

## Utah 2023 ELA Core Guide Correlation to Letterland

Letterland is a supplemental K-2 Foundational Skills program systematically and explicitly covering Print Concepts, Phonological & Phonemic Awareness, Phonics, Word Recognition, Word Analysis and Fluency.

### Key:

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S = Supported, additional materials or programs needed.

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Code	Skill	Correlation to Letterland and Evidence	
Speaking and Listening			
K.SL.1	Participate in a range of conversations with peers and adults, using age-appropriate vocabulary on topics and texts.		
	a. Follow agreed-upon rules for discussions such as listening to others, raising hands, and taking turns speaking during discussion.	--	
	b. Continue a conversation through multiple exchanges and gain attention appropriately.	--	
	c. Express own ideas in small and large groups.	--	
K.SL.2	Speak clearly and audibly while expressing thoughts, emotions, and ideas.	--	
K.SL.3	Use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting and use visual displays, when appropriate, to describe information to others.	--	
Reading			
K.R.2	Demonstrate mastery of age-appropriate phonological awareness skills.		
	a. Blend and segment words at the syllable level.	✓	Kindergarten Teacher's Guide Whole Group: See 'Ears Ready' strand, Unit 2 (Lesson 6-9).
	b. Identify the initial, medial, and final sound in two to three phoneme words.	✓	Kindergarten Teacher's Guide Whole Group: See 'Ears Ready' strand, Units 2-3 (initial), Unit 4 (final) and Units 13-14 (medial) as examples.
	c. Substitute and delete one base part in a compound word.	✓	Kindergarten Teacher's Guide Whole Group: See 'Ears Ready' strand, Unit 24 (delete) and Unit 31 (substitute) as examples.
	d. Pronounce, blend, and segment phonemes in two to three phoneme words — except for CVC words ending with /l/, /r/, or /k/ /s/ for the letter x.	✓	Kindergarten Teacher's Guide Whole Group: See 'Ears Ready' strand, Unit 6-9, Lessons 27-45 as examples.

K.R.3	Demonstrate mastery of age-appropriate phonics skills.		
a.	Demonstrate mastery of all consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).	✓	<i>Kindergarten Teacher’s Guide Whole Group:</i> The instructional phonics sequence includes all alphabetic consonants as well common consonant digraphs such as /sh/, /ch/, /th/, and /wh/. Consonant names and sounds are introduced in Unit 1. Consonants names and sounds are reviewed throughout the year and used to blend and segment words in Sections 2-5.
b.	Demonstrate mastery of short vowel sounds (/ă/, /ĕ/, /ĭ/, /ō/, /ŭ/) in isolation and in VC and CVC words in single-syllable words.	✓	<i>Kindergarten Teacher’s Guide Whole Group:</i> Short vowels are introduced in Section 1 in isolation and as initial sounds in words, and then included in words to decode and spell throughout Sections 2-4.
c.	Demonstrate mastery of long vowel sounds (/ā/, /ē/, /ī/, /ō/, /ū/) associated with single letters; open syllables in single- syllable words (e.g., be, I, no).	✓	<i>Kindergarten Teacher’s Guide Whole Group:</i> The instructional phonics sequence includes long vowels early in Units 6, 10, 11, 12, 13. They are <del>revised</del> reviewed in Unit 31.
d.	Demonstrate mastery of segmenting and blending sounds in VC and CVC words when reading.	✓	<i>Kindergarten Teacher’s Guide Whole Group:</i> The instructional phonics sequence (Unit 6 onwards) starts /k/, /a/, /d/, /h/, /m/, /t/, /s/, /i/, /n/, /g/, /o/, /p/. This means that students can start blending and segmenting words very early in the sequence. The ‘Let’s Practice’ strand of the lesson structure includes regular opportunities for segmenting and blending. <i>Kindergarten Teacher’s Guide Tricks &amp; Strategies:</i> The ‘Roller Coaster Trick’, and ‘Live Reading’ are explicit strategies for blending that are used regularly in lessons. The ‘Rubber Band Trick’ and ‘Live Spelling’ are explicit strategies for segmenting that are used regularly in lessons. Students also blend and segment words in Small Groups.
e.	Read and spell common irregular words.	✓	<i>Kindergarten Teacher’s Guide Whole Group:</i> The ‘Let’s Read’ strand of the lesson structure include lots of opportunities to read and spell high-frequency irregular word (Tricky Words) in isolation and to read them in connected text. Also, see New Tricky Word Procedure in <i>Kindergarten Teacher’s Guide Tricks &amp; Strategies</i> .
K.R.4	Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)	S	<i>Kindergarten Teacher’s Guide Whole Group and Kindergarten Teacher’s Guide Small Group:</i> In the ‘Let’s Read’ strand of the lesson structure, students orally read and reread <i>Kindergarten Decodable Readers</i> in whole group and small group sessions several times per week. Teachers provide coaching to build accuracy and expression.
K.R.5	With prompting and support, ask and answer questions about key details in text. (RL & RI)	S	In the <i>Kindergarten Teacher’s Guide Whole Group</i> Section 1, each lesson includes suggestions for oral language development and for discussing less familiar words. In the ‘Let’s Read’ strand of the Whole Group lesson structure, strategies such as Think-Aloud and Story Conversation are used in Whole Group instruction. Questions for discussion are included in the Whole Group Lessons and at the end of each <i>Kindergarten Decodable Reader</i> . <i>Kindergarten Teacher’s Guide Tricks &amp; Strategies</i> Teacher Think-Alouds include examples for teaching story elements including character, settings, events, etc. and includes suggested types of think-aloud topics for each of the <i>Readers</i> . Also included are the Story Stone and Story Rope are activities for retelling and guidelines for developing vocabulary. <i>Kindergarten</i> Small Group instruction includes strategies such as choral reading, echo-reading, repeated reading, partner-reading and independent reading.
K.R.6	Retell familiar stories. (RL) Share key details from a text. (RI)	S	
K.R.7	Identify the characters, settings, and important events in a story (RL) or pieces of information in a text. (RI)	S	
K.R.8	Ask and answer questions about unknown words in a text. (RL & RI)	S	
K.R.9	Determine or clarify the meaning of multiple-meaning words and phrases in context. (RL & RI)	S	
Writing			
K.W.1	Use a combination of drawing and writing to compose opinion pieces that provide a topic and an opinion.		
a.	Write, produce, and expand a complete sentence.	--	

