Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

Grade 2 Reading Literature	
Key Ideas and Details	**Twig ELA Correlation**
2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	*G2M2 Master of Materials* DQ3 L1 TE pp.86–91, TB pp.33–37
2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
2.RL.3 Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.	
Craft and Structure	**Twig ELA Correlation**
2.RL.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	
2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action, and the ending concludes the action.	
2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each	

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

character when reading dialogue aloud.	
Integration of Knowledge and Ideas	**Twig ELA Correlation**
2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
2.RL.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.	
Range of Reading and Level of Text Complexity	**Twig ELA Correlation**
2.RL.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.	*G2M2 Master of Materials* DQ3 L1 TE pp.86–91, TB pp.33–37
Grade 2 Reading Informational Text	
Key Ideas and Details	**Twig ELA Correlation**
2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	*G2M1 My Journey West* DQ1 L2 TE pp.62–67, TB pp.19–20 DQ1 L7 TE pp.94–99, TB p.31 DQ2 L2 TE pp.138–145, TB p.46 DQ2 L6 TE pp.166–173, TB pp.55–61 DQ3 L3 TE pp.218–225, TB pp.77–86

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

	DQ3 L4 TE pp.226–230, TB pp.87–88 *G2M2 Master of Materials* DQ1 L3 TE pp.20–25, TB pp.7–9 DQ4 L4 TE pp.146–151, TB pp.63–65 *G2M3 Save the Island* DQ1 L3 TE pp.22–29, TB pp.9–10 DQ1 L7 TE pp.50–58, TB pp.17–22 DQ1 L10 TE pp.74–81, TB pp.29–35 DQ2 L4 TE pp.116–121, TB pp.51–52 DQ2 L5 TE pp.122–128, TB pp.53–60 DQ3 L2 TE pp.140–147, TB pp.66–68 DQ3 L3 TE pp.148–153, TB pp.69–71 *G2M4 A Garden for Life* DQ1 L7 TE pp.56–61, TB pp.19–20 DQ2 L1 TE pp.92–97, TB pp.29–32
2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	*G2M1 My Journey West* DQ2 L6 TE pp.166–173, TB pp.55–61 *G2M3 Save the Island* DQ1 L10 TE pp.74–81, TB pp.29–35 *G2M4 A Garden for Life*

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

	DQ3 L5 TE pp.164–170, TB pp.55–66 DQ4 L2 TE pp.224–231, TB pp.83–90
2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	*G2M1 My Journey West* DQ2 L2 TE pp.138–145, TB p.46 DQ2 L6 TE pp.166–173, TB pp.55–61 DQ3 L4 TE pp.226–230, TB pp.87–88 *G2M2 Master of Materials* DQ1 L3 TE pp.20–25, TB pp.7–9 DQ4 L4 TE pp.146–151, TB pp.63–65 *G2M3 Save the Island* DQ1 L3 TE pp.22–29, TB pp.9–10 DQ1 L7 TE pp.50–58, TB pp.17–22 DQ1 L10 TE pp.74–81, TB pp.29–35 DQ2 L4 TE pp.116–121, TB pp.51–52 DQ2 L5 TE pp.122–128, TB pp.53–60 DQ3 L2 TE pp.140–147, TB pp.66–68 DQ3 L3 TE pp.148–153, TB pp.69–71
Craft and Structure	**Twig ELA Correlation**
2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	*G2M1 My Journey West* DQ2 L2 TE pp.138–145, TB p.46 *G2M3 Save the Island*

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

	DQ1 L3 TE pp.22–29, TB pp.9–10 DQ1 L10 TE pp.74–81, TB pp.29–35
2.RI.5 Know and use various text features to locate key facts or information in a text efficiently.	*G2M1 My Journey West* DQ1 L7 TE pp.94–99, TB p.31 DQ3 L4 TE pp.226–230, TB pp.87–88 *G2M2 Master of Materials* DQ1 L3 TE pp.20–25, TB pp.7–9 DQ5 L3 TE pp.188–191, TB p.87 *G2M3 Save the Island* DQ1 L10 TE pp.74–81, TB pp.29–35 DQ2 L4 TE pp.116–121, TB pp.51–52
2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	*G2M1 My Journey West* DQ2 L6 TE pp.166–173, TB pp.55–61 DQ3 L3 TE pp.218–225, TB pp.77–86 *G2M2 Master of Materials* DQ4 L4 TE pp.146–151, TB pp.63–65 DQ5 L3 TE pp.188–191, TB p.87 *G2M3 Save the Island* DQ1 L10 TE pp.74–81, TB pp.29–35 *G2M4 A Garden for Life*

