

Standard	AlphaKids GO! K-2	Bookroom Collections K-5	Decoder Kids Phonics K-2	Discovery Links Science K-5	Discovery Links Social Studies K-5	Guided Reading Level Sets K-5	Laugh- Out-Loud 2-6	Passages to Comprehension 2-5	Power Pairs 1-4	Science of Reading Sets K-3	Smart Steps K-2	Sundance Starters PreK-2	Weird, Wild, and Wonderful 1-6
TX.110.4. -- English Language Arts and Reading, Grade 2, Adopted 2017 (revised August 2022)													
2.1. -- Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:													
2.1.A. -- Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.1.B. -- Follow, restate, and give oral instructions that involve a short, related sequence of actions.	✓	✓	✓			✓	✓	✓	✓	✓			
2.1.C. -- Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
2.1.D. -- Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.1.E. -- Develop social communication such as distinguishing between asking and telling.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
2.2. -- Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:													
2.2.A. -- Demonstrate phonological awareness by:													
2.2.A.i. -- Producing a series of rhyming words.	✓		✓						✓		✓	✓	
2.2.A.ii. -- Distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.	✓	✓	✓			✓			✓	✓	✓	✓	
2.2.A.iii. -- Recognizing the change in spoken word when a specified phoneme is added, changed, or removed.			✓	✓								✓	
2.2.A.iv. -- Manipulating phonemes within base words.			✓	✓							✓	✓	
2.2.B. -- Demonstrate and apply phonetic knowledge by:													
2.2.B.i. -- Decoding words with short, long, or variant vowels, trigraphs, and blends.	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	
2.2.B.ii. -- Decoding words with silent letters such as knife and gnat.	✓	✓	✓							✓	✓		
2.2.B.iii. -- Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	
2.2.B.iv. -- Decoding compound words, contractions, and common abbreviations.		✓	✓	✓		✓	✓		✓	✓	✓		
2.2.B.v. -- Decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.	✓		✓							✓			
2.2.B.vi. -- Decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.	✓	✓	✓	✓		✓			✓	✓	✓	✓	
2.2.B.vii. -- Identifying and reading high-frequency words from a research-based list.	✓		✓	✓	✓		✓				✓	✓	
2.2.C. -- Demonstrate and apply spelling knowledge by:													
2.2.C.i. -- Spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	✓	✓	✓	✓	✓	✓				✓	✓	✓	
2.2.C.ii. -- Spelling words with silent letters such as knife and gnat.	✓	✓	✓							✓	✓		
2.2.C.iii. -- Spelling compound words, contractions, and common abbreviations.		✓	✓	✓		✓	✓		✓	✓	✓		
2.2.C.iv. -- Spelling multisyllabic words with multiple sound-spelling patterns.		✓	✓			✓			✓	✓	✓		
2.2.C.v. -- Spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.	✓		✓	✓						✓	✓	✓	

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2.2.C.vi. -- Spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.	✓	✓	✓	✓		✓				✓	✓	✓	
2.2.D. -- Alphabetize a series of words and use a dictionary or glossary to find words.											✓	✓	✓
2.2.E. -- Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.													
2.3. -- Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:													
2.3.A. -- Use print or digital resources to determine meaning and pronunciation of unknown words.	✓	✓				✓		✓	✓	✓	✓		✓
2.3.B. -- Use context within and beyond a sentence to determine the meaning of unfamiliar words.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.3.C. -- Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
2.3.D. -- Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓
2.4. -- Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.													
	✓	✓	✓			✓	✓		✓	✓		✓	
2.5. -- Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.													
	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓
2.6. -- Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:													
2.6.A. -- Establish purpose for reading assigned and self-selected texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.6.B. -- Generate questions about text before, during, and after reading to deepen understanding and gain information.		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
2.6.C. -- Make and correct or confirm predictions using text features, characteristics of genre, and structures.	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓
2.6.D. -- Create mental images to deepen understanding.			✓	✓			✓						
2.6.E. -- Make connections to personal experiences, ideas in other texts, and society.	✓	✓	✓	✓		✓	✓			✓	✓	✓	
2.6.F. -- Make inferences and use evidence to support understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.6.G. -- Evaluate details read to determine key ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.6.H. -- Synthesize information to create new understanding.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
2.6.I. -- Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.			✓				✓				✓	✓	✓
2.7. -- Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:													
2.7.A. -- Describe personal connections to a variety of sources.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
2.7.B. -- Write brief comments on literary or informational texts that demonstrate an understanding of the text.	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓
2.7.C. -- Use text evidence to support an appropriate response.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.7.D. -- Retell and paraphrase texts in ways that maintain meaning and logical order.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.7.E. -- Interact with sources in meaningful ways such as illustrating or writing.		✓	✓			✓		✓	✓	✓	✓	✓	
2.7.F. -- Respond using newly acquired vocabulary as appropriate.	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	