	b.	Use appropriate capitalization and end punctuation.	--	
K.W.2		Use a combination of drawing and writing to compose informative/explanatory pieces and provide information about the topic.		
	a.	Write, produce, and expand a complete sentence.	--	
	b.	Use appropriate capitalization and end punctuation.	--	
K.W.3		Use a combination of drawing and writing to compose narrative pieces about an event. Provide details about the event in the appropriate sequence and a reaction to what happened.		
	a.	Write, produce, and expand a complete sentence.	--	
	b.	Use appropriate capitalization and end punctuation.	--	
K.W.4		Participate in shared writing projects.		
	a.	Recall information from experiences or learned information.	--	
	b.	Interact and collaborate with others throughout the writing process.	--	
K.W.5		Legibly write all upper- and lowercase manuscript letters.	✓	<i>Kindergarten Teacher's Guide Whole Group:</i> Each lesson includes a 'Let's Learn' strand that explicitly connects phonemes with graphemes. From Units 6-23, there are lessons that focus on explicitly teach upper and lowercase letter formation with opportunities more practice writing letters in the <i>Kindergarten Handwriting Practice</i> book.

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Code	Skill	Correlation to Letterland	
Speaking and Listening			
1.SL.1	Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.		
a.	Continue a conversation through multiple exchanges while using appropriate tone and body language.	--	
b.	Express own ideas clearly in small and large groups and build on others’ ideas.	--	
1.SL.2	Speak clearly and audibly while expressing thoughts, emotions, and ideas while asking and answering questions.	--	
1.SL.3	Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting and use visual displays, when appropriate, to describe or clarify information to others.	--	
Reading			
1.R.2	Demonstrate mastery of age-appropriate phonological awareness skills.		
a.	Add, delete, and substitute initial and final phonemes in single-syllable words including blends.	✓	Grade One Teacher’s Guide Whole Group: The scope and sequence for Phonological and Phonemic Awareness includes the manipulation of phonemes (add, delete, substitute). Examples can be found in Unit 5, Unit 7, Unit 9, Units 10-13, Units 15-20, and Units 23-26. All Units include word-building with letters using word chains involve adding, deleting, and substituting phonemes in initial, final, and medial position.
b.	Isolate, pronounce, blend, and segment sounds in 4-5 phoneme words, including blends.	✓	Grade One Teacher’s Guide Whole Group: The scope and sequence for Phonological and Phonemic Awareness starts with identifying initial and final phonemes (Unit 1), then medial phonemes (Unit 2) and moves quickly on to blending and segmenting words with up to 4 phonemes. Supplemental Unit 40 includes blending and segmenting 5 phonemes.

