

**English Textbook and Instructional Materials Correlation to the
Grade 2 Tennessee’s State English Language Arts Standards**

Publisher Information

Text: Superkids Reading Program, Second Grade

First Semester: *The Superkids Hit Second Grade*

Whole Class Teacher’s Guide, Warm-up Unit (review of letter-sound associations, decoding, encoding, and writing skills taught in Superkids First Grade)

Whole Class Teacher’s Guides, Units 1–8 (one guide per unit)

SUPER Magazine Teacher’s Guide, *What’s New?; It’s Tricky*

SUPER Magazine Teacher’s Guide, *Lights Out!; Go, Go, Go!*

Second Semester: *The Superkids Take Off*

Whole Class Teacher’s Guides, Units 9–16 (one guide per unit)

SUPER Magazine Teacher’s Guide, *Color Crazy; The Inside Story*

SUPER Magazine Teacher’s Guide, *Splish, Splash!; That’s Wild!*

Used Throughout Second Grade

Superkids Skill-Building Book

Book Club Teacher’s Guide 1, Books 1–4 (small-group guided reading, Easy level)

Book Club Teacher’s Guide 2, Books 5–8 (small-group guided reading, Easy level and On-level)

Book Club Teacher’s Guide 3, Books 9–12 (small-group guided reading, On-level and Challenging level)

Book Club Teacher’s Guide 4, Books 13–16 (small-group guided reading, Challenging level)

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Copyright date: 2017

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| Grade 2 Tennessee’s State English Language Arts Standards | |
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| STANDARD | CORRELATION Page numbers are listed for each component. |
| Standards #1 and #2 do not apply to Grade 2. | |
| 3. Foundational Literacy Standards: Phonics and Word Recognition Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. | |
| 2.FL.PWR.3. Know and apply grade-level phonics and word analysis skills in decoding isolated words and in connected text. | |
| a. Distinguish long and short vowels when reading regularly spelled one-syllable words. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 8–10, 14, 16–17, 22, 24–25, 29, 31, 38, 48–50, 56, 58, 61, 63–64, 66, 69, 71, 75, 80</p> <p>Whole Class Teacher’s Guide, Unit 1: 6</p> <p>Whole Class Teacher’s Guide, Unit 2: 63–64, 67, 69, 86</p> <p>Whole Class Teacher’s Guide, Unit 8: 22, 47</p> <p>Whole Class Teacher’s Guide, Unit 13: 12, 20</p> <p><i>Superkids Skill-Building Book:</i> 22–23, 55–58, 70–72</p> |
| b. Know spelling-sound correspondences for additional common vowel teams. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 31–32, 36, 38, 43, 49–50, 55–56, 58, 61, 63–64, 66, 69, 71, 75, 80</p> <p>Whole Class Teacher’s Guide, Unit 1: 6, 40, 51, 75</p> <p>Whole Class Teacher’s Guide, Unit 2: 53, 61, 63, 69, 88</p> |

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| | <p>Whole Class Teacher’s Guide, Unit 3: 6</p> <p>Whole Class Teacher’s Guide, Unit 5: 6–8, 14, 26, 33, 39, 41, 48, 53–55, 61, 63–65, 73, 81, 89</p> <p>Whole Class Teacher’s Guide, Unit 6: 6–7, 10, 13, 15, 22, 24, 32, 38, 40, 48, 53</p> <p>Whole Class Teacher’s Guide, Unit 8: 53, 68, 73, 81, 83</p> <p>Whole Class Teacher’s Guide, Unit 9: 6</p> <p>Whole Class Teacher’s Guide, Unit 10: 6–7, 16, 18–19, 27, 29, 37, 46, 59–60, 68, 70–71, 77, 79, 89, 98</p> <p>Whole Class Teacher’s Guide, Unit 11: 6</p> <p>Whole Class Teacher’s Guide, Unit 13: 6, 12, 14, 20, 22, 28, 34, 40, 45, 51, 53, 58, 60, 66, 70, 72</p> <p>Whole Class Teacher’s Guide, Unit 14: 6, 51–52, 58, 60, 65, 67, 75</p> <p>Whole Class Teacher’s Guide, Unit 15: 6, 9, 12, 14, 19, 21, 28, 34, 40, 45</p> <p><i>Superkids Skill-Building Book:</i> 64, 67, 71–72</p> |
| c. Decode regularly spelled two-syllable words with long vowels. | <p>Whole Class Teacher’s Guide, Unit 2: 71, 78</p> <p>Whole Class Teacher’s Guide, Unit 3: 22–23, 28</p> <p>Whole Class Teacher’s Guide, Unit 8: 24</p> <p>Whole Class Teacher’s Guide, Unit 11: 53–54, 60, 62, 70, 78, 84</p> |

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| | <p>Whole Class Teacher’s Guide, Unit 12: 6</p> <p>Whole Class Teacher’s Guide, Unit 13: 45, 51, 53, 58, 60, 70, 72</p> <p>Whole Class Teacher’s Guide, Unit 13: 6</p> <p><i>Superkids Skill-Building Book:</i> 68, 94–95, 101</p> |
| d. Decode words with common prefixes and suffixes. | <p>Whole Class Teacher’s Guide, Unit 3: 14–15, 20, 22, 28, 31, 36, 38, 45, 50–51, 57, 59–60, 65, 67, 72, 74–75, 82, 88</p> <p>Whole Class Teacher’s Guide, Unit 4: 6, 68–69</p> <p>Whole Class Teacher’s Guide, Unit 5: 6, 31</p> <p>Whole Class Teacher’s Guide, Unit 7: 27–28, 34, 53, 58</p> <p>Whole Class Teacher’s Guide, Unit 8: 47, 52</p> <p>Whole Class Teacher’s Guide, Unit 9: 28–29, 36, 46, 54</p> <p>Whole Class Teacher’s Guide, Unit 11: 6–7, 13, 15, 21, 23, 31, 39, 53</p> <p>Whole Class Teacher’s Guide, Unit 12: 23, 26, 29, 36</p> <p>Whole Class Teacher’s Guide, Unit 14: 67, 73, 82</p> <p>Whole Class Teacher’s Guide, Unit 15: 6, 21, 23, 26, 34</p> <p>Whole Class Teacher’s Guide, Unit 16: 89</p> <p><i>Superkids Skill-Building Book:</i> 80–93, 101–102</p> |

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| <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> | <p>Whole Class Teacher’s Guide, Unit 1: 15–16, 68, 73, 83, 89 Whole Class Teacher’s Guide, Unit 2: 71, 78 Whole Class Teacher’s Guide, Unit 3: 6–7, 30 Whole Class Teacher’s Guide, Unit 4: 51, 58, 60, 66, 68, 77, 85 Whole Class Teacher’s Guide, Unit 5: 6–7, 14, 16, 26, 33, 39, 48, 53–55, 61, 63–65, 71, 73–74, 81, 89, 96 Whole Class Teacher’s Guide, Unit 6: 6–7, 10, 13, 15, 22, 24, 32, 40, 48, 53–54, 60, 62, 68, 70, 78, 83, 85, 92 Whole Class Teacher’s Guide, Unit 7: 6–7, 14, 16–17, 25, 27, 36–37, 42, 44, 58–59, 65, 67–68, 76–77, 83, 85, 93 Whole Class Teacher’s Guide, Unit 8: 6–7, 13, 15, 22, 24, 30, 32, 38, 40, 52–53, 59, 61, 68, 73, 75, 81, 83 Whole Class Teacher’s Guide, Unit 9: 6, 59–61, 67, 69–70, 76, 78, 88, 95 Whole Class Teacher’s Guide, Unit 10: 6, 16, 18–19, 27, 29, 37, 46, 59–60, 68, 70–71, 77, 79, 89, 98 Whole Class Teacher’s Guide, Unit 11: 6 Whole Class Teacher’s Guide, Unit 14: 6–7, 21, 37, 39, 51, 60 Whole Class Teacher’s Guide, Unit 15: 6, 9, 12, 14, 19, 21, 28, 34, 40, 45, 50, 52, 59, 66, 73 Whole Class Teacher’s Guide, Unit 16: 6, 10, 13, 15, 21, 23, 31, 37, 39, 47, 52, 56, 60, 65, 67, 72, 74, 80, 82 Superkids Skill-Building Book: 68, 70–73</p> |

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| f. Recognize and read grade-appropriate irregularly spelled words. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 11, 18, 22, 25, 32, 36, 39, 50, 53, 57, 64, 73, 81, 87</p> <p>Whole Class Teacher’s Guide, Unit 1: 7–9, 25–26, 33, 40, 52, 62, 75–76, 82</p> <p>Whole Class Teacher’s Guide, Unit 2: 7, 19, 32, 35, 40, 54, 67, 80, 83, 88</p> <p>Whole Class Teacher’s Guide, Unit 3: 7, 17, 30, 38, 45, 52, 62, 74, 77, 80, 82</p> <p>Whole Class Teacher’s Guide, Unit 12: 6, 12, 14, 21, 23, 31, 38, 45, 50, 66, 71, 73, 81</p> <p>Whole Class Teacher’s Guide, Unit 13: 6</p> <p>Whole Class Teacher’s Guide, Unit 14: 14, 21, 31, 75</p> <p><i>Superkids Skill-Building Book:</i> 106–111, 118</p> |
| g. Decode grade-level texts with purpose and understanding. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 11–12, 18–19, 26–27, 33–34, 40–41, 50–51, 57–59, 65–67, 73–76, 82–85</p> <p>Whole Class Teacher’s Guide, Unit 1: 10–11, 19, 26–27, 34–35, 42, 44, 53–54, 61–62, 69–70, 77–78, 84, 86</p> <p>Whole Class Teacher’s Guide, Unit 2: 8–10, 16, 18–19, 25–27, 33–35, 42, 44–45, 55–57, 65–67, 73–75, 81–83, 89–90, 92–93</p> <p>Whole Class Teacher’s Guide, Unit 3: 8–9, 15–17, 24–25, 32–33, 39–40, 42, 53–54, 61–62, 68–69, 76–77, 84, 86</p> |

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| | <p>Whole Class Teacher’s Guide, Unit 4: 8–10, 15, 17–18, 24–26, 32–34, 40–41, 43–44, 53–55, 61–63, 69–72, 78–80, 86–87, 89–90</p> <p>Whole Class Teacher’s Guide, Unit 5: 9–10, 18, 20, 27–28, 34–36, 42–43, 45, 56–58, 65–67, 74–76, 83–84, 90–91, 93</p> <p>Whole Class Teacher’s Guide, Unit 6: 8–10, 16, 18–19, 25–27, 33–35, 41–42, 55–57, 63–65, 71–74, 79–81, 87, 89–90</p> <p>Whole Class Teacher’s Guide, Unit 7: 9–10, 17–18, 20, 28–30, 37–39, 45–46, 49, 60–62, 68–70, 77–78, 87–89, 94–95, 97</p> <p>Whole Class Teacher’s Guide, Unit 8: 8–10, 16, 18–19, 25–27, 33–35, 41–42, 44–45, 54–56, 62–64, 69–71, 76–78, 84–85, 87–88</p> <p>Whole Class Teacher’s Guide, Unit 9: 9–10, 18, 21, 29–32, 39–40, 47–48, 50, 62–63, 70–72, 79–82, 89–91, 96–97, 100</p> <p>Whole Class Teacher’s Guide, Unit 10: 9–11, 19–20, 22–23, 30–32, 38–40, 47–48, 50–51, 61–64, 71–74, 80–83, 90–93, 99–100, 102–103</p> <p>Whole Class Teacher’s Guide, Unit 11: 8–9, 16, 18, 24–25, 32–33, 40–41, 44, 55–56, 63–64, 71–72, 79–80, 85–86, 88–90</p> <p>Whole Class Teacher’s Guide, Unit 12: 8–10, 15, 17–18, 24–26, 32–34, 39–40, 42–45, 52–54, 60–62, 67–69, 74–76, 82–84, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 13: 8–9, 15, 17, 23–24, 29–30, 35–36, 38, 47–48, 54–55, 61–62, 67–68, 73–74, 76</p> |