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

	DQ1 L7 TE pp.56–61, TB pp.19–20 DQ2 L1 TE pp.92–97, TB pp.29–32 DQ3 L5 TE pp.164–170, TB pp.55–66 DQ4 L2 TE pp.224–231, TB pp.83–90
Integration of Knowledge and Ideas	**Twig ELA Correlation**
2.RI.7 Explain how specific images contribute to and clarify a text.	*G2M1 My Journey West* DQ1 L2 TE pp.62–67, TB pp.19–20 DQ1 L7 TE pp.94–99, TB p.31 DQ2 L2 TE pp.138–145, TB p.46 DQ3 L3 TE pp.218–225, TB pp.77–86 DQ3 L4 TE pp.226–230, TB pp.87–88 *G2M3 Save the Island* DQ1 L3 TE pp.22–29, TB pp.9–10 DQ2 L5 TE pp.122–128, TB pp.53–60 *G2M4 A Garden for Life* DQ1 L7 TE pp.56–61, TB pp.19–20
2.RI.8 Describe how reasons support specific points the author makes in a text.	*G2M1 My Journey West* DQ2 L6 TE pp.166–173, TB pp.55–61 DQ3 L4 TE pp.226–230, TB pp.87–88 *G2M3 Save the Island* DQ1 L10 TE pp.74–81, TB pp.29–35

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

	DQ2 L4 TE pp.116–121, TB pp.51–52 DQ2 L5 TE pp.122–128, TB pp.53–60 DQ3 L2 TE pp.140–147, TB pp.66–68 DQ3 L3 TE pp.148–153, TB pp.69–71
2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	*G2M1 My Journey West* DQ3 L3 TE pp.218–225, TB pp.77–86 *G2M2 Master of Materials* DQ4 L4 TE pp.146–151, TB pp.63–65
Range of Reading and Level of Text Complexity	**Twig ELA Correlation**
2.RI.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.	*G2M1 My Journey West* DQ2 L2 TE pp.138–145, TB p.46 DQ2 L6 TE pp.166–173, TB pp.55–61 DQ3 L3 TE pp.218–225, TB pp.77–86 DQ3 L4 TE pp.226–230, TB pp.87–88 *G2M3 Save the Island* DQ1 L7 TE pp.50–58, TB pp.17–22 DQ1 L10 TE pp.74–81, TB pp.29–35 DQ2 L4 TE pp.116–121, TB pp.51–52 DQ2 L5 TE pp.122–128, TB pp.53–60 DQ3 L2 TE pp.140–147, TB pp.66–68 DQ3 L3 TE pp.148–153, TB pp.69–71

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

	G2M4 A Garden for Life DQ2 L1 TE pp.92–97, TB pp.29–32
Grade 2 Writing	
Text Types and Purposes	**Twig ELA Correlation**
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 to connect opinion and reasons, and provide a concluding statement or section.	*G2M3 Save the Island* DQ1 L11 TE pp.82–88, TB pp.36–38 *G2M4 A Garden for Life* DQ2 L5 TE pp.120–125, TB pp.41–42
2.W.2 Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.	*G2M1 My Journey West* DQ4 L5 TE pp.260–266, TB pp.100–102 *G2M2 Master of Materials* DQ3 L6 TE pp.116–120, TB pp.50–52 DQ4 L7 TE pp.164–168, TB pp.75–76 *G2M3 Save the Island* DQ1 L4 TE pp.30–35, TB pp.11–12 DQ4 L2 TE pp.186–191, TB pp.81–82 DQ4 L5 TE pp.204–208, TB p.86 *G2M4 A Garden for Life* DQ3 L9 TE pp.192–196, TB pp.73–75

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

2.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
Production and Distribution of Writing	**Twig ELA Correlation**
2.W.5 With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.	*G2M1 My Journey West* DQ4 L5 TE pp.260–266, TB pp.100–102 *G2M2 Master of Materials* DQ3 L6 TE pp.116–120, TB pp.50–52
2.W.6 With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.	
Research to Build and Present Knowledge	**Twig ELA Correlation**
2.W.7 Participate in shared research and writing projects.	*G2M1 My Journey West* DQ2 L8 TE pp.180–187, TB pp.64–65 DQ3 L2 TE pp.212–217, TB pp.75–76 *G2M2 Master of Materials* DQ4 L7 TE pp.164–168, TB pp.75–76 *G2M3 Save the Island* DQ4 L6 TE pp.210–214, TB pp.87–88

