

85817 Literacy Foundations: Phonics & Fluency

Objective	CCSS	TEKS	Page	Activity Title
Identify short and long <i>a</i> words, using picture clues.	2.RF.3a	110.12.b.2B*	1	Long and Short <i>a</i>
Identify short and long <i>e</i> words, using picture clues.	2.RF.3a	110.12.b.2B*	2	Long and Short <i>e</i>
Identify short and long <i>u</i> words, using rebuses in sentences	2.RF.3a	110.12.b.2B*	3	Long and Short <i>u</i>
Identify short and long <i>i</i> words, using picture clues and context.	2.RF.3a	110.12.b.2B*	4–5	Long and Short <i>i</i>
Identify short and long <i>o</i> words, using descriptive clues.	2.RF.3a	110.12.b.2B*	6–7	Long and Short <i>o</i>
Discriminate between words with long and short vowels, using graphophonic cues and context.	2.RF.3a	110.12.b.2B*	8–9	Long or Short?
Identify words with the sound /oi/ represented by the letter patterns <i>oi</i> and <i>oy</i> , using picture clues.	2.RF.3b	110.13.b.2A	10	A Good Choice!
Identify words with the sound /ow/ represented by the letter patterns <i>ou</i> and <i>ow</i> , using picture clues.	2.RF.3b	110.13.b.2A	11	Wow! That Is Loud!
Identify short <i>e</i> words with the letter pattern <i>ea</i> , using graphophonic cues and context.	2.RF.3b	110.13.b.2A	12–13	Get Ready!
Identify <i>oo</i> words with the sounds /oo/ (as in <i>cook</i>) and /oo/ (as in <i>cool</i>), using graphophonic cues and descriptive clues.	2.RF.3b	110.13.b.2A	14–15	Cookies at Noon
Discriminate between words with the sound /aw/ represented by the letter patterns <i>au</i> and <i>aw</i> , using graphophonic cues and context.	2.RF.3b	110.13.b.2A	16–17	Same Sound, Different Word
Decode regularly spelled two-syllable words with long vowels.	2.RF.3c	N/A	18–19	Long Vowel Sounds
Identify words with the prefixes <i>un-</i> and <i>re-</i> , using graphophonic cues and definitions; practice vocabulary skills.	2.RF.3d	110.13.b.2D	20–21	Prefix Power
Identify words with suffixes <i>-ness</i> and <i>-ful</i> , using context; practice vocabulary skills.	2.RF.3d	110.13.b.2D	22–23	I Spy Suffixes!
Identify words with three-letter <i>l-</i> , <i>r-</i> , and <i>s-</i> blends, using picture clues; practice phonics skills.	N/A	110.13.b.2Aii	24–25	A Triple Blend!
Complete words with final consonant digraphs, using picture clues; practice phonics skills.	N/A	110.13.b.2Aiii	26–27	How Does It End?
Identify words with <i>r</i> -controlled vowels <i>i</i> , <i>e</i> , and <i>u</i> , using rebuses in sentences.	N/A	110.13.b.2Bv	28	Shirts and Skirts
Identify words with inconsistent but common spelling-sound correspondences.	2.RF.3e	N/A	29	Unexpected Rhymes
Discriminate between words with <i>r</i> -controlled vowels, using graphophonic cues and context.	N/A	110.13.b.2Bv	30–31	Word Watch
Recognize and read grade-appropriate irregularly spelled words.	2.RF.3f	N/A	32	Words with Weird Spellings

*Grade 1 TEK

85818 Language: Conventions

Objective	CCSS	TEKS	Page	Activity Title
Use collective (common) nouns.	2.L.1.a	110.13.b.2.21Aii	1	I Heard a Herd of Cattle Mooing
Identify correct usage of the pronouns <i>he</i> , <i>she</i> , and <i>it</i> .	N/A	110.3.b.2.21Avi	2–3	He, She, and It
Understand and use frequently used irregular plural nouns.	2.L.1.b	110.13.b.2.21Aii	4	Strange Nouns
Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	2.L.1.c	110.13.b.2.21Avi	5	Me, Myself, and I
Identify action verbs, using context.	N/A	110.13.b.2.21Ai	6–7	Action Words
Form and use the past tense of frequently occurring irregular verbs.	2.L.1.d	110.13.b.2.21Ai	8–9	Isn't That Irregular?
Discriminate between describing words and other words in a sentence.	2.L.1.e	110.13.b.2.21Aiii	10–11	Is It a Describing Word?
Discriminate between adverbs and adjectives, using context.	2.L.1.e	110.13.b.2.21Aiii	12–13	Adjective or Adverb?
Identify adverbs that modify verbs by telling where or when, using context.	2.L.1.e	110.13.b.2.21Aiv	14	Where and When Adverbs
Determine the sequence of three descriptive events; practice comprehension skills.	N/A	110.13.b.2.21Avii	15	First? Next? Last?
Recognize and use prepositions and prepositional phrases.	N/A	110.13.b.2.21Av	16–17	Up, Down, or Over?
Use complete sentences with correct subject-verb agreement.	N/A	110.13.b.2.21B	18–19	Everybody Is Somebody
Identify end punctuation for statements, questions, and exclamations.	N/A	110.13.b.2.22Ci	20	Ending Sentences
Identify end punctuation for statements, questions, and exclamations in a story.	N/A	110.13.b.2.22Ci	21	Let's Talk: Punctuation
Discriminate between common and proper nouns for people and animals.	N/A	110.13.b.2.22Bi	22	Special People and Animals
Capitalize holidays, product names, and geographic names, etc.	2.L.2.a	110.13.b.2.22.Bi	23	Big <i>B</i> , Little <i>b</i>
Discriminate between common and proper nouns for days of the week and identify correct capitalization.	N/A	110.13.b.2.22Bii	24–25	Days of the Week
Discriminate between common and proper nouns for months of the year and identify correct capitalization.	N/A	110.13.b.2.22Bii	26–27	Months of the Year
Identify contractions with <i>not</i> , using graphophonic cues and context; practice usage skills.	2.L.2.c	110.13.b.2.22Cii	28–29	"O" No!
Discriminate between correct and incorrect spellings of singular possessive nouns that show ownership.	2.L.2.c	110.13.b.2.22Cii	30–31	Whose Cat Is This?
Discriminate between contractions with <i>not</i> and <i>will</i> .	2.L.2.c	110.13.b.2.22Cii	32	Contractions with <i>Not</i> and <i>Will</i>