	c. Distinguish long and short vowel sounds in spoken single syllable words.	✓	<i>Grade One Teacher's Guide Whole Group:</i> See 'Ears Ready' strand Unit 15, Day 3; Unit 16, Day 3; and Unit 26, Day 2. Students also identify vowels as long or short in order to spell words with the correct pattern in Units 16, 17, 19, and 20.
1.R.3	Demonstrate mastery of age-appropriate phonics skills.		
	a. With prompting and support, identify and begin using consonant and vowel y while reading (i.e., consonant sound: /y/ as in yes, vowel sound: final sound /i/ as in fly, final sound /ē/ as in baby, and medial sound /ī/ in gym).	S	y/y/ as in yes is covered in <i>Grade One Teacher's Guide Whole Group</i> , Unit B in isolation and in words in Unit 5. y/i/ as in fly is covered in <i>Grade One Teacher's Guide Whole Group</i> , Unit 8. y/ē/ as in baby is covered in <i>Grade One Teacher's Guide Whole Group</i> , Unit 26. y/ī/ in gym is supported in <i>Picture Code Cards - Straight and Phonics Online</i> .
	b. With prompting and support, identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le).	✓	Closed Syllables are taught in <i>Grade One Teacher's Guide Whole Group</i> , Unit 4. Open Syllables are taught in <i>Grade One Teacher's Guide Whole Group</i> , Unit 8. Magic E Syllables (CVCe) are taught in <i>Grade One Teacher's Guide Whole Group</i> , Unit 16. Vowel Team Syllables are taught in <i>Grade One Teacher's Guide Whole Group</i> , Unit 19. R-Controlled Syllables (vowel-r) are taught in <i>Grade One Teacher's Guide Whole Group</i> , Unit 29. Consonant -le Syllable is taught in <i>Grade One Teacher's Guide Whole Group</i> , Unit 44.  <i>Grade One Teacher's Guide Whole Group:</i> The 'Let's Learn Word Analysis' strand in all Units provides regular opportunities for identifying and reading words with the various syllable types (single and multi-syllable).
	c. Demonstrate mastery of the hard and soft sounds of c and g.	✓	Soft c and soft g are covered in <i>Grade One Teacher's Guide Whole Group</i> , Unit 18.
	d. Blend words with 4-5 phonemes when reading.	✓	<i>Grade One Teacher's Guide Whole Group</i> and <i>Grade One Teacher's Guide Small Group:</i> There are many opportunities to blend words with 2, 3, and 4 phonemes, for example in the 'Let's Practice Blending' strand on Day 1 of the lesson structure and 'Let's Read' strand in both whole and small group instruction. In Unit 40 students blend 5 phonemes.
	e. Decode two-syllable words by breaking the words into syllables (i.e., open, closed, VCe).	✓	There are many opportunities to practice decoding multi-syllable words using explicit procedures. The 'Live Reading' activity includes a procedure for blending multi-syllable words ( <i>Grade One Teacher's Guide Tricks &amp; Strategies</i> ). This procedure is used in the 'Let's Practice' strand on Day 1 ( <i>Grade One Teacher's Guide Whole Group</i> ) throughout the scope and sequence whenever words of more than one syllable are taught.  <i>Grade One Teacher's Guide Whole Group:</i> The 'Let's Learn Word Analysis' strand in all Units 27-38 provide regular opportunities for students to divide syllables in words and decode them. See also Guide to Quick Coding in the Appendix.
	f. Read and spell words with common consonant digraphs (i.e., sh, ch, wh, th, ng).	✓	These consonant digraphs are explicitly taught in Kindergarten but reintroduced in <i>Grade One Teacher's Guide Whole Group</i> (Units 3, 4, 5, 7, 15). All digraphs are featured in decodable words, sentences and connected text, see Unit Word Chart in the Appendix.
	g. Read age-appropriate compound words.	✓	Compound words are covered in the <i>Grade One Teacher's Guide Whole Group</i> , Unit 41.
	h. Read words with inflectional endings (i.e., -s, -ed, -ing, -er, -est).	✓	-s and -es are covered in <i>Grade One Teacher's Guide Whole Group</i> , Unit 6 -ing is covered in <i>Grade One Teacher's Guide Whole Group</i> , Unit 15