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| | <p>Whole Class Teacher’s Guide, Unit 14: 8–10, 15, 17–18, 24–26, 32–34, 40–41, 53–55, 61–63, 68–70, 76–78, 83–84, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 15: 8–9, 15, 17, 22–23, 29–30, 35–36, 38, 47–48, 53–54, 60–61, 67–69, 74–75, 77</p> <p>Whole Class Teacher’s Guide, Unit 16: 8–10, 16, 18–19, 24–26, 32–34, 40–41, 43–44, 54–56, 61–63, 68–70, 75–77, 83–84, 86–87</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 5–11, 13–20, 22–23, 25–28, 31–33, 35–36, 38–39, 41, 43–45, 47–49, 51–53, 58</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 4–8, 10–11, 13, 15, 17–18, 20–21, 23, 26–27, 29, 31–34, 37–41, 43–44, 46–47, 49–51, 53–54, 56, 58, 60–61, 63–65, 67</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 5–8, 11–12, 14–15, 17–18, 20–21, 24–25, 27–28, 30, 33–36, 40–43, 46–48, 50–51, 53, 55, 57–58, 60–61, 63, 65–68</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 5–8, 10–14, 16, 18–19, 21–22, 24–28, 32–35, 38–41, 43–45, 47–48, 50–52, 54–56</p> <p><i>Superkids Skill-Building Book:</i> 112–118</p> |

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| | <p>Book Club Teacher’s Guide 1, Books 1–4: 2–5, 7–9, 11–13, 16–18, 23–29, 31, 33, 35–41, 43–54, 61–63, 65–68, 70–72, 74–77</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 2–4, 6–9, 11–14, 16–18, 23–26, 28–31, 33–37, 39–42, 46–53, 55–59, 61, 65–66, 68–69, 71–74, 76–78, 80–83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 3–6, 8–11, 13–23, 25–28, 30–38, 40–44, 46–49, 52–64, 72, 74–80, 82–84, 86–87</p> <p>Book Club Teacher’s Guide 4, Books 13–16: 3–17, 19–20, 22–25, 27–30, 32–47, 49–52, 54–67, 69–72, 75–78, 80–86, 88–90, 92–94</p> |
| <p>4. Foundational Literacy Standards: Word Composition Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> | |
| <p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> | |
| <p>a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-<i>r</i> combinations, contractions, homophones, plurals and possessives.</p> | <p>Whole Class Teacher’s Guide, Warm-up Unit: 16, 24, 29, 31, 36, 38, 43, 48, 53, 55–56, 61, 63, 69, 71, 78, 80, 87</p> <p>Whole Class Teacher’s Guide, Unit 1: 6–7, 13, 15–16, 22, 32–33, 51–52, 57, 80, 83, 89</p> <p>Whole Class Teacher’s Guide, Unit 2: 6–7, 40, 53, 61, 71</p> <p>Whole Class Teacher’s Guide, Unit 3: 6–7, 12, 14–15, 20, 30, 36, 38, 45, 50–52, 57, 74, 80, 82, 88</p> |

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| | <p>Whole Class Teacher’s Guide, Unit 4: 6–7, 20, 29, 31, 37, 39, 51–52, 58, 66, 77, 83, 85</p> <p>Whole Class Teacher’s Guide, Unit 5: 6–8, 14, 24, 26, 33, 39, 41, 46, 53–56, 61, 63–65, 73–74, 81–82, 87, 89, 96</p> <p>Whole Class Teacher’s Guide, Unit 6: 6–7, 15, 22, 30, 32, 40, 48</p> <p>Whole Class Teacher’s Guide, Unit 7: 6–8, 14, 16–17, 25, 36–37, 42, 44, 53, 58–60, 65, 67–68, 74, 86–87, 91, 93</p> <p>Whole Class Teacher’s Guide, Unit 8: 7, 22, 30, 32, 38, 40, 53, 61, 66, 73, 75, 81, 83</p> <p>Whole Class Teacher’s Guide, Unit 9: 6–8, 14, 16–17, 26, 38, 44, 46, 54, 78–79</p> <p>Whole Class Teacher’s Guide, Unit 10: 6–8, 16, 18, 27, 37, 44, 46, 54, 59–61, 68, 70–71, 77, 89, 96, 98, 105</p> <p>Whole Class Teacher’s Guide, Unit 13: 6–7, 12, 14, 22, 26, 28, 32, 34, 40, 45–46, 53, 58, 64, 66, 70, 72</p> <p>Whole Class Teacher’s Guide, Unit 14: 6–7, 12, 14, 21, 29, 31, 37, 39, 51–52, 58, 60, 65, 73, 75, 80, 82, 89</p> <p>Whole Class Teacher’s Guide, Unit 15: 6–7, 12, 14, 19, 26, 28, 32, 34, 40, 45–46, 50, 52, 57, 64, 66, 71, 73, 79</p> <p>Whole Class Teacher’s Guide, Unit 16: 6–7, 13, 21, 29, 31, 37, 39, 47, 52–53, 58, 65, 67, 72, 80, 82</p> <p>Superkids Skill-Building Book: 185–191, 194–195, 202</p> |

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| <p>b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.</p> | <p>Whole Class Teacher’s Guide, Unit 2: 6–7, 15, 22, 40, 71 Whole Class Teacher’s Guide, Unit 3: 50–52, 57, 59–60, 65, 74, 80, 82, 88 Whole Class Teacher’s Guide, Unit 4: 6–7, 20, 22, 29, 31, 37, 39, 46, 51–52, 58, 66, 68–69, 75, 77, 83, 85, 92 Whole Class Teacher’s Guide, Unit 5: 6–8, 14, 24, 26, 33, 39, 41, 46, 53–56, 61, 63–65, 73, 81, 87, 89 Whole Class Teacher’s Guide, Unit 6: 32, 48, 54, 78 Whole Class Teacher’s Guide, Unit 7: 27–28, 76–77, 83 Whole Class Teacher’s Guide, Unit 8: 24, 38, 47, 52–53, 61, 66, 73, 75, 81, 83 Whole Class Teacher’s Guide, Unit 9: 6–8, 14, 16–17, 26, 28–29, 38, 44, 46, 54, 59–61, 67, 69–70, 76, 88–89, 93, 95, 103 Whole Class Teacher’s Guide, Unit 10: 6–8, 16, 18, 27, 29, 37, 44, 46, 54, 59–61, 68, 70–71, 77, 89, 98, 105 Whole Class Teacher’s Guide, Unit 11: 53–54, 62, 68, 78, 84, 91 Whole Class Teacher’s Guide, Unit 12: 23, 50–51, 57, 64, 71, 73, 79, 81, 89 Whole Class Teacher’s Guide, Unit 13: 6–7, 12, 28, 34, 45–46, 53, 58, 66, 70, 72 Whole Class Teacher’s Guide, Unit 14: 6–7, 12, 14, 21, 29, 31, 37, 39, 52, 60, 65, 67, 73, 75, 82, 89</p> |

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| | <p>Whole Class Teacher’s Guide, Unit 15: 21, 45–46, 50, 52, 57, 64, 66, 71, 73, 79</p> <p>Whole Class Teacher’s Guide, Unit 16: 52–53, 58, 65, 67, 72, 80, 82</p> <p><i>Superkids Skill-Building Book:</i> 185–195, 202</p> |
| c. Spell words with suffixes that require consonant doubling, dropping silent <i>-e</i> , and changing <i>y</i> to <i>i</i> . | <p>Whole Class Teacher’s Guide, Warm-up Unit: 72–73, 78</p> <p>Whole Class Teacher’s Guide, Unit 3: 59–60, 65, 67, 75, 80, 88</p> <p>Whole Class Teacher’s Guide, Unit 4: 22, 29, 46, 68–69, 75, 83, 92</p> <p>Whole Class Teacher’s Guide, Unit 11: 6–7, 13, 15, 21, 31, 37, 39, 48</p> <p><i>Superkids Skill-Building Book:</i> 192–195, 202</p> |
| d. Write most common, frequently used words and most irregular words. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 53, 87</p> <p>Whole Class Teacher’s Guide, Unit 1: 7–9, 25–26, 33, 40, 46, 52, 75–76, 82</p> <p>Whole Class Teacher’s Guide, Unit 2: 7, 32, 40, 54, 80, 88</p> <p>Whole Class Teacher’s Guide, Unit 3: 7, 30, 38, 45, 52, 74, 80, 82</p> <p>Whole Class Teacher’s Guide, Unit 6: 38, 54, 68, 78, 83, 85, 92</p> |

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| | <p>Whole Class Teacher’s Guide, Unit 7: 14, 42, 58–60, 65, 67–68, 74, 86–87, 91, 93</p> <p>Whole Class Teacher’s Guide, Unit 9: 78–79</p> <p>Whole Class Teacher’s Guide, Unit 11: 23, 37, 70</p> <p>Whole Class Teacher’s Guide, Unit 12: 6–7, 14, 21, 31, 36, 38, 45, 66</p> <p>Whole Class Teacher’s Guide, Unit 14: 7, 14, 21, 23, 29, 31, 37, 39, 52, 60, 65, 73, 73, 82, 89</p> <p><i>Superkids Skill-Building Book:</i> 196–202</p> |
| e. Consult reference materials, including beginning dictionaries, to check and correct spelling. | <p>Whole Class Teacher’s Guide, Unit 1: 71–72, 79</p> <p>Whole Class Teacher’s Guide, Unit 2: 68</p> <p>Whole Class Teacher’s Guide, Unit 3: 87</p> <p>Whole Class Teacher’s Guide, Unit 4: 91</p> <p>Whole Class Teacher’s Guide, Unit 5: 38, 86</p> <p>Whole Class Teacher’s Guide, Unit 7: 85–86</p> <p><i>Superkids Skill-Building Book:</i> 152–153</p> |
| f. Print legibly in manuscript, write many upper and lowercase letters in cursive. | <p>Daily Routines: Writing and Editing</p> <p>Whole Class Teacher’s Guide, Unit 1: 29, 64</p> <p>Whole Class Teacher’s Guide, Unit 2: 77</p> <p>Whole Class Teacher’s Guide, Unit 4: 91</p> |

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| | <p>Whole Class Teacher’s Guide, Unit 5: 47, 86 Whole Class Teacher’s Guide, Unit 6: 75 Whole Class Teacher’s Guide, Unit 7: 41, 81 Whole Class Teacher’s Guide, Unit 8: 72 Whole Class Teacher’s Guide, Unit 9: 84, 92 Whole Class Teacher’s Guide, Unit 10: 53, 104 Whole Class Teacher’s Guide, Unit 11: 75, 81 Whole Class Teacher’s Guide, Unit 13: 31 Whole Class Teacher’s Guide, Unit 14: 64 Whole Class Teacher’s Guide, Unit 15: 78 Whole Class Teacher’s Guide, Unit 16: 64</p> <p><i>Superkids Skill-Building Book:</i> 45–52</p> <p><i>Zaner-Bloser Handwriting:</i> Cursive writing instruction</p> |