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	*G2M2 Master of Materials* DQ3 L1 TE pp.86–91, TB pp.33–37 *G2M3 Save the Island* DQ1 L6 TE pp.44–49, TB pp.15–16 *G2M4 A Garden for Life* DQ1 L5 TE pp.40–47, TB pp.13–15 DQ1 L7 TE pp.56–61, TB pp.19–20 DQ3 L3 TE pp.152–157, TB pp.51–52 DQ3 L5 TE pp.164–170, TB pp.55–66 DQ3 L9 TE pp.192–196, TB pp.73–75 DQ3 L11 TE pp.204–210, TB p.78 DQ4 L2 TE pp.224–231, TB pp.83–90
Grade 2 Speaking and Listening	
Comprehension and Collaboration	**Twig ELA Correlation**
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.	*G2M1 My Journey West* DQ1 L1 TE pp.54–61, TB pp.17–18 DQ1 L2 TE pp.62–67, TB pp.19–20 DQ1 L4 TE pp.76–81, TB p.25 DQ1 L7 TE pp.94–99, TB p.31 DQ1 L10 TE pp.112–117, TB p.36 DQ2 L1 TE pp.132–137, TB pp.43–45 DQ2 L2 TE pp.138–145, TB p.46
2.SL.1a Follow agreed-upon rules for discussions.	
2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others.	

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	DQ2 L4 TE pp.154–159, TB pp.49–52 DQ2 L5 TE pp.160–165, TB pp.53–54 DQ2 L6 TE pp.166–173, TB pp.55–61 DQ2 L7 TE pp.174–179, TB pp.62–63 DQ2 L8 TE pp.180–187, TB pp.64–65 DQ3 L1 TE pp.206–211, TB pp.73–74 DQ3 L3 TE pp.218–225, TB pp.77–86 DQ3 L4 TE pp.226–230, TB pp.87–88 DQ4 L3 TE pp.248–253, TB pp.96–98 DQ4 L5 TE pp.260–266, TB pp.100–102 *G2M2 Master of Materials* DQ1 L1 TE pp.6–11, TB pp.3–4 DQ1 L2 TE pp.12–19, TB pp.5–6 DQ1 L3 TE pp.20–25, TB pp.7–9 DQ1 L5 TE pp.32–38, TB pp.12–16 DQ2 L1 TE pp.44–49, TB pp.19–21 DQ2 L2 TE pp.50–55, TB pp.22–23 DQ2 L3 TE pp.56–62, TB pp.24–26 DQ2 L4 TE pp.64–70, TB pp.27–28 DQ2 L5 TE pp.72–78, TB pp.29–30 DQ3 L2 TE pp.92–97, TB pp.38–40 DQ3 L3 TE pp.98–103, TB pp.41–43 DQ3 L4 TE pp.104–109, TB pp.44–46 DQ3 L5 TE pp.110–115, TB pp.47–49 DQ3 L6 TE pp.116–120, TB pp.50–52

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

	DQ4 L1 TE pp.128–132, TB pp.55–56 DQ4 L2 TE pp.134–139, TB pp.57–58 DQ4 L3 TE pp.140–145, TB pp.59–62 DQ4 L4 TE pp.146–151, TB pp.63–65 DQ4 L5 TE pp.152–157, TB pp.66–70 DQ4 L6 TE pp.158–163, TB pp.71–74 DQ4 L7 TE pp.164–168, TB pp.75–76 DQ5 L1 TE pp.176–181, TB pp.79–83 DQ5 L2 TE pp.182–186, TB pp.84–86 DQ5 L4 TE pp.192–197, TB pp.88–91 DQ5 L5 TE pp.198–201, TB pp.92–93 DQ5 L6 TE pp.202–205, TB p.94 DQ5 L7 TE pp.206–210, TB pp.95–96 DQ5 L8 TE pp.212–215, TB pp.97–98 ***G2M3 Save the Island*** DQ1 L3 TE pp.22–29, TB pp.9–10 DQ1 L10 TE pp.74–81, TB pp.29–35 DQ1 L11 TE pp.82–88, TB pp.36–38 DQ2 L3 TE pp.108–115, TB pp.47–50 DQ2 L4 TE pp.116–121, TB pp.51–52 DQ2 L5 TE pp.122–128, TB pp.53–60 DQ3 L1 TE pp.134–139, TB pp.63–65 DQ3 L2 TE pp.140–147, TB pp.66–68 DQ3 L3 TE pp.148–153, TB pp.69–71 DQ3 L4 TE pp.154–159, TB p.72