			-ed is covered in <i>Grade One Teacher's Guide Whole Group</i> , Units 27-28 -er, -est are covered in <i>Grade One Teacher's Guide Whole Group</i> , Unit 38
	i. Read and spell common irregular words.	✓	<i>Grade One Teacher's Guide Whole Group</i> : New High frequency or Tricky Words are explicitly taught on Day 1 of the lesson structure in all Units with daily opportunities to read or spell them. See the Unit Word Chart in the Appendix for a full list of irregular words covered.
1.R.4	Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)	✓	<i>Grade One Teacher's Guide Whole Group</i> and <i>Grade One Teacher's Guide Small Group</i> : Each Unit includes a decodable grade-level text (see Unit Stories in <i>Phonics Online</i> ) that students read and reread multiple times over the five days of the Unit. They read in whole group and small group with the teacher who provides coaching and feed back to support <i>accuracy and fluency</i> . Small Group instruction includes strategies such as choral reading, echo-reading, repeated reading, partner-reading and independent reading.
1.R.5	Ask and answer questions about key details in text. (RL & RI)	✓	<i>The Grade One Teacher's Guide Whole Group</i> provides questions and discussion ideas for each text.
1.R.6	Read a variety of texts including those from diverse cultures to identify and retell the main idea and key details of a text. (RL & RI)	S	The Unit Stories (in <i>Phonics Online</i> ) provide diverse characters but fairly simple stories. The <i>Grade One Teacher's Guide Whole Group</i> provides suggestions and questions for discussing each text. The <i>Grade One Tricks and Strategies Guide</i> details activities for retelling such as Story Stone, Story Rope, Interview a Character, and Plan and Play to involve children more deeply in the story. Because of the simplicity of these texts, we recommend using more challenging text for teachers to read aloud to expand children's world knowledge and understanding.
1.R.7	Describe characters, settings, and important events in a story (RL) or pieces of information in a text. (RI)	✓	The <i>Grade One Tricks and Strategies</i> provides a model of teacher think-alouds to demonstrating and involve students in discussing story elements like character, setting, events, etc. A 'Purpose for Reading' think-aloud model's how to gather information from a texts and illustrations, to make predictions, and read to confirm, expand, or change expectations.
1.R.8	Identify specific words and phrases that express emotion, appeal to the senses, and/or determine the meaning of content-specific words within a text. (RL & RI)	S	Many of the decodable Unit Stories (in <i>Phonics Online</i> ) include a few 'Story Words' that are more challenging to add interest to the story. A number of texts include emotional or sensory language.
1.R.9	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)		
	a. Begin using sentence-level context as a clue to the meaning of a word.	--	
	b. Identify frequently occurring root words and their inflectional forms.	S	Basic inflectional suffixes taught and used frequently in blending and segmenting as well as in lists and texts. Students learn to identify suffixes before blending or segmenting the base word.
1.R.10	Identify a variety of texts and explain major differences between literary texts and informational texts. (RL & RI)	--	
<b>Writing</b>			
1.W.1	Write opinion pieces that introduce the topic, state an opinion, supply evidence for the opinion, and provide a concluding statement.		
	a. Write, produce, and expand complete simple sentences.	--	
	b. Use appropriate conventions when writing.	--	
1.W.2	Write informative/explanatory pieces that introduce a	--	

	topic, supply facts about the topic, and provide a concluding statement.		
a.	Write, produce, and expand a complete simple sentences.	--	
b.	Use appropriate conventions when writing.	--	
1.W.3	Write narrative pieces that retell two or more events. Provide details regarding the events using temporal words in sequential order and provide a concluding statement.		
a.	Write, produce, and expand complete simple sentences.	--	
b.	Use appropriate conventions when writing.	--	
1.W.4	Participate in shared research and writing projects.		
a.	Recall information from experiences or learned information.	--	
b.	Interact and collaborate with others throughout the writing process.	--	
1.W.5	Legibly write all upper- and lowercase manuscript letters.	✓	This is covered in Kindergarten. In <i>Grade One Teacher's Guide Whole Group</i> , Units A and B cover letter formation (lower and uppercase). Students practice writing especially on Day 3 and Day 4 of the 'Five Day Plan' lesson structure. <i>Grade One Handwriting Practice</i> books are also available.