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2.8. -- Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:													
2.8.A. -- Discuss topics and determine theme using text evidence with adult assistance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.8.B. -- Describe the main character's (characters') internal and external traits.	✓	✓	✓			✓	✓	✓	✓	✓	✓		
2.8.C. -- Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓
2.8.D. -- Describe the importance of the setting.	✓	✓	✓			✓	✓	✓	✓	✓	✓		
2.9. -- Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:													
2.9.A. -- Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.	✓	✓				✓		✓	✓	✓	✓		
2.9.B. -- Explain visual patterns and structures in a variety of poems.	✓							✓					
2.9.C. -- Discuss elements of drama such as characters, dialogue, and setting.							✓				✓		
2.9.D. -- Recognize characteristics and structures of informational text, including:													
2.9.D.i. -- The central idea and supporting evidence with adult assistance.	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
2.9.D.ii. -- Features and graphics to locate and gain information.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.9.D.iii. -- Organizational patterns such as chronological order and cause and effect stated explicitly.	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	
2.9.E. -- Recognize characteristics of persuasive text, including:													
2.9.E.i. -- Stating what the author is trying to persuade the reader to think or do.	✓	✓				✓		✓		✓			
2.9.E.ii. -- Distinguishing facts from opinion.		✓				✓		✓		✓			
2.9.F. -- Recognize characteristics of multimodal and digital texts.													
2.10. -- Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:													
2.10.A. -- Discuss the author's purpose for writing text.	✓	✓				✓	✓	✓	✓	✓	✓		✓
2.10.B. -- Discuss how the use of text structure contributes to the author's purpose.		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
2.10.C. -- Discuss the author's use of print and graphic features to achieve specific purposes.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.10.D. -- Discuss the use of descriptive, literal, and figurative language.	✓	✓				✓		✓	✓	✓	✓		
2.10.E. -- Identify the use of first or third person in a text.	✓	✓				✓	✓	✓	✓	✓	✓		
2.10.E. -- Identify and explain the use of repetition.								✓					
2.11. -- Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:													
2.11.A. -- Plan a first draft by generating ideas for writing such as drawing and brainstorming.	✓	✓				✓				✓	✓		
2.11.B. -- Develop drafts into a focused piece of writing by:													
2.11.B.i. -- Organizing with structure.													
2.11.B.ii. -- Developing an idea with specific and relevant details.	✓			✓	✓		✓				✓	✓	✓
2.11.C. -- Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.											✓		
2.11.D. -- Edit drafts using standard English conventions, including:													
2.11.D.i. -- Complete sentences with subject-verb agreement.				✓							✓	✓	
2.11.D.ii. -- Past, present, and future verb tense.							✓				✓	✓	
2.11.D.iii. -- Singular, plural, common, and proper nouns.				✓			✓				✓	✓	
2.11.D.iv. -- Adjectives, including articles.							✓				✓	✓	

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2.11.D.v. -- Adverbs that convey time and adverbs that convey place.							✓				✓		
2.11.D.vi. -- Prepositions and prepositional phrases.							✓				✓	✓	
2.11.D.vii. -- Pronouns, including subjective, objective, and possessive cases.							✓				✓		
2.11.D.viii. -- Coordinating conjunctions to form compound subjects and predicates.													
2.11.D.ix. -- Capitalization of months, days of the week, and the salutation and conclusion of a letter.											✓		
2.11.D.x. -- End punctuation, apostrophes in contractions, and commas with items in a series and in dates.							✓				✓	✓	
2.11.D.xi. -- Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.													
2.11.E. -- Publish and share writing.	✓	✓				✓				✓	✓		
2.12. -- Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:													
2.12.A. -- Compose literary texts, including personal narratives and poetry.	✓	✓				✓	✓		✓	✓	✓		
2.12.B. -- Compose informational texts, including procedural texts and reports.	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓
2.12.C. -- Compose correspondence such as thank you notes or letters.		✓				✓	✓		✓	✓	✓		
2.13. -- Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:													
2.13.A. -- Generate questions for formal and informal inquiry with adult assistance.		✓		✓	✓	✓				✓			
2.13.B. -- Develop and follow a research plan with adult assistance.				✓	✓						✓		
2.13.C. -- Identify and gather relevant sources and information to answer the questions.				✓	✓						✓		
2.13.D. -- Identify primary and secondary sources.				✓	✓								
2.13.E. -- Demonstrate understanding of information gathered.				✓							✓		
2.13.F. -- Cite sources appropriately.													
2.13.G. -- Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.		✓		✓	✓	✓	✓			✓	✓		✓