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Grade 2
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<i>Trophies</i> Grade 2 TE Lessons	From Page	To Page	Standards
Just for You: Theme 1: <i>The Mixed-Up Chameleon</i>	14A	53R	<p><u>Reading Standards for Literature</u> 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 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.</p> <p><u>Reading Standards: Foundational Skills</u> 3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 3.f. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u> 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.</p> <p><u>Speaking and Listening Standards</u> 1.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). 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u> 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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Just for You: Theme 1: <i>Get Up and Go!</i>	54A	81V	<p><u>Reading Standards for Informational Text</u> 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 8. Describe how reasons support specific points the author makes in a text. 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u> 3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 3.f. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u> 8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Speaking and Listening Standards</u> 1.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).</p> <p><u>Language Standards</u> 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., When other kids are happy that makes me happy).</p>

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Just for You: Theme 1: <i>Henry and Mudge</i> <i>Under the Yellow</i> <i>Moon</i>	82A	99V	<p><u>Reading Standards for Literature</u></p> <p>3. Describe how characters in a story respond to major events and challenges.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u></p> <p>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., When other kids are happy that makes me happy).</p>

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Just for You: Theme 1: <i>Days With Frog and Toad</i>	100A	123PN	<p><u>Reading Standards for Literature</u> 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 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.</p> <p><u>Reading Standards: Foundational Skills</u> 3.d. Decode words with common prefixes and suffixes. 3.f. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u> 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.</p> <p><u>Speaking and Listening Standards</u> 1.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). 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u> 2.b. Use commas in greetings and closings of letters.</p>

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Just for You: Theme 1: <i>Wilson Sat Alone</i>	124A	149P	<p><u>Reading Standards for Literature</u></p> <p>3. Describe how characters in a story respond to major events and challenges.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>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.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>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.</p> <p><u>Language Standards</u></p> <p>4.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>

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Just for You: Theme 2: <i>The Enormous Turnip</i>	152A	171R	<p><u>Reading Standards for Literature</u></p> <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p><u>Language Standards</u></p> <p>1.a. Use collective nouns (e.g., group).</p> <p>1.b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>

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Just for You: Theme 2: <i>Helping Out</i>	172A	193R	<p><u>Reading Standards for Informational Text</u> 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u> 3.f. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 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.</p> <p><u>Speaking and Listening Standards</u> 1.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).</p> <p><u>Language Standards</u> 1.b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>

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Just for You: Theme 2: <i>Mr. Putter and Tabby Fly the Plan</i>	194A	225V	<p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><u>Language Standards</u></p> <p>1.b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>5.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>

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Just for You: Theme 2: <i>Hedgehog Bakes a Cake</i>	226A	253R	<p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u></p> <p>2.a. Capitalize holidays, product names, and geographic names.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>5.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>

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Just for You: Theme 2: <i>Lemonade For Sale</i>	254A	281V	<p><u>Reading Standards for Literature</u> 3. Describe how characters in a story respond to major events and challenges. 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 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.</p> <p><u>Reading Standards: Foundational Skills</u> 3.f. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 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.</p> <p><u>Speaking and Listening Standards</u> 1.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). 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u> 1.a. Use collective nouns (e.g., group). 2.a. Capitalize holidays, product names, and geographic names.</p>

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Just for You: Theme 3: <i>Johnny Appleseed</i>	284A	311V	<p><u>Reading Standards for Literature</u></p> <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>

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			<u>Language Standards</u> 2.a. Capitalize holidays, product names, and geographic names. 5.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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Just for You: Theme 3: <i>From Seed to Plant</i>	312A	337R	<p><u>Reading Standards for Informational Text</u></p> <p>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.</p> <p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>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.</p> <p><u>Language Standards</u></p> <p>2.a. Capitalize holidays, product names, and geographic names.</p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).</p>

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Just for You: Theme 3: <i>The Secret Life of Trees</i>	338A	365R	<p><u>Reading Standards for Informational Text</u></p> <p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>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).</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>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.</p> <p><u>Language Standards</u></p> <p>2.a. Capitalize holidays, product names, and geographic names.</p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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Just for You: Theme 3: <i>Watermelon Day</i>	366A	393P	<p><u>Reading Standards for Literature</u></p> <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>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 on pages 26 and 27 for specific expectations.)</p> <p><u>Language Standards</u></p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).</p>

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Just for You: Theme 3: <i>Pumpkin Fiesta</i>	394A	425V	<p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>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.</p> <p><u>Language Standards</u></p> <p>2.c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).</p>

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Banner Days: Theme 1: <i>The Day Jimmy's Boa Ate the Wash</i>	14A	39R	<p><u>Reading Standards for Literature</u> 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 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.</p> <p><u>Reading Standards: Foundational Skills</u> 3.b. Know spelling-sound correspondences for additional common vowel teams. 3.d. Decode words with common prefixes and suffixes. 3.f. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 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. 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u> 1.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). 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><u>Language Standards</u> 1.c. Use reflexive pronouns (e.g., myself, ourselves). 4.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>