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Speaking and Listening			
2.SL.1	Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.		
	a. Initiate and build on a conversation through multiple ex- changes while using appropriate tone and body language.	--	
	b. Seek other's opinions or thoughts and identify other's perspectives.	--	
2.SL.2	Speak clearly and audibly while asking and answering questions about a topic and key details.	--	
2.SL.3	Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.		
	a. Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.	--	
Reading			
2.R.2	Demonstrate mastery of age-appropriate phonological awareness skills.		
	a. Add, delete, and substitute initial, medial, and final sounds in 5-6 phoneme words including blends.	S	These skills are covered in Grade One. Grade Two students practice these skills with letters as they blend and segment words in word chain sequences—each word is followed by another word that only differs by addition, substitution, or deletion of one phoneme.
	b. Isolate, pronounce, blend, and segment phonemes in 5-6 phoneme words.	S	These skills are covered in Grade One. Grade Two students practice these skills with letters as they blend and segment words in every Unit that include up to 5-6 phonemes.
2.R.3	Demonstrate mastery of age-appropriate phonics skills.		
	a. Identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel- r, consonant -le) in multisyllabic words.	✓	Closed Syllables are taught in <i>Grade Two Teacher’s Guide Whole Group</i> , Units 1-2 Open Syllables are taught in <i>Grade Two Teacher’s Guide Whole Group</i> , Units 1-2 Magic E Syllables are taught in <i>Grade Two Teacher’s Guide Whole Group</i> , Unit 4 Vowel Team Syllables are taught in <i>Grade Two Teacher’s Guide Whole Group</i> , Unit 9 R-Controlled Syllable are taught in <i>Grade Two Teacher’s Guide Whole Group</i> , Unit 13 Consonant -le Syllable is taught in <i>Grade Two Teacher’s Guide Whole Group</i> , Unit 32  The ‘Let’s Learn Word Analysis’ strand in all Units provide regular opportunities for identifying



			and reading words with syllable types (single and multi-syllable).
	b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.	✓	This is covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 36.
	c. Blend words with 5-6 phonemes when reading.	✓	<i>Grade Two Teacher's Guide Whole Group</i> and <i>Grade Two Teacher's Guide Small Group</i> : New words in each Unit are first blended on Day 1 in 'Let's Learn' strand. Students also practice phonemic blending words with 4-5 phonemes in 'Let's Practice Blending' strand on Day 1 of each Unit in Whole Group and Small Group and in Let's Learn on Day 3. They read Unit words and review words every day in isolation, in lists, in sentences and in text.
	d. Decode words with common prefixes and suffixes.	✓	There are many opportunities to practice decoding words with prefixes and suffixes using explicit procedures. The 'Live Reading' activity includes a procedure for blending prefixes and suffixes ( <i>Grade Two Teacher's Guide Tricks &amp; Strategies</i> ). This procedure is used in the 'Let's Practice' strand on Day 1 ( <i>Grade Two Teacher's Guide Whole Group</i> ) throughout the scope and sequence. They also read these words throughout the Units in isolation and in text.  <i>Grade Two Teacher's Guide Whole Group</i> : The 'Let's Learn Word Analysis' strand in all Units provide opportunities for decoding words with prefixes and suffixes. See also, Guide to Quick Coding in the Appendix.
	e. Read and spell age-appropriate compound words.	✓	This is covered in Grade One. Compound words are included in many of the Grade Two Unit Stories found on <i>Phonics Online</i> .
	f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).	✓	ph /f/ and gh /f/ are covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 36. ch /k/ as in school is covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 16.
	g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).	✓	dge is covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 6. tch is covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 8.
	h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.	✓	soft c and g are covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 5 & 6. kn is covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 10. mb is covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 11. gh is covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 33. wr is covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 4.
	i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).	✓	oi, oy are covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 21. ou, ow are covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 20. aw, au are covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 22. oo is covered in <i>Grade Two Teacher's Guide Whole Group</i> , Unit 16 & 17. u as in put is covered in <i>Grade One Teacher's Guide Whole Group</i> , Unit 34.
	j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind).	✓	Covered in <i>Grade One Teacher's Guide Whole Group</i> , Unit 24.
	k. Read and spell common irregular words.	✓	<i>Grade Two Teacher's Guide Whole Group</i> : New High frequency or Tricky Words are explicitly taught in each Unit on Day 1 of the lesson structure with daily opportunities to read or spell them. See the Unit Word Chart in the Appendix for a full list of irregular words covered.
2.R.4	Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)	✓	<i>Grade Two Teacher's Guide Whole Group</i> and <i>Grade Two Teacher's Guide Small Group</i> : Each 5-day Unit includes a decodable grade-level text (see Unit Stories in <i>Phonics Online</i> ) that students read and reread multiple times over the five days of the Unit. They read in whole group