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| <p>5. Foundational Literacy Standards: Fluency Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</p> | |
| <p>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> | |
| <p>a. Read grade-level text with purpose and understanding.</p> | <p>Whole Class Teacher’s Guide, Warm-up Unit: 11–12, 18–19, 26–27, 33–34, 40–41, 50–51, 57–59, 65–67, 73–76, 82–85 Whole Class Teacher’s Guide, Unit 1: 10–11, 19, 26–27, 34–35, 42, 44, 53–54, 61–62, 69–70, 77–78, 84, 86 Whole Class Teacher’s Guide, Unit 2: 8–10, 16, 18–19, 25–27, 33–35, 42, 44–45, 55–57, 65–67, 73–75, 81–83, 89–90, 92–93 Whole Class Teacher’s Guide, Unit 3: 8–9, 15–17, 24–25, 32–33, 39–40, 42, 53–54, 61–62, 68–69, 76–77, 84, 86 Whole Class Teacher’s Guide, Unit 4: 8–10, 15, 17–18, 24–26, 32–34, 40–41, 43–44, 53–55, 61–63, 69–72, 78–80, 86–87, 89–90 Whole Class Teacher’s Guide, Unit 5: 9–10, 18, 20, 27–28, 34–36, 42–43, 45, 56–58, 65–67, 74–76, 83–84, 90–91, 93 Whole Class Teacher’s Guide, Unit 6: 8–10, 16, 18–19, 25–27, 33–35, 41–42, 55–57, 63–65, 71–74, 79–81, 87, 89–90 Whole Class Teacher’s Guide, Unit 7: 9–10, 17–18, 20, 28–30, 37–39, 45–46, 49, 60–62, 68–70, 77–78, 87–89, 94–95, 97 Whole Class Teacher’s Guide, Unit 8: 8–10, 16, 18–19, 25–27, 33–35, 41–42, 44–45, 54–56, 62–64, 69–71, 76–78, 84–85, 87–88</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 9: 9–10, 18, 21, 29–32, 39–40, 47–48, 50, 62–63, 70–72, 79–82, 89–91, 96–97, 100</p> <p>Whole Class Teacher’s Guide, Unit 10: 9–11, 19–20, 22–23, 30–32, 38–40, 47–48, 50–51, 61–64, 71–74, 80–83, 90–93, 99–100, 102–103</p> <p>Whole Class Teacher’s Guide, Unit 11: 8–9, 16, 18, 24–25, 32–33, 40–41, 44, 55–56, 63–64, 71–72, 79–80, 85–86, 88–90</p> <p>Whole Class Teacher’s Guide, Unit 12: 8–10, 15, 17–18, 24–26, 32–34, 39–40, 42–45, 52–54, 60–62, 67–69, 74–76, 82–84, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 13: 8–9, 15, 17, 23–24, 29–30, 35–36, 38, 47–48, 54–55, 61–62, 67–68, 73–74, 76</p> <p>Whole Class Teacher’s Guide, Unit 14: 8–10, 15, 17–18, 24–26, 32–34, 40–41, 53–55, 61–63, 68–70, 76–78, 83–84, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 15: 8–9, 15, 17, 22–23, 29–30, 35–36, 38, 47–48, 53–54, 60–61, 67–69, 74–75, 77</p> <p>Whole Class Teacher’s Guide, Unit 16: 8–10, 16, 18–19, 24–26, 32–34, 40–41, 43–44, 54–56, 61–63, 68–70, 75–77, 83–84, 86–87</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 5–11, 13–20, 22–23, 25–28, 31–33, 35–36, 38–39, 41, 43–45, 47–49, 51–53, 58</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 4–8, 10–11, 13, 15, 17–18, 20–21, 23, 26–27, 29, 31–34, 37–41, 43–44, 46–47, 49–51, 53–54, 56, 58, 60–61, 63–65, 67</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 5–8, 11–12, 14–15, 17–18, 20–21, 24–25, 27–28, 30, 33–36, 40–43, 46–48, 50–51, 53, 55, 57–58, 60–61, 63, 65–68</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 5–8, 10–14, 16, 18–19, 21–22, 24–28, 32–35, 38–41, 43–45, 47–48, 50–52, 54–56</p> <p><i>Superkids Skill-Building Book:</i> 112–118</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 2–5, 7–9, 11–13, 16–18, 23–29, 31, 33, 35–41, 43–54, 61–63, 65–68, 70–72, 74–77</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 2–4, 6–9, 11–14, 16–18, 23–26, 28–31, 33–37, 39–42, 46–53, 55–59, 61, 65–66, 68–69, 71–74, 76–78, 80–83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 3–6, 8–11, 13–23, 25–28, 30–38, 40–44, 46–49, 52–64, 72, 74–80, 82–84, 86–87</p> <p>Book Club Teacher’s Guide 4, Books 13–16: 3–17, 19–20, 22–25, 27–30, 32–47, 49–52, 54–67, 69–72, 75–78, 80–86, 88–90, 92–94</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p>Whole Class Teacher’s Guide, Warm-up Unit: 11–12, 18–19, 26–27, 33–34, 40–41, 50–51, 57–59, 65–67, 73–76, 82–85, 86 Whole Class Teacher’s Guide, Unit 1: 10–11, 19, 26–27, 34–35, 42, 44, 53–54, 61–62, 69–70, 77–78, 84, 86 Whole Class Teacher’s Guide, Unit 2: 8–10, 16, 18–19, 25–27, 33–35, 42, 44–45, 55–57, 65–67, 73–75, 81–83, 89–90, 92–93, 95 Whole Class Teacher’s Guide, Unit 3: 8–9, 15–17, 24–25, 32–33, 39–40, 42, 53–54, 61–62, 68–69, 76–77, 84, 86 Whole Class Teacher’s Guide, Unit 4: 8–10, 15, 17–18, 24–26, 32–34, 40–41, 43–44, 53–55, 61–63, 69–72, 78–80, 86–87, 89–90 Whole Class Teacher’s Guide, Unit 5: 9–10, 18, 20, 27–28, 34–36, 42–43, 45, 47, 56–58, 65–67, 74–76, 83–84, 90–91, 93, 95 Whole Class Teacher’s Guide, Unit 6: 8–10, 16, 18–19, 25–27, 33–35, 41–42, 55–57, 63–65, 71–74, 79–81, 87, 89–91 Whole Class Teacher’s Guide, Unit 7: 9–10, 17–18, 20, 28–30, 37–39, 45–46, 60–62, 68–70, 77–78, 87–90, 94–95, 97–98 Whole Class Teacher’s Guide, Unit 8: 8–10, 16, 18–19, 25–27, 33–35, 41–42, 44–45, 54–56, 62–64, 69–71, 76–78, 84–85, 87–89 Whole Class Teacher’s Guide, Unit 9: 9–10, 18, 21, 29–32, 39–40, 47–48, 50, 62–63, 70–72, 79–82, 89–91, 96–97, 100–102 Whole Class Teacher’s Guide, Unit 10: 9–11, 19–20, 22–23, 30–32, 38–40, 47–48, 50–51, 61–64, 71–74, 80–83, 90–93, 99–100, 102–103</p> |

