117 Unit 6: pp. 24-25, 30-31, 34-35, 40-41, 44-45, 58-61, 114-117 Unit 7: pp. 20-21, 24-25, 34-35, 40-41, 44-45, 58-61, 114-117 Unit 8: pp. 20-21, 24-25, 34-35, 40-41, 44-45, 58-61, 114-117 Unit 9: pp. 20-21, 24-25, 34-35, 40-41, 44-45, 58-61, 114-117 Unit 10: pp. 20-21, 24-25, 34-35, 40-41, 44-45, 58-61, 114-117		
ELAGSE2SL1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 130-131 Unit 1: pp. 58-61, 114-117 Unit 2: pp. 58-61, 114-117 Unit 3: pp. 58-61, 114-117 Unit 4: pp. 58-61, 114-117 Unit 5: pp. 58-61, 114-117 Unit 6: pp. 58-61, 114-117 Unit 7: pp. 58-61, 114-117 Unit 8: pp. 58-61, 114-117 Unit 9: pp. 58-61, 114-117 Unit 10: pp. 58-61, 114-117		
ELAGSE2SL2	Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 34-35, 38-39 Unit 2: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 34-35, 38-39 Unit 3: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 34-35, 38-39 Unit 4: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 34-35 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 7: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 8: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 9: pp. 4-5, 6-7, 8-9, 10-11, 12-13 Unit 10: pp. 4-5, 6-7, 8-9, 10-11, 12-13		
ELAGSE2SL3	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.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 56-57, 114-117 Unit 2: pp. 56-57, 114-117 Unit 3: pp. 56-57, 114-117 Unit 4: pp. 56-57, 114-117 Unit 5: pp. 56-57, 114-117 Unit 6: pp. 56-57, 114-117 Unit 7: pp. 56-57, 114-117 Unit 8: pp. 56-57, 114-117 Unit 9: pp. 56-57, 114-117 Unit 10: pp. 56-57, 114-117		

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
Speaking and Listening: Presentation of Knowledge and Ideas				
ELAGSE2SL4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	TEACHER'S RESOURCE SYSTEM: Unit 10: pp. 86-89		TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 27-28: pp. 118-125 Volume 4: Mini-Lesson 13: pp. 64-67
ELAGSE2SL5	With guidance and support, 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.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 56-57 Unit 2: pp. 56-57 Unit 3: pp. 56-57 Unit 4: pp. 56-57 Unit 5: pp. 56-57 Unit 6: pp. 56-57 Unit 7: pp. 56-57 Unit 8: pp. 56-57 Unit 9: pp. 56-57 Unit 10: pp. 56-57		TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 26-28: pp. 114-125 Volume 4: Mini-Lesson 13: pp. 64-67
ELAGSE2SL6	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.)	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 56-57, 114-117 Unit 2: pp. 56-57, 114-117 Unit 3: pp. 56-57, 114-117 Unit 4: pp. 56-57, 114-117 Unit 5: pp. 56-57, 114-117 Unit 6: pp. 56-57, 114-117 Unit 7: pp. 56-57, 114-117 Unit 8: pp. 56-57, 114-117 Unit 9: pp. 56-57, 114-117 Unit 10: pp. 56-57, 114-117		TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 26-28: pp. 114-125 Volume 4: Mini-Lesson 13: pp. 64-67
Language Standards: Conventions of Standard English				
ELAGSE2L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
ELAGSE2L1.a	Use collective nouns (e.g., group).			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 120-129
ELAGSE2L1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).		TEACHER'S RESOURCE SYSTEM: Unit 8: pp. 108-123, 144, 147, 155 Unit 9: pp. 180-182, 190 Unit 10: pp. 212-213, 215, 218, 221	GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 128-129, 136-139
ELAGSE2L1.c	Use reflexive pronouns (e.g., myself, ourselves).			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 194-199
ELAGSE2L1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 142-143, 150-159
ELAGSE2L1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.		TEACHER'S RESOURCE SYSTEM: Unit 9: pp. 143, 160-163 Unit 10: pp. 219, 229	TEACHER'S RESOURCE SYSTEM: Volume 4: Mini-Lesson 9: pp. 48-51 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 174-179, 184-193