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

	DQ3 L6 TE pp.166–170, TB pp.75–76 DQ4 L1 TE pp.178–184, TB pp.79–80 DQ4 L2 TE pp.186–191, TB pp.81–82 DQ4 L4 TE pp.198–203, TB pp.84–85 *G2M4 A Garden for Life* DQ1 L2 TE pp.16–23, TB pp.6–7 DQ1 L3 TE pp.24–31, TB pp.8–9 DQ1 L4 TE pp.32–38, TB pp.10–12 DQ1 L6 TE pp.48–55, TB pp.16–18 DQ1 L8 TE pp.62–69, TB pp.21–22 DQ1 L10 TE pp.80–86, TB pp.25–26 DQ2 L1 TE pp.92–97, TB pp.29–32 DQ2 L2 TE pp.98–105, TB pp.33–36 DQ2 L3 TE pp.106–111, TB pp.37–38 DQ3 L3 TE pp.152–157, TB pp.51–52 DQ3 L5 TE pp.164–170, TB pp.55–66 DQ4 L2 TE pp.224–231, TB pp.83–90
2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	*G2M1 My Journey West* DQ1 L2 TE pp.62–67, TB pp.19–20 DQ1 L7 TE pp.94–99, TB p.31 DQ1 L8 TE pp.100–105, TB pp.32–33 DQ1 L11 TE pp.118–124, TB pp.37–40 DQ2 L2 TE pp.138–145, TB p.46 DQ2 L6 TE pp.166–173, TB pp.55–61

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

	DQ2 L9 TE pp.188–193, TB pp.66–67 ***G2M2 Master of Materials*** DQ1 L2 TE pp.12–19, TB pp.5–6 DQ1 L3 TE pp.20–25, TB pp.7–9 DQ2 L1 TE pp.44–49, TB pp.19–21 DQ2 L2 TE pp.50–55, TB pp.22–23 DQ2 L3 TE pp.56–62, TB pp.24–26 DQ2 L4 TE pp.64–70, TB pp.27–28 DQ3 L1 TE pp.86–91, TB pp.33–37 DQ3 L5 TE pp.110–115, TB pp.47–49 DQ4 L1 TE pp.128–132, TB pp.55–56 DQ4 L3 TE pp.140–145, TB pp.59–62 DQ4 L6 TE pp.158–163, TB pp.71–74 DQ5 L3 TE pp.188–191, TB p.87 DQ5 L9 TE pp.216–220, TB pp.99–100 ***G2M3 Save the Island*** DQ1 L1 TE pp.8–15, TB pp.3–6 DQ1 L2 TE pp.16–21, TB pp.7–8 DQ1 L3 TE pp.22–29, TB pp.9–10 DQ1 L4 TE pp.30–35, TB pp.11–12 DQ1 L5 TE pp.36–43, TB pp.13–14 DQ1 L6 TE pp.44–49, TB pp.15–16 DQ1 L8 TE pp.60–65, TB pp.23–26 DQ1 L9 TE pp.66–73, TB pp.27–28

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

	DQ1 L10 TE pp.74–81, TB pp.29–35 DQ2 L2 TE pp.100–107, TB pp.45–46 DQ2 L4 TE pp.116–121, TB pp.51–52 DQ2 L5 TE pp.122–128, TB pp.53–60 DQ3 L5 TE pp.160–165, TB pp.73–74 *G2M4 A Garden for Life* DQ2 L5 TE pp.120–125, TB pp.41–42 DQ3 L4 TE pp.158–163, TB pp.53–54 DQ3 L5 TE pp.164–170, TB pp.55–66
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.	*G2M1 My Journey West* DQ1 L3 TE pp.68–75, TB pp.21–24 DQ1 L6 TE pp.88–93, TB pp.28–30 DQ2 L3 TE pp.146–153, TB pp.47–48 DQ2 L10 TE pp.194–200, TB pp.68–70 DQ4 L1 TE pp.236–241, TB pp.91–92 DQ4 L2 TE pp.242–247, TB pp.93–95 *G2M2 Master of Materials* DQ1 L4 TE pp.26–31, TB pp.10–11 DQ2 L5 TE pp.72–78, TB pp.29–30 DQ3 L3 TE pp.98–103, TB pp.41–43 DQ3 L4 TE pp.104–109, TB pp.44–46 DQ3 L5 TE pp.110–115, TB pp.47–49 DQ4 L2 TE pp.134–139, TB pp.57–58

