

Perfection Learning Corporation
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Language Arts
Grade 2
Focus on Reading Strategies Level B

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.	Pupil Edition Page References	Teacher Edition Page References
a. The student will apply knowledge of phonological and phonemic awareness. (Phonological and phonemic awareness skills are <u>oral</u> skills. Once the skills are paired with print, the activity becomes a phonics activity.)		
1) Add, delete, substitute, or transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to “at”= bat; or take /k/ from “cat” = at; or change /i/ in hit to /a/ = hat; or determine what sounds change positions to make “pit” into “tip”)	NA	NA
2) Continue to blend and segment spoken words into phonemes.	NA	NA
b. The student will use word recognition skills for multi- syllabic words.		
1) Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.	NA	NA
2) Read words derived from word families (e.g., -it, -at, -ite, -ate).	NA	NA
3) Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	NA	NA
4) Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce or analyze new words.	NA	NA
5) Identify and create compound words.	NA	NA
6) Identify and create contractions (e.g., can + not = can’t) correctly.	98	NA
7) Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)	Selections in text	NA
c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel -consonant + e, consonant + le) to analyze words.	NA	NA
d. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, - es, -ed,- ing, -y, -ly, -er, -est, -ful, -less, - able, - ness, - ish) to analyze words.	NA	NA
e. The student will develop and apply knowledge of words and word meanings to communicate.		
1) Identify and begin to generate words into categories.	51	NA
2) Determine the relationship between pairs of words (e.g., icicles/ Popsicle’s, oven/heater, friend/enemy, gloves/socks, etc.)	NA	NA
f. The student will identify and use synonyms, antonyms, and homonyms.	42	NA

	Pupil Edition Page References	Teacher Edition Page References
g. The student will use context to determine the meanings of unfamiliar or multiple meaning words.	26, 34-35, 78, 88, 98, 114-115	NA
h. The student will use context to determine the simple figurative meanings (e.g., simile, metaphor, and personification) of words.	NA	NA
i. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, glossary, teacher or peer as a resource).	69, 89, 98, 105	NA
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.		
a. The student will use text features, parts of a book, and text structures to analyze text.		
1) Text features – titles, headings, illustrations, graphs, captions, charts, etc.	6-21	NA
2) Parts of a book – title page, title, author, table of contents, glossary, etc.	NA	NA
3) Text structures – fiction, nonfiction, description, sequential order, simple cause and effect, etc.	NA	NA
b. The student will analyze texts in order to identify, understand, infer, or synthesize information.	103-105	
1) Answer literal and simple inferential who, what, when, where, why, how, and what if questions.	8-10, 16-18, 22-25, 103-105	14
2) Answer literal and simple inferential questions about main characters, settings, and events.	12, 70-71, 83-101	13, 17
3) Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.	83-101	13, 17
4) Identify the main idea and some details in narrative text or the topic and some details in informational text.	28, 108	NA
5) Determine simple causes and effects.	NA	NA
6) Identify simple facts and opinions.	36-37	15
7) Draw conclusions based on information from narrative and/or informational text.	91, 100	NA
8) Identify and discuss the theme of a text.	NA	NA
c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence.		
1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution.	NA	NA
2) Arrange in sequential order a listing of events found in narrative and/or informational text.	38-54, 116-117	16

d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence.	Pupil Edition Page References	Teacher Edition Page References
1) Interpret text through moving, drawing, speaking, acting, or singing.	NA	NA
2) Make connections between self and characters, and events in text.	22-37	NA
3) Compose visual images.	13, 80-81	
4) Identify favorite passages and explain why the passage is a favorite, citing text-based evidence.	NA	NA
3. The Student will express, communicate, or evaluate ideas effectively.		
a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit.		
1) Planning <ul style="list-style-type: none"> • Use a variety of graphic organizers (e.g., Venn diagram, bubble maps, story maps, etc.) to generate and organize ideas. 	NA	NA
2) Drafting <ul style="list-style-type: none"> • Begin to transfer thoughts from graphic organizers into sentences and simple paragraphs. 	NA	NA
3) Revising <ul style="list-style-type: none"> • Begin to revise sentences and/or paragraphs for organization, to add details, and to clarify ideas. 	NA	NA
4) Editing <ul style="list-style-type: none"> • Edit for capitalization, punctuation, and spelling. 	NA	NA
5) Publishing/Sharing <ul style="list-style-type: none"> • Publish writing by displaying, retelling, and/or reading written ideas. 	NA	NA
b. The student will compose descriptive text using specific details and vivid language.	NA	NA
c. The student will compose narrative text with a clear beginning, middle, and end.	109	
d. The student will compose informational text and at least three supporting details.	NA	NA
e. The student will generate questions and use multiple sources to locate answers.	NA	NA
4. The student will use Standard English to communicate.		
a. The student will use Standard English grammar.		
1) Nouns (e.g., singular, plural, common, proper, possessive)	NA	NA
2) Verbs, helping verbs and irregular verbs	NA	NA
3) Verb tense (e.g., past, present, and future)	NA	NA
4) Subject/verb agreement	NA	NA
5) Articles and conjunctions	NA	NA
6) Adjectives (e.g., possessive, comparative, superlative)	NA	NA
7) Prepositions	NA	NA
8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, and plural possessive pronouns).	NA	NA
9) Adverbs	NA	NA

b. The student will use Standard English mechanics to compose or edit.	Pupil Edition Page References	Teacher Edition Page References
1) End punctuation (e.g., period, question mark, exclamation mark)	NA	NA
2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)	NA	NA
3) Commas (e.g., dates, series, addresses, greetings, closings in a friendly letter)	NA	NA
4) Quotation marks (e.g., quotations)	NA	NA
5) Apostrophes (e.g., contractions, possessives)	NA	NA
6) Colons(e.g., in notation of time)	NA	NA
7) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I")	NA	NA
8) Spell words commonly found in second grade level text.	NA	NA
9) Write words and sentences legibly.	NA	NA
c. The student will use varied sentence structures.		
1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling, imperative/command or request).	NA	NA
2) Compose declarative/telling, interrogative/question, exclamatory/strong feeling, imperative/command or request sentences.	NA	NA
3) Compose simple or compound sentences.	NA	NA

All competencies and suggested objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference.

- If you have an annotated teacher edition, then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand-alone.