85819 Language: Vocabulary

Objective	CCSS	TEKS	Page	Activity Title
Identify words using context and prior knowledge.	2.L.4a.	N/A	1	What's the Word?
Identify words, using context clues.	2.L.4a.	N/A	2–3	What Makes Sense?
Understand word meanings in context.	2.L.4a.	N/A	4–5	Monster Word Meanings
Determine the meaning of the new word formed when a known prefix is added to a known word.	2.L.4b.	110.13.b.5A	6–7	Reading Words with Prefixes

Objective	CCSS	TEKS	Page	Activity Title
Determine when to use the suffixes <i>-less</i> , <i>-ly</i> , <i>-y</i> .	2.L.4b.	110.13.b.5A	8–9	Add an Ending
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	2.L.4c.	N/A	10–11	What Is the Root of It?
Discriminate between compound words.	2.L.4d.	N/A	12–13	The Right Compound
Discriminate between compound words.	2.L.4d.	N/A	14–15	Choose a Compound
Put word pairs in alphabetical order; practice research skills.	2.L.4e.	110.13.b.5D	16–17	ABC Order
Alphabetize categories of words in a Word Book; practice research skills.	2.L.4e.	110.13.b.5D	18–19	Categories in ABC Order
Use Monitoring Comprehension and Using Text Structures/Features (Glossary) as comprehension strategies.	2.L.4e.	110.13.b.5D	20–21	Look It Up!
Identify real-life connections between words and their use.	2.L.5a.	N/A	22	Real-Life Connections with Words
Distinguish shades of meaning among closely related verbs.	2.L.5b.	N/A	23	Shades of Meaning
Determine the meanings of words related to a grade 2 subject area.	2.RI.4	110.13.b.5B	24–25	What Is the Meaning?
Determine the meaning of words relevant to a grade 2 topic area.	2.RI.4	110.13.b.5B	26–27	Beach Words
Determine the meaning of words relevant to a grade 2 topic area.	2.RI.4	110.13.b.5B	28–29	Classroom Words
Determine the meanings of words related to a grade 2 subject area.	2.RI.4	110.13.b.5B	30–31	Invention Words
Use sentence-level context as a clue to the meaning of a word or phrase.	2.RI.4	110.13.b.5B	32	Sentence Clues

85820 Literature: Comprehension Skills

Objective	CCSS	TEKS	Page	Activity Title
Demonstrate understanding of key details in a text by answering questions.	2.RL.1	110.13.b.3B	1	Reading Carefully
Ask and answer who, what, where, when, and why questions.	2.RL.1	110.13.b.3B	2–3	Ask Questions!
Read for details to compare and contrast two settings; practice comprehension skills.	2.RL.1	110.13.b.3B	4–5	Comparing Settings
Use questions such as who, what, where, when, how, and why to understand key details in a text.	2.RL.1	110.13.b.3B	6–7	Class Trip to the Beach
Use Using Text Structures/Features (Sequence) and Retelling as comprehension strategies.	2.RL.2	N/A	8–9	Say It a New Way
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.RL.2	110.13.b.6A	10–11	Learning About Fables
Infer feelings and emotions of characters from context; practice comprehension skills.	2.RL.3	110.13.b.9B	12–13	How Are You Feeling?
Describe how characters in a story respond to major events and challenges.	2.RL.3	110.13.b.9B	14–15	Character Feelings
Understand the elements of poetry, including rhyme, rhythm, repetition, and imagery.	2.RL.4	110.13.b.7	16–17	School Band
Determine the sequence of four pictured events; practice comprehension skills.	2.RL.5	N/A	18–19	In What Order?
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	2.RL.5	N/A	20–21	Beginning, Middle, and End
Describe the structure of a story, including the beginning and the conclusion.	2.RL.5	N/A	22–23	Too Crowded
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.RL.6	N/A	24–25	Different Characters, Different Voices
Understand different points of view, including how different characters would sound.	2.RL.6	N/A	26–27	It's All in the Voice
Use words and images to understand a passage.	2.RL.7	110.13.b.16	28–29	Making a Friend
Use pictures to understand a story.	2.RL.7	110.13.b.16	30–31	Pictures and Words
Find rhyming sounds in words.	2.RL.4	110.13.b.7	32	Rhyme Time