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

	DQ5 L1 TE pp.176–181, TB pp.79–83 DQ5 L6 TE pp.202–205, TB p.94 DQ5 L7 TE pp.206–210, TB pp.95–96 DQ5 L8 TE pp.212–215, TB pp.97–98 DQ5 L9 TE pp.216–220, TB pp.99–100 ***G2M3 Save the Island*** DQ1 L3 TE pp.22–29, TB pp.9–10 DQ2 L1 TE pp.94–99, TB pp.41–44 DQ2 L2 TE pp.100–107, TB pp.45–46 DQ2 L4 TE pp.116–121, TB pp.51–52 DQ3 L1 TE pp.134–139, TB pp.63–65 DQ3 L4 TE pp.154–159, TB p.72 DQ4 L2 TE pp.186–191, TB pp.81–82 DQ4 L3 TE pp.192–197, TB p.83 DQ4 L4 TE pp.198–203, TB pp.84–85 DQ4 L6 TE pp.210–214, TB pp.87–88 ***G2M4 A Garden for Life*** DQ1 L1 TE pp.8–15, TB pp.3–5 DQ1 L9 TE pp.70–79, TB pp.23–24 DQ3 L1 TE pp.136–143, TB pp.45–49 DQ3 L6 TE pp.172–177, TB pp.67–68 DQ3 L11 TE pp.204–210, TB p.78
Presentation of Knowledge and Ideas	**Twig ELA Correlation**

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	***G2M1 My Journey West*** DQ2 L8 TE pp.180–187, TB pp.64–65 ***G2M2 Master of Materials*** DQ4 L5 TE pp.152–157, TB pp.66–70 DQ5 L2 TE pp.182–186, TB pp.84–86 DQ5 L4 TE pp.192–197, TB pp.88–91 DQ5 L5 TE pp.198–201, TB pp.92–93 DQ5 L6 TE pp.202–205, TB p.94 DQ5 L7 TE pp.206–210, TB pp.95–96 DQ5 L8 TE pp.212–215, TB pp.97–98 DQ5 L9 TE pp.216–220, TB pp.99–100 ***G2M3 Save the Island*** DQ3 L6 TE pp.166–170, TB pp.75–76 ***G2M4 A Garden for Life*** DQ1 L5 TE pp.40–47, TB pp.13–15 DQ2 L4 TE pp.112–119, TB pp.39–40 DQ3 L2 TE pp.144–151, TB p.50 DQ3 L10 TE pp.198–203, TB pp.76–77 DQ4 L4 TE pp.238–244, TB pp.93–94
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	***G2M1 My Journey West*** DQ1 L5 TE pp.82–87, TB pp.26–27 DQ1 L9 TE pp.106–111, TB pp.34–35

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

feelings.	DQ4 L4 TE pp.254–259, TB p.99 DQ4 L5 TE pp.260–266, TB pp.100–102 *G2M2 Master of Materials* DQ5 L9 TE pp.216–220, TB pp.99–100 *G2M3 Save the Island* DQ4 L1 TE pp.178–184, TB pp.79–80 DQ4 L3 TE pp.192–197, TB p.83 DQ4 L4 TE pp.198–203, TB pp.84–85 DQ4 L5 TE pp.204–208, TB p.86 *G2M4 A Garden for Life* DQ3 L7 TE pp.178–185, TB pp.69–71 DQ3 L8 TE pp.186–191, TB p.72 DQ4 L1 TE pp.216–223, TB pp.81–82 DQ4 L3 TE pp.232–237, TB pp.91–92
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.)	*G2M2 Master of Materials* DQ3 L3 TE pp.98–103, TB pp.41–43 DQ3 L4 TE pp.104–109, TB pp.44–46 *G2M3 Save the Island* DQ1 L3 TE pp.22–29, TB pp.9–10 DQ2 L5 TE pp.122–128, TB pp.53–60 DQ3 L2 TE pp.140–147, TB pp.66–68