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| Grade 2 Tennessee’s State English Language Arts Standards | |
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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 11: 8–9, 16, 18, 24–25, 32–33, 40–41, 44, 55–56, 63–64, 71–72, 79–80, 85–86, 88</p> <p>Whole Class Teacher’s Guide, Unit 12: 8–10, 15, 17–18, 24–26, 32–34, 39–40, 42–43, 52–54, 60–62, 67–69, 74–76, 82–84, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 13: 8–9, 15, 17, 23–24, 29–30, 35–36, 38, 47–48, 54–55, 58, 61–62, 67–68, 73–74, 76</p> <p>Whole Class Teacher’s Guide, Unit 14: 8–10, 15, 17–18, 24–26, 32–34, 40–41, 53–55, 61–63, 68–70, 76–78, 83–84, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 15: 8–9, 15, 17, 22–23, 29–30, 35–36, 38, 47–48, 53–54, 60–61, 67–69, 74–75, 77</p> <p>Whole Class Teacher’s Guide, Unit 16: 8–10, 16, 18–19, 24–26, 32–34, 40–41, 43–44, 54–56, 61–63, 68–70, 75–77, 83–84, 86–88</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 5–11, 13–20, 22–23, 25–28, 31–33, 35–36, 38–39, 41, 43–45, 47–49, 51–53, 58</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 4–8, 10–11, 13, 15, 17–18, 20–21, 23, 26–27, 29, 31–34, 37–41, 43–44, 46–47, 49–51, 53–54, 56, 58, 60–61, 63–65, 67</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story</i>: 5–8, 11–12, 14–15, 17–18, 20–21, 24–25, 27–28, 30, 33–36, 40–43, 46–48, 50–51, 53, 55, 57–58, 60–61, 63, 65–68</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 5–8, 10–14, 16, 18–19, 21–22, 24–28, 32–35, 38–41, 43–45, 47–48, 50–52, 54–56</p> <p>Superkids Skill-Building Book: 112–118</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 2–5, 7–9, 11–13, 16–18, 23–29, 31, 33, 35–41, 43–54, 61–63, 65–68, 70–72, 74–77</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 2–4, 6–9, 11–14, 16–18, 23–26, 28–31, 33–37, 39–42, 46–53, 55–59, 61, 65–66, 68–69, 71–74, 76–78, 80–83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 3–6, 8–11, 13–23, 25–28, 30–38, 40–44, 46–49, 52–64, 72, 74–80, 82–84, 86–87</p> <p>Book Club Teacher’s Guide 4, Books 13–16: 3–17, 19–20, 22–25, 27–30, 32–47, 49–52, 54–67, 69–72, 75–78, 80–86, 88–90, 92–94</p> |
| c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. | <p>Whole Class Teacher’s Guide, Unit 1: 42, 61</p> <p>Whole Class Teacher’s Guide, Unit 2: 55</p> <p>Whole Class Teacher’s Guide, Unit 3: 68, 76</p> <p>Whole Class Teacher’s Guide, Unit 7: 18</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 9: 17, 26 Whole Class Teacher’s Guide, Unit 10: 20 Whole Class Teacher’s Guide, Unit 11: 16 Whole Class Teacher’s Guide, Unit 12: 8, 32, 60 Whole Class Teacher’s Guide, Unit 15: 47 Whole Class Teacher’s Guide, Unit 16: 32, 41</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 11–12, 14 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 11, 17, 21, 24, 30, 54, 57–58 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 13, 15, 17, 19–20, 44</p> <p><i>Superkids Skill-Building Book:</i> 140–142, 148–149</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 26 Book Club Teacher’s Guide 2, Books 5–8: 33, 48, 50, 66 Book Club Teacher’s Guide 3, Books 9–12: 14, 57, 67–68 Book Club Teacher’s Guide 4, Books 13–16: 30–31, 62, 67–68</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| 6. Foundational Literacy Standards: Sentence Composition Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. | |
| 2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. | |
| a. Use collective nouns. | Whole Class Teacher’s Guide, Unit 3: 52, 74, 80 Whole Class Teacher’s Guide, Unit 9: 97 Book Club Teacher’s Guide 4, Books 13–16: 59 |
| b. Form and use frequently occurring irregular plural nouns. | Whole Class Teacher’s Guide, Unit 11: 70, 76 <i>Superkids Skill-Building Book:</i> 208–209 |
| c. Use reflexive pronouns such as <i>myself</i> and <i>ourselves</i> . | Whole Class Teacher’s Guide, Warm-up Unit: 25–26 Book Club Teacher’s Guide 2, Books 5–8: 17 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| d. Form and use the past tense of frequently occurring irregular verbs. | <p>Whole Class Teacher’s Guide, Unit 7: 14, 42, 70, 74, 79 Whole Class Teacher’s Guide, Unit 11: 23, 29, 37</p> <p><i>Superkids Skill-Building Book:</i> 213–214</p> |
| e. Use adjectives and adverbs correctly. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 42–43 Whole Class Teacher’s Guide, Unit 2: 72, 89, 96 Whole Class Teacher’s Guide, Unit 4: 68–69, 75, 80, 90, 92 Whole Class Teacher’s Guide, Unit 5: 22, 29–30, 69–70 Whole Class Teacher’s Guide, Unit 6: 65 Whole Class Teacher’s Guide, Unit 9: 23–25 Whole Class Teacher’s Guide, Unit 10: 12–15, 24–26, 29, 32, 35 Whole Class Teacher’s Guide, Unit 14: 23, 26, 29, 46, 55, 63 Whole Class Teacher’s Guide, Unit 15: 23</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 50</p> <p><i>Superkids Skill-Building Book:</i> 85–86, 89, 215–216</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 19</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| f. Produce, expand, and rearrange simple and compound sentences. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 13, 21, 28, 35, 52, 55, 58, 60, 66, 68, 71, 75, 84</p> <p>Whole Class Teacher’s Guide, Unit 1: 11, 15, 27, 29, 32, 35, 54, 59–60, 64–65, 70, 72, 75, 78, 86</p> <p>Whole Class Teacher’s Guide, Unit 2: 10, 15, 19, 27–29, 32, 35, 37, 45, 47–48, 57, 63, 80, 96</p> <p>Whole Class Teacher’s Guide, Unit 3: 9, 14, 17, 18, 25, 30, 33, 35, 44, 54, 59, 62, 69, 71, 74, 78–79, 83</p> <p>Whole Class Teacher’s Guide, Unit 4: 10, 14, 18–19, 26, 31, 36, 40, 44–46, 55, 60, 63, 72–74, 77, 86, 90</p> <p>Whole Class Teacher’s Guide, Unit 5: 10, 12, 16, 20, 28, 33, 36, 42, 76, 81, 84, 90</p> <p>Whole Class Teacher’s Guide, Unit 6: 10, 15, 19, 32, 35, 41, 47, 57, 59, 62, 67, 74, 78, 90</p> <p>Whole Class Teacher’s Guide, Unit 7: 10, 16, 20, 24, 30, 36, 39, 45, 49, 62, 64, 67, 79, 85, 94, 97</p> <p>Whole Class Teacher’s Guide, Unit 8: 15, 19, 29, 32, 37, 41, 46–47, 56, 58, 61, 71, 75, 84, 88</p> <p>Whole Class Teacher’s Guide, Unit 9: 10, 16, 32, 38, 40, 47, 63, 69, 72, 82, 88, 96</p> <p>Whole Class Teacher’s Guide, Unit 10: 11, 14–15, 18, 23, 32–34, 37, 40, 43, 64, 70, 79–80, 83, 86–87, 89, 99, 103</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 11: 9, 15, 31, 33, 36, 44, 47, 56, 59, 62, 64, 67, 72, 78, 80, 88–90</p> <p>Whole Class Teacher’s Guide, Unit 12: 10–11, 14, 18, 31, 39, 43, 54, 59, 69, 73, 76, 78, 82, 87–88</p> <p>Whole Class Teacher’s Guide, Unit 13: 9–11, 14, 17, 24, 28, 30, 38–40, 48, 53, 55, 62, 66, 68, 73, 77</p> <p>Whole Class Teacher’s Guide, Unit 14: 10, 14, 18, 26, 28, 31, 34, 36, 40, 44–46, 55, 60, 63, 70, 75, 78, 87</p> <p>Whole Class Teacher’s Guide, Unit 15: 9, 14, 17, 23–25, 28, 30, 38, 48, 52, 54, 56, 61, 63, 66, 69–70, 77</p> <p>Whole Class Teacher’s Guide, Unit 16: 11, 15, 19, 21, 28, 31, 36, 40, 44, 46, 56–57, 60, 63, 70, 74, 87</p> <p><i>Superkids Skill-Building Book:</i> 235–238</p> |
| g. Use common coordinating conjunctions. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 27–28</p> <p>Whole Class Teacher’s Guide, Unit 4: 45</p> <p>Whole Class Teacher’s Guide, Unit 10: 79–80, 87</p> <p><i>Superkids Skill-Building Book:</i> 217, 230</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| h. Capitalize holidays, product names, and geographic names. | <p>Whole Class Teacher’s Guide, Unit 1: 87 Whole Class Teacher’s Guide, Unit 5: 16–17 Whole Class Teacher’s Guide, Unit 8: 61</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 42</p> <p><i>Superkids Skill-Building Book:</i> 227–230</p> |
| i. Use commas in the greeting and closing of a letter. | <p>Whole Class Teacher’s Guide, Unit 1: 12, 28–29, 36–37, 63–64, 79</p> <p><i>Superkids Skill-Building Book:</i> 229–230</p> |
| j. Use an apostrophe to form contractions and frequently occurring possessives. | <p>Whole Class Teacher’s Guide, Unit 1: 24–25, 67–68, 70, 73, 83, 89 Whole Class Teacher’s Guide, Unit 9: 78–79, 86, 103</p> <p><i>Superkids Skill-Building Book:</i> 99–100, 102, 229</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic. | Whole Class Teacher’s Guide, Warm-up Unit: 52, 60, 68 Whole Class Teacher’s Guide, Unit 2: 28, 37, 47 Whole Class Teacher’s Guide, Unit 3: 35, 44, 71, 78 Whole Class Teacher’s Guide, Unit 4: 36, 45, 73 Whole Class Teacher’s Guide, Unit 5: 47, 59, 67 Whole Class Teacher’s Guide, Unit 6: 47, 59, 67 Whole Class Teacher’s Guide, Unit 8: 29, 37, 46 Whole Class Teacher’s Guide, Unit 10: 43, 86 Whole Class Teacher’s Guide, Unit 11: 36, 47, 59 Whole Class Teacher’s Guide, Unit 12: 78, 88 Whole Class Teacher’s Guide, Unit 14: 28, 36, 45 Whole Class Teacher’s Guide, Unit 15: 24–25, 31, 56, 63, 70 Whole Class Teacher’s Guide, Unit 16: 28, 36 |
| 7. Foundational Literacy Standards: Vocabulary Acquisition Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | |
| 2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexible from an array of strategies. | |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> | <p>Whole Class Teacher’s Guide, Warm-up Unit: 87 Whole Class Teacher’s Guide, Unit 1: 61, 76, 80 Whole Class Teacher’s Guide, Unit 2: 55 Whole Class Teacher’s Guide, Unit 5: 82, 87 Whole Class Teacher’s Guide, Unit 6: 10, 19, 38 Whole Class Teacher’s Guide, Unit 7: 18 Whole Class Teacher’s Guide, Unit 9: 17, 26 Whole Class Teacher’s Guide, Unit 10: 20, 96 Whole Class Teacher’s Guide, Unit 11: 16 Whole Class Teacher’s Guide, Unit 12: 8, 32 Whole Class Teacher’s Guide, Unit 13: 22, 26 Whole Class Teacher’s Guide, Unit 14: 80 Whole Class Teacher’s Guide, Unit 15: 47, 59, 64 Whole Class Teacher’s Guide, Unit 16: 21, 23, 29, 32, 37, 41</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i>: 11–12, 14 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story</i>: 11, 17, 21, 24, 30, 54, 57–58 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 13, 15, 17, 19–20, 44</p> <p><i>Superkids Skill-Building Book:</i> 140–143, 148–149</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Book Club Teacher’s Guide 1, Books 1–4: 26 Book Club Teacher’s Guide 2, Books 5–8: 33, 48, 50, 66 Book Club Teacher’s Guide 3, Books 9–12: 14, 57, 67–68 Book Club Teacher’s Guide 4, Books 13–16: 30–31, 62, 67–68</p> |
| <p>ii. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> | <p>Whole Class Teacher’s Guide, Unit 7: 27–28, 30, 34, 39, 53 Whole Class Teacher’s Guide, Unit 12: 23, 26, 29, 36</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 49</p> <p>Superkids Skill-Building Book: 80–81, 90–93, 101</p> |
| <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> | <p>Whole Class Teacher’s Guide, Unit 2: 72 Whole Class Teacher’s Guide, Unit 3: 61 Whole Class Teacher’s Guide, Unit 4: 22, 26, 29, 46, 68–69, 72, 75, 80, 92 Whole Class Teacher’s Guide, Unit 5: 31 Whole Class Teacher’s Guide, Unit 8: 47 Whole Class Teacher’s Guide, Unit 9: 28–29, 36, 54 Whole Class Teacher’s Guide, Unit 10: 54 Whole Class Teacher’s Guide, Unit 11: 6–7, 15, 31</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 14: 67, 70, 73 Whole Class Teacher’s Guide, Unit 15: 21, 23, 26, 60 Whole Class Teacher’s Guide, Unit 16: 89</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 24 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 49</p> <p><i>Superkids Skill-Building Book:</i> 80–81, 85–89, 93, 101</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 20 Book Club Teacher’s Guide 4, Books 13–16: 10</p> |
| <p>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> | <p>Whole Class Teacher’s Guide, Warm-up Unit: 32, 39, 81–82 Whole Class Teacher’s Guide, Unit 6: 16 Whole Class Teacher’s Guide, Unit 7: 18 Whole Class Teacher’s Guide, Unit 8: 24, 27, 30, 38 Whole Class Teacher’s Guide, Unit 12: 50–51, 57, 59, 62, 64, 79, 71, 89</p> <p><i>Superkids Skill-Building Book:</i> 96–98, 101–102</p> |

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Text: Superkids Reading Program, Second Grade

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | Book Club Teacher’s Guide 1, Books 1–4: 38 Book Club Teacher’s Guide 2, Books 5–8: 17 Book Club Teacher’s Guide 4, Books 13–16: 43 |
| v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | Whole Class Teacher’s Guide, Unit 7: 85–86 <i>Superkids Skill-Building Book: 152–154</i> Book Club Teacher’s Guide 1, Books 1–4: 46 Book Club Teacher’s Guide 3, Books 9–12: 29 |
| 2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. | |
| i. Identify real-life connections between words and their use. | Whole Class Teacher’s Guide, Warm-up Unit: 19–20, 41, 85 Whole Class Teacher’s Guide, Unit 1: 18, 43, 85 Whole Class Teacher’s Guide, Unit 2: 17, 43, 91 Whole Class Teacher’s Guide, Unit 3: 16, 41, 85 Whole Class Teacher’s Guide, Unit 4: 16, 42, 88 Whole Class Teacher’s Guide, Unit 5: 19, 44, 79, 92 Whole Class Teacher’s Guide, Unit 6: 17, 43, 88 Whole Class Teacher’s Guide, Unit 7: 19, 47–48, 96 Whole Class Teacher’s Guide, Unit 8: 17, 43, 86 Whole Class Teacher’s Guide, Unit 9: 19–20, 49, 98–99 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 10: 21, 49, 101 Whole Class Teacher’s Guide, Unit 11: 17, 42–43, 87 Whole Class Teacher’s Guide, Unit 12: 16, 41, 84–85 Whole Class Teacher’s Guide, Unit 13: 16, 37, 75 Whole Class Teacher’s Guide, Unit 14: 16, 42, 85 Whole Class Teacher’s Guide, Unit 15: 16, 37, 76 Whole Class Teacher’s Guide, Unit 16: 17, 42, 85</p> <p><i>Superkids Skill-Building Book:</i> 125–126, 133–134</p> |
| <p>ii. Distinguish shades of meaning among closely related words.</p> | <p>Whole Class Teacher’s Guide, Unit 1: 17 Whole Class Teacher’s Guide, Unit 4: 90 Whole Class Teacher’s Guide, Unit 6: 76 Whole Class Teacher’s Guide, Unit 16: 89</p> <p><i>Superkids Skill-Building Book:</i> 137–138</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 55</p> |
| <p>2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> | <p>Whole Class Teacher’s Guide, Warm-up Unit: 12, 18–20, 25–26, 32–33, 39–41, 50–51, 57, 64–65, 73–75, 81–85, 87 Whole Class Teacher’s Guide, Unit 1: 10, 17–19, 22, 25–27, 30, 34–35, 38, 42–43, 53, 60–61, 76–77, 80, 84–85</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 2: 8, 13, 16–17, 19, 24, 30, 33, 35, 42–43, 45, 48, 55, 57, 65, 73, 75, 81, 90–91</p> <p>Whole Class Teacher’s Guide, Unit 3: 8, 15–17, 24–25, 32, 39–42, 53–54, 61, 68–69, 76, 84–85</p> <p>Whole Class Teacher’s Guide, Unit 4: 8, 15–16, 18, 24, 32, 40–42, 53, 55, 61, 63, 69–70, 78, 86–88, 90</p> <p>Whole Class Teacher’s Guide, Unit 5: 9, 18–19, 27–28, 34–35, 43–44, 48, 57–60, 65–66, 74, 79, 83–84, 87, 90–93</p> <p>Whole Class Teacher’s Guide, Unit 6: 8, 16–17, 19, 25, 27, 33, 38, 42–43, 55, 57, 63, 70–72, 74, 76, 79, 81, 86–88, 90, 92</p> <p>Whole Class Teacher’s Guide, Unit 7: 9, 17–20, 29, 34, 38–39, 45–48, 60–62, 68–69, 77–78, 87–88, 91, 94–96, 99</p> <p>Whole Class Teacher’s Guide, Unit 8: 8, 16–17, 19, 25, 27, 33, 41–43, 47, 54, 56, 62, 69, 71, 76, 84–86, 88, 90</p> <p>Whole Class Teacher’s Guide, Unit 9: 9, 17–21, 29–32, 40, 47–49, 62–63, 71–72, 81, 86, 90, 97–99, 103</p> <p>Whole Class Teacher’s Guide, Unit 10: 9, 11, 20–21, 23, 27, 30, 48–49, 54, 62, 64, 72, 81, 90–91, 93, 96, 100–101, 105</p> <p>Whole Class Teacher’s Guide, Unit 11: 16–18, 24–25, 32, 41–43, 48, 55–56, 63–64, 68, 71, 82, 86–87, 91</p> <p>Whole Class Teacher’s Guide, Unit 12: 8, 10, 15–16, 18, 24, 26, 29, 32, 40–41, 52, 60, 66, 67, 74, 84–85, 87</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 13: 8–9, 15–17, 22–24, 26, 29, 36–37, 47, 54–55, 61–62, 67, 70, 75, 78</p> <p>Whole Class Teacher’s Guide, Unit 14: 8, 10, 16, 18, 21, 24, 32, 41–42, 46, 53, 55, 61, 73, 78, 80, 84–85, 89</p> <p>Whole Class Teacher’s Guide, Unit 15: 8–9, 15–17, 22–23, 29–30, 37–38, 47, 53–54, 59–61, 64, 67, 69, 75–76, 79</p> <p>Whole Class Teacher’s Guide, Unit 16: 8, 16–17, 19, 21, 23, 24, 26, 29, 32, 37, 41–42, 44, 54, 61, 63, 68, 70, 74–75, 84–85, 87, 89</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 5, 7–10, 16, 18, 21–22, 24–25, 32, 35–36, 39, 41, 43–45, 47–50, 52–53</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 5, 7–8, 10–11, 13–17, 21, 23–24, 26–27, 29–30, 40–41, 44, 47, 49–51, 53–55, 59, 61–62, 64</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 7–8, 11–12, 14, 17–18, 21, 24–25, 28, 30–33, 42, 44–45, 50–51, 54–55, 57–60, 64</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 13, 16–17, 19–22, 24–26, 34–35, 38–45, 47–50, 54</p> <p>Superkids Skill-Building Book: 123–126, 131, 133–134, 154</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Book Club Teacher’s Guide 1, Books 1–4: 2, 4, 7–11, 16–17, 19, 23, 25–27, 29, 31, 33, 37, 39–40, 43–47, 49, 51, 55, 61, 63, 65, 67–70, 72, 74–75, 78</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 3–6, 8, 11–12, 17–18, 25–28, 30–31, 34–35, 41, 43, 47–53, 55, 59–61, 68, 83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 3, 5–10, 13–14, 18–21, 25–27, 29–30, 32, 34–35, 37, 40, 43–46, 48–49, 52, 56–59, 61–63, 67–68, 72, 74, 76, 78–80, 82, 84–86</p> <p>Book Club Teacher’s Guide 4, Books 13–16: 3–5, 7, 9–11, 14, 16, 19–22, 24, 28–34, 40, 43–44, 46, 49, 51–55, 57, 59, 61–63, 66–69, 71, 76–84, 88, 90–92, 94</p> |
| <p>1. Reading Standards: Key Ideas and Details Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> | |