85821 Science Informational Text: Comprehension Skills

Objective	CCSS	TEKS	Page	Activity Title
Answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RI.1	110.13.b.3B	1	What Plants Need
Answer questions to demonstrate understanding of a text.	2.RI.1	110.13.b.3B	2–3	Slow, Sleepy Sloths
Answer questions about key details in a text.	2.RI.1	110.13.b.3B	4–5	It's Not Just a Liquid!
Identify the main ideas of paragraphs. Identify details that support the main ideas of paragraphs.	2.RI.2	110.13.b.14A	6–7	Doggy Details
Identify the focus of specific paragraphs in a text.	2.RI.2	110.13.b.14A	8–9	Spreading Seeds
Describe the order of events or ideas in a text.	2.RI.3	110.13.b.14C	10–11	A Chemical Reaction in Action
Describe the connections between scientific ideas or concepts in a text.	2.RI.3	110.13.b.14C	12–13	The Beating of Your Heart
Determine the meaning of words and phrases in a text that are relevant to a topic.	2.RI.4	110.13.b.5B	14–15	All About Climate
Determine the meaning of words and phrases in a text that are relevant to a topic.	2.RI.4	110.13.b.5B	16–17	So Many Kinds of Beaks
Recognize the purpose of a glossary. Identify word meanings using a glossary.	2.RI.5	110.13.b.14D	18–19	Buggy Words
Use text structures (description) and features (index) to locate and comprehend information in informational text.	2.RI.5	110.13.b.14D	20–21	Index: Reptile Book
Use a table of contents to locate information.	2.RI.5	110.13.b.14D	22–23	Explore a Table of Contents
Explain how pictures and diagrams clarify a text.	2.RI.7	110.13.b.15B	24–25	Lever Make Lifting Easy!
Use a diagram to better understand a text.	2.RI.7	110.13.b.15B	26–27	The Water Cycle in Words and Pictures
Use an illustration to help interpret a text.	2.RI.7	110.13.b.15B	28–29	Solar Eclipse
Use specific images to assist in the interpretation of text.	2.RI.7	110.13.b.15B	30–31	Using Images to Learn
Use a graphic to better understand a passage.	2.RI.7	110.13.b.15B	32	Parts of a Plant

Objective	CCSS	TEKS	Page	Activity Title
85822 Social Studies Informational Text: Comprehension Skills				
Objective	CCSS	TEKS	Page	Activity Title
Determine the meaning of words and phrases related to social studies.	2.RI.1	110.13.b.3B	1	Social Studies Vocabulary
Understand key facts in a text.	2.RI.1	110.13.b.3B	2–3	Finding the Facts
Identify the focus of specific paragraphs in a text.	2.RI.2	110.13.b.14A	4–5	All Kinds of Flags
Identify the focus of specific paragraphs in a text.	2.RI.2	110.13.b.14A	6–7	All About Parades
Describe the connections between a series of events.	2.RI.3	110.13.b.14C	8–9	Making Paper
Describe connections between a series of events.	2.RI.3	110.13.b.14C	10–11	Gold!
Recognize the purpose and format of an index and use an index to identify pages on which information can be found.	2.RI.5	110.13.b.14D	12–13	Using an Index
Use Monitoring Comprehension and Using Text Structures/Features (Glossary) as comprehension strategies.	2.RI.5	110.13.b.14D	14–15	Global Glossary
Use a table of contents to locate information.	2.RI.6	110.13.b.13	16–17	Using a Table of Contents
Describe connections between a series of events or ideas.	2.RI.6	110.13.b.13	18–19	A Famous Dog Sled Race
Complete sentences using details from illustrations.	2.RI.7	N/A	20–21	I'm in the Circus
Use a map to better understand a text.	2.RI.7	N/A	22–23	How the States Got Their Shapes
Use an image to better understand a text.	2.RI.8	N/A	24–25	Bathing Machines
Use pictures to better understand the text.	2.RI.8	N/A	26–27	Tales of Tooth Brushing
Use text structures (description, comparison) and features (Venn diagram, bulleted text, illustration, photography) to locate and comprehend information presented visually in informational text.	2.RI.9	N/A	28–29	Compare Hair Curling
Use pictures to better understand a text.	N/A	110.13.b.15B	30–31	Silk
Use graphic elements to understand the meaning of a text.	N/A	110.13.b.15B	32	Step by Step