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Banner Days: Theme 1: <i>How I Spent My Summer Vacation</i>	40A	65V	<p><u>Reading Standards for Literature</u></p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>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.</p>

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<i>Trophies</i> Grade 2 TE Lessons	From Page	To Page	Standards
			<p><u>Language Standards</u></p> <p>1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>5.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>5.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>

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<i>Trophies</i> Grade 2 TE Lessons	From Page	To Page	Standards
Banner Days: Theme 1: <i>Dear Mr. Blueberry</i>	66A	95R	<p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

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<i>Trophies</i> Grade 2 TE Lessons	From Page	To Page	Standards
			<p><u>Language Standards</u></p> <p>1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>4.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> <p>5.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>5.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>

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<i>Trophies</i> Grade 2 TE Lessons	From Page	To Page	Standards
Banner Days: Theme 1: <i>Cool Ali</i>	96A	121R	<p><u>Reading Standards for Literature</u> 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 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.</p> <p><u>Reading Standards: Foundational Skills</u> 3.d. Decode words with common prefixes and suffixes. 3.e. Identify words with inconsistent but common spelling-sound correspondences. 3.f. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 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. 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u> 1.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). 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 on pages 26 and 27 for specific expectations.)</p>

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			<p><u>Language Standards</u></p> <p>1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>4.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> <p>5.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>5.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>

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Banner Days: Theme 1: <i>The Emperor's Egg</i>	122A	149T	<p><u>Reading Standards for Informational Text</u></p> <p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p><u>Language Standards</u></p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).</p> <p>4.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> <p>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., When other kids are happy that makes me happy).</p>

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Banner Days: Theme 2: <i>The Pine Park Mystery</i>	152A	175R	<p><u>Reading Standards for Literature</u></p> <p>3. Describe how characters in a story respond to major events and challenges.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

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<i>Trophies</i> Grade 2 TE Lessons	From Page	To Page	Standards
			<u>Language Standards</u> 2.d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 4.a. Use sentence-level context as a clue to the meaning of a word or phrase. 4.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).

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<i>Trophies</i> Grade 2 TE Lessons	From Page	To Page	Standards
Banner Days: Theme 2: <i>Goodbye, Curtis</i>	176A	199V	<p><u>Reading Standards for Literature</u></p> <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u></p> <p>1.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).</p> <p>2.c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).</p>

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<i>Trophies</i> Grade 2 TE Lessons	From Page	To Page	Standards
Banner Days: Theme 2: <i>Max Found Two Sticks</i>	200A	227R	<p><u>Reading Standards for Literature</u></p> <p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

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			<u>Language Standards</u> 1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 2.d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 4.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).

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Banner Days: Theme 2: <i>Anthony Reynoso: Born to Rope</i>	228A	249T	<p><u>Reading Standards for Informational Text</u> 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u> 3.b. Know spelling-sound correspondences for additional common vowel teams. 3.e. Identify words with inconsistent but common spelling-sound correspondences. 3.f. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 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. 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u> 1.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). 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u> 2.d. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil). 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., When other kids are happy that makes me happy).</p>

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Banner Days: Theme 2: Chinatown	250A	277R	<p><u>Reading Standards for Literature</u></p> <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3.e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p><u>Language Standards</u></p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).</p> <p>4.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> <p>4.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>

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Banner Days: Theme 3: <i>Abuela</i>	280A	305T	<p><u>Reading Standards for Literature</u></p> <p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>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.</p> <p><u>Language Standards</u></p> <p>1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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Banner Days: Theme 3: <i>Beginner's World Atlas</i>	306A	335R	<p><u>Reading Standards for Informational Text</u></p> <p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>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.</p> <p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p>

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			<p><u>Language Standards</u></p> <p>1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>4.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> <p>4.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>

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<i>Trophies</i> Grade 2 TE Lessons	From Page	To Page	Standards
Banner Days: Theme 3: <i>Dinosaurs Travel</i>	336A	363V	<p><u>Reading Standards for Informational Text</u></p> <p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>

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			<p><u>Language Standards</u></p> <p>1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4.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> <p>4.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>

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Banner Days: Theme 3: <i>Montigue on the High Seas</i>	364A	383R	<p><u>Reading Standards for Literature</u></p> <p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u></p> <p>2.c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>2.d. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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Banner Days: Theme 3: <i>Ruth Law Thrills a Nation</i>	384A	409R	<p><u>Reading Standards for Informational Text</u></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.d. Decode words with common prefixes and suffixes.</p> <p>3.e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>3.f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>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.</p> <p>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.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.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).</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

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<i>Trophies</i> Grade 2 TE Lessons	From Page	To Page	Standards
			<u>Language Standards</u> 2.c. Use an apostrophe to form contractions and frequently occurring possessives. 2.d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 4.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).