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| Grade 2 Tennessee’s State English Language Arts Standards | |
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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <i>Literature</i> | |
| 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 12, 26, 33, 39, 51, 65, 81</p> <p>Whole Class Teacher’s Guide, Unit 1: 10, 17, 26, 34, 41, 42, 53, 61, 69, 77, 84</p> <p>Whole Class Teacher’s Guide, Unit 2: 8, 16, 25, 32–33, 41–42, 55, 65, 72–73, 81, 89–90</p> <p>Whole Class Teacher’s Guide, Unit 3: 8, 15–16, 24, 32, 39–40, 53, 61, 68, 76, 83–84</p> <p>Whole Class Teacher’s Guide, Unit 4: 8, 15, 24, 32, 40–41, 53, 61, 69–70, 78, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 5: 9, 18, 27, 34–35, 42–43, 56–57, 65–66, 74–75, 83, 90–91</p> <p>Whole Class Teacher’s Guide, Unit 6: 8, 16, 25, 33, 41–42, 55, 63, 71–72, 79, 87</p> <p>Whole Class Teacher’s Guide, Unit 7: 9, 17–18, 28–29, 37–38, 45–46, 60–61, 68–69, 77–78, 87–88, 94–95</p> <p>Whole Class Teacher’s Guide, Unit 8: 8, 16, 25, 33, 41–42, 54, 62, 69, 76, 84–85</p> <p>Whole Class Teacher’s Guide, Unit 9: 9, 18, 29–31, 39, 47–48, 62, 70–71, 79–81, 89–90, 96</p> <p>Whole Class Teacher’s Guide, Unit 10: 9, 19–20, 30, 47–48, 61–62, 71–72, 80–81, 90–91, 99–100</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 11: 8, 16, 24, 32, 40–41, 55, 63, 71, 79, 85–86</p> <p>Whole Class Teacher’s Guide, Unit 12: 8, 15, 24, 32, 39–40, 52, 60, 67, 74, 82–84</p> <p>Whole Class Teacher’s Guide, Unit 13: 8, 15, 23, 29, 35–36, 47, 54, 61, 67, 73–74</p> <p>Whole Class Teacher’s Guide, Unit 14: 8, 15, 24, 32, 40–41, 53, 61, 68, 76, 83–84</p> <p>Whole Class Teacher’s Guide, Unit 15: 8, 15, 22, 29, 35–36, 47, 53, 60, 67–68, 74–75</p> <p>Whole Class Teacher’s Guide, Unit 16: 8, 16, 24, 32, 40–41, 54, 61, 68, 75, 83–84</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 27–28, 56–57</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 33–34, 65–67</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 35–36, 67</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 28, 56</p> <p><i>Superkids Skill-Building Book:</i> 161–165, 167–174, 180</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Book Club Teacher’s Guide 1, Books 1–4: 3–5, 7–9, 11–13, 16–18, 24–29, 31, 33, 35–41, 44–54, 61–68, 70–72, 74–77</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 3–4, 6–9, 11–14, 16–18, 23–26, 28–31, 33–37, 39, 41–42, 46–53, 55–59, 61, 65–66, 68–69, 71–74, 76–78, 80–83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 3–6, 8–11, 13–23, 25–28, 30–38, 40–44, 46–49, 52–64, 72, 74–80, 82–84, 86–87</p> <p>Book Club Teacher’s Guide 4, Books 13–16: 3–17, 19–20, 22–25, 28–30, 32–38, 40–47, 50–52, 54–67, 69–72, 76–78, 80–90, 92–94</p> |
| <i>Informational Text</i> | |
| 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 18–19, 39–40, 57, 74, 81, 82–83</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 5, 7–14, 16–25, 28, 31–32, 35–39, 41–54, 57</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 5–21, 23–24, 26–30, 37–47, 49–62</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 5, 7–9, 11–15, 17–22, 24–31, 42–44, 46–51, 53–64</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 7–8, 10–14, 16–25, 34–36, 38–41, 43–48, 50–52</p> <p><i>Superkids Skill-Building Book</i>: 161–169, 180</p> |
| <p>2. Reading Standards: Key Ideas and Details Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> | |
| <p><i>Literature</i></p> | |
| <p>2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral.</p> | <p>Whole Class Teacher’s Guide, Unit 1: 69 Whole Class Teacher’s Guide, Unit 2: 41, 89 Whole Class Teacher’s Guide, Unit 3: 25, 39, 83 Whole Class Teacher’s Guide, Unit 4: 40, 86 Whole Class Teacher’s Guide, Unit 5: 42, 90 Whole Class Teacher’s Guide, Unit 6: 41, 86 Whole Class Teacher’s Guide, Unit 7: 45, 94 Whole Class Teacher’s Guide, Unit 8: 41, 84 Whole Class Teacher’s Guide, Unit 9: 47, 96 Whole Class Teacher’s Guide, Unit 10: 47, 99 Whole Class Teacher’s Guide, Unit 11: 32, 40, 85 Whole Class Teacher’s Guide, Unit 12: 39, 82 Whole Class Teacher’s Guide, Unit 13: 35, 47, 73</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 14: 40, 83 Whole Class Teacher’s Guide, Unit 15: 35, 74 Whole Class Teacher’s Guide, Unit 16: 40, 83</p> <p><i>Superkids Skill-Building Book:</i> 177–178, 180</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 8, 17, 20–21, 25–29, 31, 33, 36, 45–46, 52–53–54, 56, 71–75 Book Club Teacher’s Guide 2, Books 5–8: 7–8, 11, 13–14, 16, 19–20, 24, 26, 29–30, 33–37, 39, 41–42, 46, 48–50, 55–57, 59, 61, 65, 69, 71–74, 76–77, 80 Book Club Teacher’s Guide 3, Books 9–12: 3–6, 9, 11, 14–15, 18–19, 22–23, 26, 28, 31–32, 34–38, 40–44, 46, 54, 57, 60, 70, 72, 76, 78–80, 82, 84, 87 Book Club Teacher’s Guide 4, Books 13–16: 3, 5, 8, 11–13, 15–17, 20, 23–24, 28, 32, 34, 36–38, 40–42, 44, 46–47, 50, 52, 54–57, 59, 62–66, 69–70, 72, 77, 80–81, 85, 88, 93</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <i>Informational Text</i> | |
| 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. | <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky</i>: 9, 12, 41, 45, 54</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!</i>: 8, 30, 60</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story</i>: 7–9, 14–17, 26–27, 30, 42, 44, 59</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!</i>: 7–9, 14, 22, 34, 36–38</p> <p><i>Superkids Skill-Building Book</i>: 178, 180</p> |
| 3. Reading Standards: Key Ideas and Details Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | |
| <i>Literature</i> | |
| 2.RL.KID.3 Describe how characters in a story respond to major events and challenges. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 33</p> <p>Whole Class Teacher’s Guide, Unit 1: 26</p> <p>Whole Class Teacher’s Guide, Unit 2: 8, 16, 25, 33, 65, 81</p> <p>Whole Class Teacher’s Guide, Unit 3: 15–16, 24, 68</p> <p>Whole Class Teacher’s Guide, Unit 4: 8, 61, 70, 78</p> <p>Whole Class Teacher’s Guide, Unit 5: 83</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 6: 33, 42, 55, 87 Whole Class Teacher’s Guide, Unit 7: 18, 29 Whole Class Teacher’s Guide, Unit 8: 25, 33, 69, 76, 85 Whole Class Teacher’s Guide, Unit 9: 18, 71, 90 Whole Class Teacher’s Guide, Unit 10: 72, 81, 91, 100 Whole Class Teacher’s Guide, Unit 11: 63, 71, 79 Whole Class Teacher’s Guide, Unit 12: 24, 40, 52 Whole Class Teacher’s Guide, Unit 13: 54, 61 Whole Class Teacher’s Guide, Unit 14: 32, 84 Whole Class Teacher’s Guide, Unit 15: 22, 29, 47, 75 Whole Class Teacher’s Guide, Unit 16: 24, 40–41, 54, 61, 68</p> <p><i>Superkids Skill-Building Book:</i> 173–174</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 9, 12–13, 28, 37, 39, 41, 47–49, 52, 54, 66, 71–72, 75–76 Book Club Teacher’s Guide 2, Books 5–8: 4, 6–7, 9, 11, 13, 16, 24, 26, 31, 33–35, 37, 49, 51, 57–58, 62, 66, 69–70, 72–73, 76, 80–81 Book Club Teacher’s Guide 3, Books 9–12: 6, 9–11, 14–19, 21, 23, 25, 30–31, 35, 38, 41, 44, 46, 52–53, 58, 62, 74, 78, 80, 87</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | Book Club Teacher’s Guide 4, Books 13–16: 3, 8–9, 11–13, 17, 20, 32–33, 37–38, 41, 44–45, 50–51, 56–57, 62, 64–65, 72, 81, 83–85, 88, 92 |
| <i>Informational Text</i> | |
| 2.RL.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text. | Whole Class Teacher’s Guide, Warm-up Unit: 40, 57, 74 SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 19–22, 25, 44 SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 12, 14, 17, 45, 47, 55, 62 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 18, 31, 49, 59 |
| 4. Reading Standards: Craft and Structure Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific words choices shape meaning or tone. | |
| <i>Literature</i> | |
| 2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song. | Whole Class Teacher’s Guide, Unit 1: 34, 42, 61, 77 Whole Class Teacher’s Guide, Unit 2: 8, 16, 25, 55 Whole Class Teacher’s Guide, Unit 3: 24, 40 Whole Class Teacher’s Guide, Unit 5: 11–13, 21–22, 59, 68 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 6: 42, 55, 79 Whole Class Teacher’s Guide, Unit 8: 33, 54, 69 Whole Class Teacher’s Guide, Unit 9: 11–12, 22, 41–42, 51–52, 64–65, 97 Whole Class Teacher’s Guide, Unit 10: 30, 72, 91 Whole Class Teacher’s Guide, Unit 11: 41 Whole Class Teacher’s Guide, Unit 12: 52, 83 Whole Class Teacher’s Guide, Unit 13: 74 Whole Class Teacher’s Guide, Unit 14: 53, 61 Whole Class Teacher’s Guide, Unit 15: 75</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 28, 40, 56–58 SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 33–34, 65–67 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 35–36, 67 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 28, 56</p> <p><i>Superkids Skill-Building Book:</i> 9, 130, 132</p> |