			and small group with the teacher who provides coaching and feedback to support <i>accuracy and fluency</i> . Small Group instruction includes strategies such as choral reading, echo-reading, repeated reading, partner-reading and independent reading.
2.R.5	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)	S	<i>Grade Two Teacher's Guide Whole Group</i> includes questions for each Unit Story. <i>Grade Two Teacher's Guide Tricks &amp; Strategies</i> provides strategies and activities including W-Questions (who, what, etc.) and K-W-L Strategy to promote understanding and talk about key details in text.
2.R.6	Read a variety of texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea.	S	The Unit Stories (in <i>Phonics Online</i> ) include a number of genres: poems, plays, family stories, information, animal fables and more. <i>Grade Two Teacher's Guides Tricks &amp; Strategies</i> provides activities to support retelling, Story Stone and Story Rope, Graphic Organizes to collect information as well as those listed just above.
2.R.7	Describe how characters respond to major events and challenges. (RL) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI)	S	The Unit Stories (in <i>Phonics Online</i> ) include a variety of informational texts. Factual information is also imparted in a number of fictional narratives. Unit 36 explains the evolution of communications technology from 1875 to the present in story about kid time traveling to the same town center at various historical point. The Unit 40 text is a play about an amateur actor portraying Galileo for a grade school science class. Many of these stories will support but not replace more factual sources in the curriculum.
2.R.8	Explain how specific words and phrases express emotion, appeal to the senses, or determine the meaning of content- specific words within a text. (RL & RI)	S	Teachers will find many sensory and emotional words and phrases and contexts with clues to word meanings in the Unit Stories (in <i>Phonics Online</i> ). Children should be exposed to a variety of other texts for teacher read-alouds and to read themselves.
2.R.9	Determine or clarify the meaning of unknown and multiple- meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)		
a.	Use sentence-level context as a clue to the meaning of a word.	--	In the 'Let's Read' strand of the lesson structure, strategies such as Think-Aloud ( <i>Grade Two Teacher's Guide Tricks &amp; Strategies</i> ) and Story Conversation are used in Whole Group instruction. Small Group instruction includes strategies such as choral reading, echo-reading, repeated reading, partner-reading and independent reading.
b.	Determine the meaning of a new word when a known prefix or root is used.	S	Unit 26 teaches four common prefixes and several units focus on suffixes. Students are supported in using these morphemes to understand word meanings.
c.	Predict the meaning of compound words using knowledge of the meaning of the individual words	--	
d.	Use glossaries and dictionaries to determine the meaning of words and phrases.	--	
2.R.10	Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)	S	A number of strategies mentioned above in <i>Grade Two Teacher's Guide Tricks &amp; Strategies</i> are focused on gathering and organizing information. For literary or narrative text, the same volume includes a number of ways to understand narrative structure including a Story Map and sample teacher think-aloud to model how students can use story elements to understand, remember, retell and even write their own stories.
2.R.12	Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RL & RI)	S	In addition to think-alouds and Story Maps, <i>Grade Two Teacher's Guide Tricks &amp; Strategies</i> includes Interview a Character in which students role play characters being interview by their classmates. Plan and Play involves discussing the characters, events, etc. of a story in order to dramatize it informally in the classroom.
2.R.13	Not applicable for RL. Explain how specific points an author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)	--	

2.R.14	Compare two or more versions of the same text from different cultures and the most important points presented by two texts on the same topic. (RL & RI)	--	
<b>Writing</b>			
2.W.1	Write opinion pieces that introduce the topic, state an opinion, supply evidence that supports the opinion, use linking words to connect opinion and evidence, and provide a concluding statement.		
a.	Write, produce, expand, and rearrange complete simple and compound sentences.	--	
b.	Use appropriate conventions when writing.	--	
2.W.2	Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement.		
a.	Write, produce, expand, and rearrange complete simple and compound sentences.	--	
b.	Use appropriate conventions when writing.	--	
2.W.3	Write narrative pieces in which they retell an elaborated event or short sequence of events; include details to describe actions, thoughts, and emotions using temporal words in sequential order; and provide a concluding statement.		
a.	Write, produce, expand, and rearrange complete simple and compound sentences.	--	
b.	Use appropriate conventions when writing.	--	
2.W.4	Participate in shared writing projects on a topic.		
a.	Recall and gather information from provided sources to answer a question about the topic.	--	
b.	Interact and collaborate with others throughout the writing process.	--	
2.W.5	Legibly write all upper- and lowercase manuscript letters.	✓	This is covered in Kindergarten and Grade One.