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

	DQ3 L3 TE pp.148–153, TB pp.69–71 DQ4 L2 TE pp.186–191, TB pp.81–82 *G2M4 A Garden for Life* DQ2 L1 TE pp.92–97, TB pp.29–32
Grade 2 Reading Foundational Skills	
Phonics and Word Recognition	**Twig ELA Correlation**
2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	
2.RF.3b Know spelling-sound correspondences for additional common vowel teams.	
2.RF.3c Decode regularly spelled two-syllable words with long vowels.	
2.RF.3d Decode words with grade-appropriate prefixes and suffixes.	
2.RF.3e Identify words with inconsistent but common spelling-sound correspondences.	
2.RF.3f Recognize and read grade-appropriate irregularly	

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

spelled words.	
Fluency	**Twig ELA Correlation**
2.RF.4 Read with sufficient accuracy and fluency to support comprehension.	
2.RF.4a Read grade-level text with purpose and understanding.	
2.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
2.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Grade 2 Language	
Conventions of Standard English	**Twig ELA Correlation**
2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
2.L.1a Use collective nouns.	
2.L.1b Form and use frequently occurring irregular plural nouns.	
2.L.1c Use reflexive pronouns.	

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

Knowledge of Language	Twig ELA Correlation
2.L.1d Form and use the past tense of frequently occurring irregular verbs.	
2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	
2.L.1f Produce, expand, and rearrange complete simple and compound sentences.	
2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
2.L.2a Capitalize holidays, product names, and geographic names.	
2.L.2b Use commas in greetings and closings of letters.	
2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.	
2.L.2d Generalize learned spelling patterns when writing words.	
2.L.2e Consult reference materials, including beginning dictionaries, both print and digital, as needed to check and correct spellings.	

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
2.L.3a Compare formal and informal uses of English.	
Vocabulary Acquisition and Use	**Twig ELA Correlation**
2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.	*G2M2 Master of Materials* DQ1 L2 TE pp.12–19, TB pp.5–6 DQ1 L3 TE pp.20–25, TB pp.7–9 DQ2 L1 TE pp.44–49, TB pp.19–21 DQ2 L2 TE pp.50–55, TB pp.22–23 DQ2 L3 TE pp.56–62, TB pp.24–26 DQ2 L4 TE pp.64–70, TB pp.27–28 DQ4 L1 TE pp.128–132, TB pp.55–56 DQ4 L3 TE pp.140–145, TB pp.59–62 DQ5 L1 TE pp.176–181, TB pp.79–83
2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.	
2.L.4b Determine the meaning of the new word formed when a known prefix is added to a known word.	
2.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root.	
2.L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.	
2.L.4e Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the meaning of words and phrases.	
2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.	*G2M2 Master of Materials* DQ1 L1 TE pp.6–11, TB pp.3–4

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

2.L.5a Identify real-life connections between words and their use.	
2.L.5b Distinguish shades of meaning among closely related verbs and closely related adjectives.	
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.	*G2M1 My Journey West* DQ1 L2 TE pp.62–67, TB pp.19–20 DQ1 L3 TE pp.68–75, TB pp.21–24 DQ1 L7 TE pp.94–99, TB p.31 DQ2 L2 TE pp.138–145, TB p.46 DQ2 L3 TE pp.146–153, TB pp.47–48 DQ2 L8 TE pp.180–187, TB pp.64–65 DQ2 L9 TE pp.188–193, TB pp.66–67 DQ3 L2 TE pp.212–217, TB pp.75–76 *G2M2 Master of Materials* DQ1 L2 TE pp.12–19, TB pp.5–6 DQ2 L1 TE pp.44–49, TB pp.19–21 DQ2 L2 TE pp.50–55, TB pp.22–23 DQ2 L3 TE pp.56–62, TB pp.24–26 DQ2 L4 TE pp.64–70, TB pp.27–28 DQ5 L1 TE pp.176–181, TB pp.79–83 *G2M3 Save the Island* DQ1 L2 TE pp.16–21, TB p.7–8

Twig ELA Correlations

Oregon English Language Arts and Literacy (Grade 2)

	G2M4 A Garden for Life DQ1 L1 TE pp.8–15, TB pp.3–5 DQ1 L2 TE pp.16–23, TB pp.6–7 DQ1 L3 TE pp.24–31, TB pp.8–9 DQ1 L6 TE pp.48–55, TB pp.16–18 DQ1 L9 TE pp.70–79, TB pp.23–24 DQ2 L3 TE pp.106–111, TB pp.37–38 DQ3 L2 TE pp.144–151, TB p.50 DQ3 L7 TE pp.178–185, TB pp.69–71