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| | <p>Book Club Teacher’s Guide 1, Books 1–4: 5, 8, 9–11, 13, 18, 33, 36, 44, 63, 65, 68–69</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 5–6, 23, 25–26, 42–43, 60, 67, 78–79, 81</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 31, 35, 40, 43–44, 47, 49, 72–73, 75, 77, 79, 84</p> <p>Book Club Teacher’s Guide 4, Books 13–16: 19, 52–53, 64, 69</p> |
| <i>Informational Text</i> | |
| 2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 18–19, 40, 73–74, 82–83</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 5, 7–10, 16, 18, 21–22, 24–25, 32, 35–36, 39, 41, 43–45, 47–50, 52–53</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 5, 7–8, 10–11, 13–17, 21, 23–24, 26–27, 29–30, 40–41, 44, 47, 49–51, 53–55, 59, 61–62, 64</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 7–8, 11–12, 14, 17–18, 21, 24–25, 28, 30–33, 42, 44–45, 50–51, 54–55, 57–60, 64</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 13, 16–17, 19–22, 24–26, 34–35, 38–45, 47–50, 54</p> <p>Superkids Skill-Building Book: 123–126, 154</p> |

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| Grade 2 Tennessee’s State English Language Arts Standards | |
|---|---|
| STANDARD | CORRELATION Page numbers are listed for each component. |
| <p>5. Reading Standards: Craft and Structure Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> | |
| <p><i>Literature</i></p> | |
| <p>2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> | <p>Whole Class Teacher’s Guide, Unit 8: 84–85 Whole Class Teacher’s Guide, Unit 12: 74 Whole Class Teacher’s Guide, Unit 13: 61 Whole Class Teacher’s Guide, Unit 15: 68, 75 Whole Class Teacher’s Guide, Unit 16: 8, 75, 83</p> <p><i>Superkids Skill-Building Book:</i> 169–170, 173, 180</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 20–21, 25, 34, 66, 77 Book Club Teacher’s Guide 2, Books 5–8: 19–20, 32, 83 Book Club Teacher’s Guide 3, Books 9–12: 3, 9, 11, 15, 22, 38–39, 53, 61, 80 Book Club Teacher’s Guide 4, Books 13–16: 7, 13, 16, 20, 33, 43–45, 50, 55, 57, 64–65, 67, 70–72, 88–90, 93</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <i>Informational Text</i> | |
| 2.RI.CS.5 Know various text features to locate key facts or information in a text efficiently. | <p>Whole Class Teacher’s Guide, Unit 1: 9 Whole Class Teacher’s Guide, Unit 4: 56 Whole Class Teacher’s Guide, Unit 12: 27–28, 70</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 4, 7–8, 13, 17, 25, 31, 36–39, 43–45, 48–49, 51 SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 4, 8, 11, 13, 16, 18, 20, 23, 27, 37, 41, 46–47, 49–50, 53–54, 56 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 4, 8, 12, 20, 25–26, 28, 39, 43–44, 47–48, 51, 53, 56–58, 61–62, 64 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 4, 11–12, 18–19, 25, 31, 36, 38–39, 41, 51</p> <p><i>Superkids Skill-Building Book:</i> 175–176</p> |
| 6. Reading Standards: Craft and Structure Cornerstone: Assess how point of view or purpose shapes the content and style of a text. | |

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|---|--|
| STANDARD | CORRELATION Page numbers are listed for each component. |
| <i>Literature</i> | |
| 2.RL.CS.6 Determine when characters have different points of view. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 27 Whole Class Teacher’s Guide, Unit 1: 53–54 Whole Class Teacher’s Guide, Unit 3: 8, 24, 68 Whole Class Teacher’s Guide, Unit 4: 8, 78 Whole Class Teacher’s Guide, Unit 5: 66, 75, 91 Whole Class Teacher’s Guide, Unit 7: 28–29, 78–79 Whole Class Teacher’s Guide, Unit 8: 25, 76 Whole Class Teacher’s Guide, Unit 9: 39 Whole Class Teacher’s Guide, Unit 10: 71–72, 81 Whole Class Teacher’s Guide, Unit 11: 8, 32, 55, 79 Whole Class Teacher’s Guide, Unit 13: 8, 58 Whole Class Teacher’s Guide, Unit 14: 24 Whole Class Teacher’s Guide, Unit 15: 22, 29 Whole Class Teacher’s Guide, Unit 16: 24</p> <p><i>Superkids Skill-Building Book: 173–174</i></p> <p>Book Club Teacher’s Guide 1, Books 1–4: 17 Book Club Teacher’s Guide 2, Books 5–8: 14–15, 38, 50, 61–62, 70, 76, 82 Book Club Teacher’s Guide 3, Books 9–12: 9, 11–12, 16, 18–19, 28, 31, 37, 42, 44, 58–59, 66, 76–78, 80–81, 87</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | Book Club Teacher’s Guide 4, Books 13–16: 11–12, 25, 29, 35, 41, 43–44, 50–51, 56, 58, 62, 64, 67, 72, 78, 81, 84–85 |
| <i>Informational Text</i> | |
| 2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe. | SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 3–4, 30–31 SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 3–4, 36–37 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 3–4, 38 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 3, 30 |
| 7. Reading Standards: Integration of Knowledge and Ideas Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | |
| <i>Literature</i> | |
| 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | Whole Class Teacher’s Guide, Warm-up Unit: 12, 26, 33, 51, 65 Whole Class Teacher’s Guide, Unit 1: 10, 17, 26, 34, 40, 42, 53, 61, 69, 77, 84 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 2: 8, 16, 25, 33, 42, 55, 65, 72–73, 81, 89–90</p> <p>Whole Class Teacher’s Guide, Unit 3: 8, 15–16, 24, 32, 39–40, 53, 61, 68, 76, 84</p> <p>Whole Class Teacher’s Guide, Unit 4: 8, 15, 24, 32, 40–41, 53, 61, 69–70, 78, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 5: 9, 18, 27, 34–35, 42–43, 56–57, 65–66, 74–75, 83, 90–91</p> <p>Whole Class Teacher’s Guide, Unit 6: 8, 16, 25, 33, 41–42, 55, 63, 71–72, 79, 87</p> <p>Whole Class Teacher’s Guide, Unit 7: 9, 17–18, 28–29, 37–38, 45–46, 60–61, 68–69, 77–78, 87–88, 94–95</p> <p>Whole Class Teacher’s Guide, Unit 8: 8, 16, 25, 33, 41–42, 54, 62, 69, 76, 84–85</p> <p>Whole Class Teacher’s Guide, Unit 9: 9, 18, 29–31, 39, 47–48, 62, 70–71, 79–81, 89–90, 96–97</p> <p>Whole Class Teacher’s Guide, Unit 10: 9, 19–20, 30, 47–48, 61–62, 71–72, 80–81, 90–91, 99–100</p> <p>Whole Class Teacher’s Guide, Unit 11: 8, 16, 24, 32, 40–41, 55, 63, 71, 79, 85–86</p> <p>Whole Class Teacher’s Guide, Unit 12: 8, 15, 24, 32, 39–40, 52, 60, 67, 74, 82–84</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 13: 8, 15, 23, 29, 35–36, 47, 54, 61, 67, 73–74</p> <p>Whole Class Teacher’s Guide, Unit 14: 8, 15, 24, 32, 40–41, 53, 61, 68, 76, 83–84</p> <p>Whole Class Teacher’s Guide, Unit 15: 8, 15, 22, 29, 35–36, 47, 53, 60, 67–68, 74–75</p> <p>Whole Class Teacher’s Guide, Unit 16: 8, 16, 24, 32, 40–41, 54, 61, 68, 75, 83–84</p> <p><i>Superkids Skill-Building Book:</i> 171–174</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 3, 5–9, 11–18, 20–21, 24–25, 27–29, 31, 35, 37–39, 41, 44–45, 47–49, 54, 61–63, 65–68, 70–72, 74–75, 77</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 3–4, 6–9, 11–16, 18, 23–26, 28–31, 33–37, 39, 42, 46–49, 51–53, 55–58, 61, 65–66, 68–69, 71–74, 76–78, 80–83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 3–6, 9–10, 13–23, 25–28, 30–36, 38, 41–42, 44, 46–48, 52–53, 55–58, 60, 62–64, 72, 74–78, 80, 82, 84, 86–87</p> <p>Book Club Teacher’s Guide 4, Books 13–16: 3–17, 20, 23–25, 28, 30, 33–35, 37–38, 40–47, 50–52, 54–60, 62, 64–67, 70–72, 76–78, 80, 82, 85–90, 92–94</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <i>Informational Text</i> | |
| 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 40, 74, 82–83</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 3, 6–7, 11, 22–23, 28, 30–31, 49, 51–53, 58</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 3, 11, 13–14, 16, 27, 30, 34, 36, 41, 54, 56–57, 60–61, 67</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 8, 15, 20, 25–28, 36, 39, 43, 47, 51, 54, 58, 61–62, 64, 68</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 4, 10–11, 14, 19, 22–25, 28, 3135–36, 38–40, 44–45, 47, 52–53, 56</p> <p><i>Superkids Skill-Building Book:</i> 175–176</p> |
| 8. Reading Standards: Integration of Knowledge and Ideas Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | |
| <i>Literature</i> | |
| Standard #8 is not applicable to literature. | |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <i>Informational Text</i> | |
| 2.RI.IKI.8 Describe how reasons support specific points an author makes in a text. | <p>Whole Class Teacher’s Guide, Unit 8: 11 Whole Class Teacher’s Guide, Unit 14: 35 Whole Class Teacher’s Guide, Unit 15: 62</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 17, 37, 39, 43 SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 17, 18, 27, 45, 58, 59 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 17, 18, 20, 21–23, 25, 26, 44 SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 8, 9, 19, 22, 25, 34, 35, 46</p> <p><i>Superkids Skill-Building Book:</i> 179</p> |
| 9. Reading Standards: Integration of Knowledge and Ideas Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. | |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <i>Literature</i> | |
| 2.RL.IKI.9 Compare and contrast two or more versions of the same story by different authors or different cultures. | Book Club Teacher’s Guide 1, Books 1–4: 57–58 Book Club Teacher’s Guide 2, Books 5–8: 54 Book Club Teacher’s Guide 3, Books 9–12: 72, 76, 82, 88–89 |
| <i>Informational Text</i> | |
| 2.RL.IKI.9 Compare and contrast the most important points presented by two texts on the same topic. | SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 24 SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 45, 62 SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 29 |
| 10. Reading Standards: Range of Reading and Level of Text Complexity Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently. | |
| <i>Literature</i> | |
| 2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2–3 text complexity band proficiently, with scaffolding at the high end as needed. | Whole Class Teacher’s Guide, Warm-up Unit: 11–12, 26, 33, 51, 65 Whole Class Teacher’s Guide, Unit 1: 10, 17, 26, 34, 42, 53, 61, 69, 77, 84 |

