

Voyages in English 2018

Grade 2

Correlations to Florida State Standards

Writing

Text Types and Purposes		Part 1: Grammar	Part 2: Writing
LASF.2.W.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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	TE: 117	SE: 252–263
LASF.2.W.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.	TE: OV-19–OV-21	SE: 216–217, 264–277
LASF.2.W.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.	TE: OV-18–OV-19	SE: 204–215, 229–237 TE: 244, 263

Production and Distribution of Writing		Part 1: Grammar	Part 2: Writing
LASF.2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		SE: 210–215, 222–227, 234–239, 246–251, 258–263, 272–277
LASF.2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		SE: 213, 225, 237, 249, 261, 275 TE: 210, 215, 222, 234, 238, 241, 258, 263, 267, 277
LASF.2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		TE: 215, 227, 239, 245, 251, 263, 273, 277
Research to Build and Present Knowledge		Part 1: Grammar	Part 2: Writing
LASF.2.W.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).	TE: OV-19, OV-21	TE: 273
LASF.2.W.8	Recall information from experiences or gather information from provided sources to answer a question.	TE: OV-19–OV-20	SE: 204–227, 240–251, 264–277

Language

Conventions of Standard English		Part 1: Grammar	Part 2: Writing
LASF.2.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: 5–6, 10–14, 16, 19, 20–26, 28, 30–31, 37, 45, 54, 64–86, 90–101, 103–106, 109, 110, 112, 116–118, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181 TE: OV-18–OV-21	SE: 212–214, 224–225, 236–237, 248–249, 260–261, 274–275
LASF.2.L.1a	Demonstrate legible printing skills.		
LASF.2.L.1b	Use collective nouns (e.g., <i>group</i>).	SE: 48–49	
LASF.2.L.1c	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	SE: 46–47, 62	
LASF.2.L.1d	Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	SE: 77–79, 206–215 TE: OV-18	SE: 206–215
LASF.2.L.1e	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	SE: 77–79	
LASF.2.L.1f	Use adjectives and adverbs, and choose between them depending on what is to be modified.	SE: 89, 102, 111–113, 119–127	
LASF.2.L.1g	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).	SE: 4, 7, 9, 12, 16, 27, 31, 37, 45, 54, 65, 69, 73, 76, 81, 89, 95, 99–100, 112, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181 TE: OV-18–OV-21	SE: 212–214, 224–225, 236–237, 248–249, 260–261, 274–275

Conventions of Standard English, continued		Part 1: Grammar	Part 2: Writing
LASF.2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 2–4, 7–9, 12, 15–18, 26–27, 31–33, 35–45, 50, 54, 60–61, 65, 69, 73, 76, 81, 89, 95, 99–100, 112, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181	SE: 212–214, 224–225, 236–237, 248–249, 260–261, 274–275
LASF.2.L.2a	Capitalize holidays, product names, and geographic names.	SE: 32–34, 60	
LASF.2.L.2b	Use commas in greetings and closings of letters.		SE: 218–227
LASF.2.L.2c	Use an apostrophe to form contractions and frequently occurring possessives.	SE: 52–55, 62, 131–152	
LASF.2.L.2d	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy>boil).		TE: 212, 224, 236, 248, 260, 274
LASF.2.L.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TE: 46, 59, 119, 169	TE: 198, 214, 226, 238, 250, 262, 271
Knowledge of Language		Part 1: Grammar	Part 2: Writing
LASF.2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE: 5–7, 9–11, 13–14, 16, 19, 20–28, 30–31, 37, 45, 54, 64–86, 90–101, 103–106, 109–110, 112, 116–118, 123, 133, 137, 139, 148, 157, 159, 161, 78, 181 TE: OV-20	SE: 212–214, 224–225, 236–237, 248–249, 260–261, 274–275
LASF.2.L.3a	Compare formal and informal uses of English.	TE: 131a, 132	

Vocabulary Acquisition and Use		Part 1: Grammar	Part 2: Writing
LASF.2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	SE: 56–59, 116–117, 119, 154–165, 169, 173–177, 184–186 TE: 190–194, 198	TE: 214, 226, 238, 250, 262, 271
LASF.2.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	SE: 168–169	
LASF.2.L.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).	SE: 170–172	
LASF.2.L.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	SE: 116–117, 176–177	
LASF.2.L.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	SE: 56–59	
LASF.2.L.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	SE: 190–194, 198 TE: 46, 59, 119, 169, 214, 226, 238, 250, 262, 271	TE: 214, 226, 238, 250, 262, 271
LASF.2.L.5	Demonstrate understanding of word relationships and nuances in word meanings.	SE: 87–88, 121–122, 125–126, 154–159, 166–167, 178–183	
LASF.2.L.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	SE: 114–115	
LASF.2.L.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	SE: 87–88, 121–122, 125–126	
LASF.2.L.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., <i>When other kids are happy that makes me happy</i>).	SE: 111, 113, 126 TE: OV-19	

Speaking and Listening

Comprehension and Collaboration		Part 1: Grammar	Part 2: Writing
LASF.2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		TE: 209, 213, 225, 227, 237, 239, 249, 251, 251, 261, 263, 261, 275, 277
LASF.2.SL.1a	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).		TE: 213, 215, 225, 227, 237, 239, 249, 251, 251, 261, 263, 275, 277
LASF.2.SL.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.	TE: 34, 88, 121, 136, 188, 197	TE: 204b, 228b, 230, 234, 252b
LASF.2.SL.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	SE: 219 TE: OV-21, 8, 115	TE: 227, 230, 233, 234, 245, 247
LASF.2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		SE: 234, 254, 256
Presentation of Knowledge and Ideas		Part 1: Grammar	Part 2: Writing
LASF.2.SL.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.	TE: OV-21, 55, 82	TE: 209, 239, 251, 273, 277
LASF.2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	TE: OV-19–OV-20	TE: 204–215

Presentation of Knowledge and Ideas, continued		Part 1: Grammar	Part 2: Writing
LASF.2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	TE: OV-18, OV-21, 36	SE: 227, 233, 236, 242, 243, 244, 251, 276, 277
LASF.2.SL.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 for specific expectations.)	TE: OV-18, OV-21, 8, 115	SE: 219 TE: 227, 230, 233, 234, 245

Reading

Literature Craft and Structure		Part 1: Grammar	Part 2: Writing
LASF.2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		SE: 206, 209, 211, 254–255, 257, 266
Informational Texts Craft and Structure		Part 1: Grammar	Part 2: Writing
LASF.2.RI.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.	SE: 195–198	