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE2L1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 17: pp. 76-79 Volume 3: Mini-Lesson 20: pp. 90-93 Volume 5: Mini-Lesson 19: pp. 84-87 Volume 6: Mini-Lesson 22: pp. 96-99 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 14-21, 24-49 Unit 2: pp. 86-95
ELAGSE2L1.g	Create documents with legible handwriting.			TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lesson 25: pp. 110-115 Volume 5: Mini-Lesson 26: pp. 112-115 Cursive Writing Practice Handwriting Practice
ELAGSE2L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
ELAGSE2L2.a	Capitalize holidays, product names, and geographic names.	TEACHER'S RESOURCE SYSTEM: Unit 7: 44-47		GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 228-237, 258-259
ELAGSE2L2.b	Use commas in greetings and closings of letters.			TEACHER'S RESOURCE SYSTEM: Volume 5: Mini-Lesson 25: pp. 108-111 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 78-85
ELAGSE2L2.c	Use an apostrophe to form contractions and frequently occurring possessives.		TEACHER'S RESOURCE SYSTEM: Unit 7: pp. 76-78 Unit 10: pp. 213, 216-217, 218 220-221, 224-225, 227	GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 238-247
ELAGSE2L2.d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		TEACHER'S RESOURCE SYSTEM: Unit 6: pp. 6-7, 10-11, 16-17, 19, 20, 22-23, 24, 32, 35, 38-39, 42-43, 46, 48, 51 Unit 7: pp. 89 Unit 8: pp. 109 Unit 9: pp. 161, 166, 172, 177, 182, 186, 188, 193, 197-198, 201 Unit 10: pp. 213, 229, 245, 250	TEACHER'S RESOURCE SYSTEM: Volume 5: Mini-Lesson 23: pp. 100-103
ELAGSE2L2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 56-57 Unit 2: pp. 56-57 Unit 3: pp. 56-57 Unit 4: pp. 56-57 Unit 5: pp. 56-57 Unit 6: pp. 56-57 Unit 7: pp. 56-57 Unit 8: pp. 56-57 Unit 9: pp. 56-57 Unit 10: pp. 56-57		TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 15: pp. 128-131 Volume 2: Mini-Lesson 24: pp. 104-107
Language: Knowledge of Language				
ELAGSE2L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
ELAGSE2L3.a	Compare formal and informal uses of English.			TEACHER'S RESOURCE SYSTEM: Volume 5: Mini-Lesson 21: pp. 92-95

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
Vocabulary Acquisition and Use				
ELAGSE2L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.			
ELAGSE2L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	<p>TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 130-131, 134-135, 148-149 Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15 Unit 2: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 86-89, 102-105 Unit 3: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 70-73, 86-89, 102-105 Unit 4: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 70-73, 82-85, 102-105 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 86-89 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15 Unit 7: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15 Unit 8: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15 Unit 9: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 38-39, 86-89, 102-105 Unit 10: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 34-35</p>		
ELAGSE2L4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	<p>TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 8-9, 20-21, 40-41, 44-45, 70-73, 102-105 Unit 2: pp. 20-21 Unit 5: pp. 44-45, 70-73, 102-105 Unit 6: pp. 30-31, 34-35 Unit 8: pp. 34-35 Unit 10: pp. 20-21</p>	<p>TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 72-75, 88-91 Unit 3: pp. 108-111, 140-143 Unit 4: pp. 160-163, 176-179, 192-193 Unit 5: pp. 108-111 Unit 8: pp. 124-159 Unit 9: pp. 160-175 Unit 10: pp. 228-259</p>	
ELAGSE2L4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<p>TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 8-9, 20-21, 40-41, 44-45, 70-73, 102-105 Unit 2: pp. 20-21 Unit 5: pp. 44-45, 70-73, 102-105 Unit 6: pp. 30-31, 34-35 Unit 8: pp. 34-35 Unit 10: pp. 20-21</p>	<p>TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 72-75, 88-91 Unit 3: pp. 108-111, 140-143 Unit 4: pp. 160-163, 176-179, 192-193 Unit 5: pp. 108-111 Unit 8: pp. 124-159 Unit 9: pp. 160-175 Unit 10: pp. 228-259</p>	
ELAGSE2L4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<p>TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 8-9 Unit 5: pp. 20-21 Unit 7: pp. 8-9, 30-31 Unit 9: pp. 22-23</p>	<p>TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 57, 84, 87 Unit 4: p. 161 Unit 5: p. 245 Unit 6: pp. 5, 16, 19, 21, 37, 48 Unit 7: pp. 56-59, 60-63, 64-67, 68-69, 70-71, 76 Unit 8: pp. 115, 120</p>	
ELAGSE2L4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases	<p>TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 132-133, 134-135 Unit 1: pp. 86-89 Unit 9: pp. 70-73</p>		
ELAGSE2L5 Demonstrate understanding of word relationships and nuances in word meanings.				
ELAGSE2L5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<p>TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15 Unit 5: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15 Unit 6: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15 Unit 10: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 70-73, 102-105</p>		
ELAGSE2L5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<p>TEACHER'S RESOURCE SYSTEM: Unit 8: pp. 70-73, 102-104 Unit 10: pp. 10-11</p>		
ELAGSE2L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<p>TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 34-35 Unit 4: pp. 24-25, 30-31 Unit 7: pp. 24-25, 70-73, 102-105 Unit 10: pp. 24-25, 40-41</p>		