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| | <p>Whole Class Teacher’s Guide, Unit 2: 8, 16, 25, 33, 42, 55, 65, 72–73, 81, 89–90</p> <p>Whole Class Teacher’s Guide, Unit 3: 8, 15–16, 24, 32, 39–40, 53, 61, 68, 76, 84</p> <p>Whole Class Teacher’s Guide, Unit 4: 8, 15, 24, 32, 40–41, 53, 61, 69–70, 78, 86–87</p> <p>Whole Class Teacher’s Guide, Unit 5: 9, 18, 27, 34–35, 42–43, 56–57, 65–66, 74–75, 83, 90–91</p> <p>Whole Class Teacher’s Guide, Unit 6: 8, 16, 25, 33, 41–42, 55, 63, 71–72, 79, 87</p> <p>Whole Class Teacher’s Guide, Unit 7: 9, 17–18, 28–29, 37–38, 45–46, 60–61, 68–69, 77–78, 87–88, 94–95</p> <p>Whole Class Teacher’s Guide, Unit 8: 8, 16, 25, 33, 41–42, 54, 62, 69, 76, 84–85</p> <p>Whole Class Teacher’s Guide, Unit 9: 9, 18, 29–31, 39, 47–48, 62, 70–71, 79–81, 89–90, 96–97</p> <p>Whole Class Teacher’s Guide, Unit 10: 9, 19–20, 30, 47–48, 61–62, 71–72, 80–81, 90–91, 99–100</p> <p>Whole Class Teacher’s Guide, Unit 11: 8, 16, 24, 32, 40–41, 55, 63, 71, 79, 85–86</p> <p>Whole Class Teacher’s Guide, Unit 12: 8, 15, 24, 32, 39–40, 52, 60, 67, 74, 82–84</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 13: 8, 15, 23, 29, 35–36, 47, 54, 61, 67, 73–74</p> <p>Whole Class Teacher’s Guide, Unit 14: 8, 15, 24, 32, 40–41, 53, 61, 68, 76, 83–84</p> <p>Whole Class Teacher’s Guide, Unit 15: 8, 15, 22, 29, 35–36, 47, 53, 60, 67–68, 74–75</p> <p>Whole Class Teacher’s Guide, Unit 16: 8, 16, 24, 32, 40–41, 54, 61, 68, 75, 83–84</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 27–28, 56–58</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 33–34, 65–67</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 35–36, 67</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 28, 56</p> <p>Book Club Teacher’s Guide 1, Books 1–4: 2–78</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 2–83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 2–89</p> <p>Book Club Teacher’s Guide 4, Books 13–16: 2–94</p> |

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| <i>Informational Text</i> | |
| 2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2–3 text complexity band proficiently, with scaffolding at the high end as needed. | <p>Whole Class Teacher’s Guide, Warm-up Unit: 18–19, 40, 57, 74, 82–83</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 3–28, 30–56, 58</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 3–32, 34, 36–64, 67</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 3–34, 36, 38–66, 68</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 3–28, 30–56</p> |
| 1. Speaking and Listening Standards: Comprehension and Collaboration Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others’ ideas and expressing their own clearly and persuasively. | |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <p>2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</p> | <p>Whole Class Teacher’s Guide, Warm-up Unit: 7–8, 11–12, 18–20, 25–27, 33, 39–41, 57, 64–65, 71–74, 82–83, 85 Whole Class Teacher’s Guide, Unit 1: 10, 12, 17–18, 26, 34, 42–43, 53, 55, 61, 69, 71, 77, 84–85 Whole Class Teacher’s Guide, Unit 2: 8–9, 11, 16–18, 25–26, 33–34, 41–44, 55–56, 64–66, 72–74, 81–82, 89–92 Whole Class Teacher’s Guide, Unit 3: 8, 10–11, 15–16, 24, 26, 32, 39–41, 53, 55–56, 61, 68, 76, 84–85 Whole Class Teacher’s Guide, Unit 4: 8–9, 15–17, 19, 24–25, 32–33, 40–43, 53–54, 61–62, 69–71, 78–79, 86–88 Whole Class Teacher’s Guide, Unit 5: 9–13, 18–19, 27, 34–35, 42–46, 56–57, 65–66, 74–75, 83, 90–93 Whole Class Teacher’s Guide, Unit 6: 8–9, 11–12, 16–18, 25–26, 28–29, 33–34, 41–44, 55–56, 63–64, 71–73, 79–80, 87–89, 92 Whole Class Teacher’s Guide, Unit 7: 9–13, 17–19, 28–29, 37–38, 45–48, 60–61, 68–69, 77–78, 80–81, 87–88, 91, 94–96 Whole Class Teacher’s Guide, Unit 8: 8–9, 11–12, 16–18, 25–26, 33–34, 41–44, 54–55, 62–63, 69–70, 76–77, 84–87, 90 Whole Class Teacher’s Guide, Unit 9: 9, 11–12, 17–20, 29–31, 40, 47–49, 62, 70–71, 79–81, 89–90, 96–99 Whole Class Teacher’s Guide, Unit 10: 9–10, 19–22, 30–31, 38–39, 47–50, 61–63, 65, 71–73, 80–82, 90–92, 99–102</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 11: 8, 10–12, 16–17, 19–20, 24, 32, 40–43, 55–56, 63, 71, 79, 85–87</p> <p>Whole Class Teacher’s Guide, Unit 12: 8–9, 15–17, 19, 24–25, 32–33, 39–42, 52–53, 60–61, 67–68, 74–75, 82–86</p> <p>Whole Class Teacher’s Guide, Unit 13: 8, 15–16, 23, 29, 35–37, 47, 54, 61, 63, 67, 73–75</p> <p>Whole Class Teacher’s Guide, Unit 14: 8–9, 11, 15–17, 24–25, 32–33, 40–43, 53–54, 61–62, 68–69, 71, 76–77, 83–86</p> <p>Whole Class Teacher’s Guide, Unit 15: 8, 10–11, 15–16, 22, 29, 35–37, 47, 49, 53, 60, 67–68, 74–76</p> <p>Whole Class Teacher’s Guide, Unit 16: 8–9, 11, 16–18, 24–25, 32–33, 40–43, 54–55, 61–62, 68–69, 75–76, 83–86, 89</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 3–28, 30–58</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 3–34, 36–67</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 3–36, 38–67</p> <p>SUPER Magazine Teacher’s Guide, <i>Splish, Splash!; That’s Wild!:</i> 3–28, 30–56</p> |

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| | <p>Book Club Teacher’s Guide 1, Books 1–4: 2–21, 23–41, 43–58, 59–78</p> <p>Book Club Teacher’s Guide 2, Books 5–8: 2–20, 22–43, 45–62, 64–83</p> <p>Book Club Teacher’s Guide 3, Books 9–12: 2–23, 24–49, 68, 70–89</p> |
| <p>2. Speaking and Listening Standards: Comprehension and Collaboration</p> <p>Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> | |
| <p>2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> | <p>Whole Class Teacher’s Guide, Unit 11: 19–20</p> <p>Whole Class Teacher’s Guide, Unit 12: 11</p> <p>Whole Class Teacher’s Guide, Unit 14: 79, 88</p> <p>SUPER Magazine Teacher’s Guide, <i>What’s New?; It’s Tricky:</i> 5, 32</p> <p>SUPER Magazine Teacher’s Guide, <i>Lights Out!; Go, Go, Go!:</i> 5, 38</p> <p>SUPER Magazine Teacher’s Guide, <i>Color Crazy; The Inside Story:</i> 5, 40</p> <p>SUPER Magazine Teacher’s Guide, <i>Splash, Splash!; That’s Wild!:</i> 5, 32</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <p>3. Speaking and Listening Standards: Comprehension and Collaboration Cornerstone: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> | |
| <p>2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.</p> | <p>Whole Class Teacher’s Guide, Warm-up Unit: 86 Whole Class Teacher’s Guide, Unit 2: 95 Whole Class Teacher’s Guide, Unit 6: 91 Whole Class Teacher’s Guide, Unit 8: 89 Whole Class Teacher’s Guide, Unit 9: 101–102 Whole Class Teacher’s Guide, Unit 13: 63, 69 Whole Class Teacher’s Guide, Unit 14: 79, 88</p> |
| <p>4. Speaking and Listening Standards: Presentation of Knowledge and Ideas Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning: the organization, development, and style are appropriate to task, purpose, and audience.</p> | |
| <p>2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> | <p>Whole Class Teacher’s Guide, Warm-up Unit: 42 Whole Class Teacher’s Guide, Unit 1: 43 Whole Class Teacher’s Guide, Unit 2: 11, 17 Whole Class Teacher’s Guide, Unit 4: 16, 42, 87 Whole Class Teacher’s Guide, Unit 6: 17, 43</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | Whole Class Teacher’s Guide, Unit 9: 10 Whole Class Teacher’s Guide, Unit 13: 78 Whole Class Teacher’s Guide, Unit 15: 10–11 |
| 5. Speaking and Listening Standards: Presentation of Knowledge and Ideas Cornerstone: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | |
| 2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings. | Whole Class Teacher’s Guide, Warm-up Unit: 66, 84 Whole Class Teacher’s Guide, Unit 1: 19, 27, 35, 44, 54, 62, 70, 86 Whole Class Teacher’s Guide, Unit 2: 10, 19, 35, 75, 84–85 Whole Class Teacher’s Guide, Unit 3: 9, 17, 25, 33, 54, 62 Whole Class Teacher’s Guide, Unit 4: 18, 26, 44, 55, 63, 80–82, 90 Whole Class Teacher’s Guide, Unit 5: 10, 20, 28, 36, 45, 47, 58, 84 Whole Class Teacher’s Guide, Unit 6: 45, 65, 82, 90 Whole Class Teacher’s Guide, Unit 7: 10, 20, 30, 39, 41, 49, 62, 79, 90, 97–98 Whole Class Teacher’s Guide, Unit 8: 19, 27, 71, 78, 80 Whole Class Teacher’s Guide, Unit 9: 10, 21, 32, 40, 50, 63, 72, 91–92, 100 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 10: 11, 23, 32, 51, 74, 83, 93, 103–104</p> <p>Whole Class Teacher’s Guide, Unit 11: 9, 18, 25, 33, 44, 72, 75, 81, 88</p> <p>Whole Class Teacher’s Guide, Unit 12: 18, 26, 34</p> <p>Whole Class Teacher’s Guide, Unit 13: 17, 24, 30, 48–50, 55–57, 62</p> <p>Whole Class Teacher’s Guide, Unit 14: 10, 18, 26, 44, 63–64, 70, 78, 87</p> <p>Whole Class Teacher’s Guide, Unit 15: 31, 38, 61</p> <p>Whole Class Teacher’s Guide, Unit 16: 19, 26, 34, 57, 63, 70–71</p> |
| <p>6. Speaking and Listening Standards: Presentation of Knowledge and Ideas Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> | |
| <p>2.SL.PK1.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>Whole Class Teacher’s Guide, Unit 1: 30, 80</p> <p>Whole Class Teacher’s Guide, Unit 2: 30</p> <p>Whole Class Teacher’s Guide, Unit 3: 11, 80</p> <p>Whole Class Teacher’s Guide, Unit 4: 92</p> <p>Whole Class Teacher’s Guide, Unit 5: 48</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | Whole Class Teacher’s Guide, Unit 8: 30 Whole Class Teacher’s Guide, Unit 9: 17, 86 Whole Class Teacher’s Guide, Unit 11: 82 Whole Class Teacher’s Guide, Unit 15: 23, 64 Whole Class Teacher’s Guide, Unit 16: 29 |
| 1. Writing Standards: Text Types and Protocol Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| 2.W.TTP.1 Write opinion pieces on topics or texts. | |
| a. Introduce topic or text. | Whole Class Teacher’s Guide, Warm-up Unit: 68 Whole Class Teacher’s Guide, Unit 3: 35, 71 Whole Class Teacher’s Guide, Unit 8: 29 Whole Class Teacher’s Guide, Unit 14: 28 Whole Class Teacher’s Guide, Unit 15: 56 |
| b. State an opinion. | Whole Class Teacher’s Guide, Warm-up Unit: 68 Whole Class Teacher’s Guide, Unit 3: 19, 35, 71 Whole Class Teacher’s Guide, Unit 8: 29, 46 Whole Class Teacher’s Guide, Unit 12: 11 Whole Class Teacher’s Guide, Unit 14: 28, 45 Whole Class Teacher’s Guide, Unit 15: 56 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| c. Supply reasons to support the opinion. | Whole Class Teacher’s Guide, Warm-up Unit: 68 Whole Class Teacher’s Guide, Unit 3: 19, 35, 44, 71, 78 Whole Class Teacher’s Guide, Unit 8: 37 Whole Class Teacher’s Guide, Unit 14: 36, 57 Whole Class Teacher’s Guide, Unit 15: 63 |
| d. Use linking words to connect the reasons to the opinion. | Whole Class Teacher’s Guide, Unit 3: 19, 35, 44, 71, 78 Whole Class Teacher’s Guide, Unit 14: 36 Whole Class Teacher’s Guide, Unit 15: 63 |
| e. Provide a concluding statement or section. | Whole Class Teacher’s Guide, Unit 3: 44, 78 Whole Class Teacher’s Guide, Unit 8: 46 Whole Class Teacher’s Guide, Unit 14: 45 Whole Class Teacher’s Guide, Unit 15: 70 |
| 2. Writing Standards: Text Types and Protocol Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| 2.W.TTP.2 Write informative/explanatory texts. | |
| a. Introduce a topic. | Whole Class Teacher’s Guide, Warm-up Unit: 60 Whole Class Teacher’s Guide, Unit 4: 73 Whole Class Teacher’s Guide, Unit 7: 23–24, 64, 72–73 Whole Class Teacher’s Guide, Unit 10: 43, 86 Whole Class Teacher’s Guide, Unit 12: 78 Whole Class Teacher’s Guide, Unit 16: 28 |
| b. Use facts and definitions to provide information. | Whole Class Teacher’s Guide, Warm-up Unit: 60 Whole Class Teacher’s Guide, Unit 4: 11, 36, 45, 73 Whole Class Teacher’s Guide, Unit 7: 23–24, 33, 64, 72–73 Whole Class Teacher’s Guide, Unit 10: 43, 53, 86, 95 Whole Class Teacher’s Guide, Unit 12: 78, 88 Whole Class Teacher’s Guide, Unit 13: 19, 39 Whole Class Teacher’s Guide, Unit 16: 28, 36, 46 <i>Superkids Skill-Building Book: 239–240</i> |
| c. Provide a concluding statement or section. | Whole Class Teacher’s Guide, Unit 4: 73 Whole Class Teacher’s Guide, Unit 7: 23–24, 33, 64, 72–73 Whole Class Teacher’s Guide, Unit 10: 43, 86 Whole Class Teacher’s Guide, Unit 13: 10–11 Whole Class Teacher’s Guide, Unit 16: 36, 57 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <p>3. Writing Standards: Text Types and Protocol Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> | |
| <p>2.W.TTP.3 Write narratives recounting an event or short sequence of events.</p> | |
| <p>a. Include details to describe actions, thoughts, and feelings.</p> | <p>Whole Class Teacher’s Guide, Warm-up Unit: 52 Whole Class Teacher’s Guide, Unit 2: 28, 37, 47, 59 Whole Class Teacher’s Guide, Unit 6: 47, 59, 67 Whole Class Teacher’s Guide, Unit 11: 36, 47, 59, 67 Whole Class Teacher’s Guide, Unit 15: 24–25, 31</p> |
| <p>b. Use time order words to signal event order.</p> | <p>Whole Class Teacher’s Guide, Unit 2: 28, 37, 47, 59 Whole Class Teacher’s Guide, Unit 6: 47, 59, 67 Whole Class Teacher’s Guide, Unit 11: 36, 47, 59 Whole Class Teacher’s Guide, Unit 15: 24–25, 31</p> |
| <p>c. Provide a sense of closure.</p> | <p>Whole Class Teacher’s Guide, Unit 2: 47, 59 Whole Class Teacher’s Guide, Unit 6: 67 Whole Class Teacher’s Guide, Unit 11: 59 Whole Class Teacher’s Guide, Unit 15: 24–25, 31</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <p>4. Writing Standards: Production and Distribution of Writing Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> | |
| <p>2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p>Whole Class Teacher’s Guide, Warm-up Unit: 13, 21, 28, 35, 42–43</p> <p>Whole Class Teacher’s Guide, Unit 1: 21, 29, 64, 72, 87</p> <p>Whole Class Teacher’s Guide, Unit 2: 12, 21, 28, 37, 47, 59</p> <p>Whole Class Teacher’s Guide, Unit 3: 19, 27, 35, 44, 64, 71</p> <p>Whole Class Teacher’s Guide, Unit 4: 11, 19, 28, 36, 45, 65, 73</p> <p>Whole Class Teacher’s Guide, Unit 5: 12, 23, 30, 60, 70, 78</p> <p>Whole Class Teacher’s Guide, Unit 6: 21, 28–29, 37, 47, 59, 67</p> <p>Whole Class Teacher’s Guide, Unit 7: 23–24, 33, 64, 72–73, 81</p> <p>Whole Class Teacher’s Guide, Unit 8: 21, 29, 37, 46, 58</p> <p>Whole Class Teacher’s Guide, Unit 9: 12–13, 24, 35, 42, 53, 65, 74–75, 84, 92</p> <p>Whole Class Teacher’s Guide, Unit 10: 14, 25–26, 34, 43, 53, 76, 86, 95</p> <p>Whole Class Teacher’s Guide, Unit 11: 12, 20, 28, 36, 47, 59, 67, 89–90</p> <p>Whole Class Teacher’s Guide, Unit 12: 11, 35, 56, 63, 70, 78, 88</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 13: 10–11, 19, 39, 57, 77 Whole Class Teacher’s Guide, Unit 14: 20, 28, 36, 45, 57 Whole Class Teacher’s Guide, Unit 15: 18, 24–25, 31, 39, 49, 56, 63, 70 Whole Class Teacher’s Guide, Unit 16: 12, 20, 28, 36, 46, 57, 79</p> <p><i>Book Talk Journals</i></p> <p><i>Superkids Skill-Building Book: 235–252</i></p> |
| <p>5. Writing Standards: Production and Distribution of Writing Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | |
| <p>2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.</p> | <p>Whole Class Teacher’s Guide, Warm-up Unit: 34–35, 38, 42–43, 63, 76–77, 80 Whole Class Teacher’s Guide, Unit 1: 24, 36–37, 40, 67, 79, 82 Whole Class Teacher’s Guide, Unit 2: 24, 59–60, 68, 71, 88 Whole Class Teacher’s Guide, Unit 3: 22, 38, 67, 82, 87 Whole Class Teacher’s Guide, Unit 4: 22, 39, 68, 85, 91 Whole Class Teacher’s Guide, Unit 5: 26, 37–38, 41, 73, 85–87, 89 Whole Class Teacher’s Guide, Unit 6: 24, 40, 70, 75, 85</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Whole Class Teacher’s Guide, Unit 7: 27, 31–33, 44, 71–73, 76, 93</p> <p>Whole Class Teacher’s Guide, Unit 8: 24, 40, 57–58, 61, 65–66, 68, 83</p> <p>Whole Class Teacher’s Guide, Unit 9: 28, 33–35, 46, 73–75, 78, 83–85, 92, 95</p> <p>Whole Class Teacher’s Guide, Unit 10: 29, 46, 52–53, 79, 94–95, 98</p> <p>Whole Class Teacher’s Guide, Unit 11: 23, 39, 65–67, 70, 84</p> <p>Whole Class Teacher’s Guide, Unit 12: 23, 38, 66, 81</p> <p>Whole Class Teacher’s Guide, Unit 13: 18–19, 22, 25, 34, 60, 72</p> <p>Whole Class Teacher’s Guide, Unit 14: 23, 39, 56–57, 67, 82</p> <p>Whole Class Teacher’s Guide, Unit 15: 21, 34, 59, 73, 78</p> <p>Whole Class Teacher’s Guide, Unit 16: 23, 39, 64, 67, 82</p> <p><i>Superkids Skill-Building Book:</i> 241–242</p> |
| <p>6. Writing Standards: Production and Distribution of Writing Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> | |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| 2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. | Whole Class Teacher’s Guide, Unit 8: 72 Whole Class Teacher’s Guide, Unit 9: 83–85, 92 Whole Class Teacher’s Guide, Unit 11: 73–75 Whole Class Teacher’s Guide, Unit 13: 31 |
| 7. Writing Standards: Research to Build and Present Knowledge Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. | |
| 2.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report. | Whole Class Teacher’s Guide, Unit 2: 75 Whole Class Teacher’s Guide, Unit 3: 9, 33 Whole Class Teacher’s Guide, Unit 4: 11, 27–28, 56–57, 64–65 Whole Class Teacher’s Guide, Unit 7: 11–13 Whole Class Teacher’s Guide, Unit 12: 11, 19–20, 35, 44–45, 55–56, 63, 70 |
| 8. Writing Standards: Research to Build and Present Knowledge Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. | |

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| 2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. | Whole Class Teacher’s Guide, Unit 1: 20–21, 28–29, 55, 64 Whole Class Teacher’s Guide, Unit 2: 67, 83 Whole Class Teacher’s Guide, Unit 3: 42, 69, 86 Whole Class Teacher’s Guide, Unit 4: 34 Whole Class Teacher’s Guide, Unit 5: 36, 60, 70 Whole Class Teacher’s Guide, Unit 6: 27, 90 Whole Class Teacher’s Guide, Unit 7: 21–24, 51–52 Whole Class Teacher’s Guide, Unit 8: 56, 78 Whole Class Teacher’s Guide, Unit 10: 24–26, 66–67, 74–76 Whole Class Teacher’s Guide, Unit 11: 25 Whole Class Teacher’s Guide, Unit 15: 54, 61 Whole Class Teacher’s Guide, Unit 16: 11–12, 20, 26 <i>Superkids Skill-Building Book:</i> 239–240 |
| Standard #9 does not apply to Grade 2. | |
| 10. Writing Standards: Range of Writing Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | |
| 2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. | Whole Class Teacher’s Guide, Warm-up Unit: 13, 21, 28, 35, 42–43 Whole Class Teacher’s Guide, Unit 1: 21, 29, 64, 72, 87 |

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| | <p>Whole Class Teacher’s Guide, Unit 2: 12, 21, 28, 37, 47, 59</p> <p>Whole Class Teacher’s Guide, Unit 3: 19, 27, 35, 44, 64, 71</p> <p>Whole Class Teacher’s Guide, Unit 4: 11, 19, 28, 36, 45, 65, 73</p> <p>Whole Class Teacher’s Guide, Unit 5: 12, 23, 30, 60, 70, 78</p> <p>Whole Class Teacher’s Guide, Unit 6: 21, 28–29, 37, 47, 59, 67</p> <p>Whole Class Teacher’s Guide, Unit 7: 23–24, 33, 64, 72–73, 81</p> <p>Whole Class Teacher’s Guide, Unit 8: 21, 29, 37, 46, 58</p> <p>Whole Class Teacher’s Guide, Unit 9: 12–13, 24, 35, 42, 53, 65, 74–75, 84, 92</p> <p>Whole Class Teacher’s Guide, Unit 10: 14, 25–26, 34, 43, 53, 76, 86, 95</p> <p>Whole Class Teacher’s Guide, Unit 11: 12, 20, 28, 36, 47, 59, 67, 89–90</p> <p>Whole Class Teacher’s Guide, Unit 12: 11, 35, 56, 63, 70, 78, 88</p> <p>Whole Class Teacher’s Guide, Unit 13: 10–11, 19, 39, 57, 77</p> <p>Whole Class Teacher’s Guide, Unit 14: 20, 28, 36, 45, 57</p> <p>Whole Class Teacher’s Guide, Unit 15: 18, 24–25, 31, 39, 49, 56, 63, 70</p> <p>Whole Class Teacher’s Guide, Unit 16: 12, 20, 28, 36, 46, 57, 79</p> <p><i>Book Talk Journals</i></p> <p><i>Superkids Skill-Building Book:</i> 235–252</p> |

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