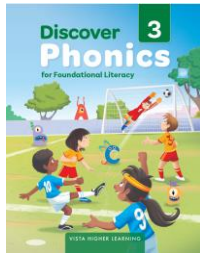




Correlation of  
*Discover Phonics for Foundational Literacy*  
 Grade 2



to

Texas Essential Knowledge and Skills for English Language Arts and Reading

	<b>SB=Student Book; TE=Teacher’s Edition</b>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--<b>beginning reading and writing.</b></p> <p>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	
<b>(A) demonstrate and apply phonetic knowledge by:</b>	
i. decoding multisyllabic words with multiple sound-spelling patterns such as <i>igh</i> , <i>ough</i> , and <i>en</i>	<p>SB: 49, 90, 110, 111, 112, 128, 130, 137</p> <p>TE: 100, 101, 218, 257, 259, 260, 261, 264, 308</p>
ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	<p>SB: 21, 23, 24, 27, 28, 30, 39, 40, 42, 45, 48, 50, 51, 52, 54, 57, 58, 60, 63, 64, 65, 66, 69, 70, 71, 72, 74, 75, 76, 78, 81, 82, 84, 86, 87, 88, 89, 90, 92, 93, 94, 96, 99, 100, 102, 105, 106, 107, 108, 111, 112, 113, 114, 117, 118, 119, 120, 123, 124, 125, 126, 129, 130, 131, 132, 135, 136, 137, 138, 141, 142, 143, 144, 147, 148, 149, 150, 153, 154, 155, 156, 159, 160, 161, 162, 165, 166, 167, 168, 171, 172, 173, 174, 177, 178, 179, 180, 183, 184, 185, 186, 189, 190, 191, 192</p> <p>TE: 22, 24, 34, 36, 46, 48, 58, 60, 70, 72, 82, 84, 94, 96, 106, 108, 118, 120, 130, 132, 142, 144, 154, 156, 166, 168, 178, 180, 190, 192, 202, 204, 207, 210, 212, 214, 216, 219, 222, 224, 226, 228,</p>

	238, 240, 250, 252, 262, 264, 274, 276, 286, 288, 298, 300, 310, 312, 322, 324, 334, 336, 346, 348, 358, 360, 370, 372, 382, 384
iii. decoding compound words, contractions, and abbreviations	SB: 26, 27, 30, 66, 151, 153, 156, 183 TE: 51, 54, 56, 123, 126, 128, 303, 308
iv. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts	SB: 3, 6, 12, 15, 18, 21, 27, 30, 33, 34, 35, 36, 39, 42, 45, 48, 51, 52, 54, 57, 58, 59, 60, 63, 64, 66, 69, 70, 72, 75, 76, 78, 81, 84, 87, 90, 93, 94, 96, 99, 102, 105, 106, 108, 111, 114, 117, 120, 123, 124, 126, 129, 130, 132, 135, 136, 138, 141, 142, 144, 147, 150, 153, 156, 159, 160, 162, 165, 166, 168, 171, 172, 174, 177, 178, 180, 183, 186, 189, 190, 192 TE: 10, 12, 22, 24, 34, 36, 46, 48, 58, 60, 70, 72, 82, 84, 94, 96, 106, 108, 118, 120, 130, 132, 142, 144, 154, 156, 166, 168, 178, 180, 190, 192, 195, 198, 200, 202, 204, 214, 216, 226, 228, 238, 240, 250, 252, 262, 264, 274, 276, 286, 288, 291, 294, 296, 298, 300, 310, 312, 322, 324, 334, 336, 346, 348, 358, 360, 370, 372, 382, 384
v. decoding words using knowledge of prefixes	SB: 92, 93, 96, 105, 108, 129, 132, 183, 186 TE: 183, 186, 188, 207, 210, 212, 255, 258, 260, 363, 366, 368
vi. decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	SB: 110, 111, 114, 117, 120, 135, 138, 140, 141, 144, 189, 192 TE: 75, 78, 80, 171, 174, 176, 219, 222, 224, 231, 234, 236, 267, 270, 272, 279, 282, 284, 375, 378, 380
vii. identifying and reading high-frequency words from a research-based list	SB: 4, 10, 16, 22, 28, 34, 40, 46, 52, 58, 64, 70, 76, 82, 88, 94, 100, 106, 112, 118, 124, 130, 136, 142, 148, 154, 160, 166, 172, 178, 184, 190 TE: 4, 7, 9, 11, 13, 16, 19, 21, 23, 25, 28, 31, 33, 35, 37, 40, 43, 45, 47, 49, 52, 55, 57, 59, 61, 64, 67, 69, 71, 73, 76, 79, 81, 83, 85, 88, 91, 93, 95, 97, 100, 103, 105, 107, 109, 112, 115, 117, 119, 121, 124, 127, 129, 131, 133, 136, 139, 141, 143, 145, 148, 151, 153, 155, 157, 160, 163, 165, 167,

	169, 172, 175, 177, 179, 181, 184, 187, 189, 191, 193, 196, 199, 201, 203, 205, 208, 211, 213, 215, 217, 220, 223, 225, 227, 229, 232, 235, 237, 239, 241, 244, 247, 249, 251, 253, 256, 259, 261, 263, 265, 268, 271, 273, 275, 277, 280, 283, 285, 287, 289, 292, 295, 297, 299, 301, 304, 307, 309, 311, 313, 316, 319, 321, 323, 325, 328, 331, 333, 335, 337, 340, 343, 345, 347, 349, 352, 355, 357, 359, 361, 364, 367, 369, 371, 373, 376, 379, 381, 383, 385
<b>(B) demonstrate and apply spelling knowledge by:</b>	
i. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; <i>r</i> -controlled syllables; and final stable syllables	TE: 5, 9, 11, 21, 23, 29, 33, 35, 41, 45, 47, 53, 57, 59, 65, 69, 71, 77, 81, 83, 89, 93, 95, 101, 105, 107, 113, 117, 119, 125, 129, 131, 137, 141, 143, 149, 153, 155, 161, 165, 167, 173, 177, 179, 185, 189, 191, 197, 201, 203, 209, 213, 215, 221, 225, 227, 233, 237, 239, 245, 249, 251, 257, 261, 263, 269, 273, 275, 281, 285, 287, 293, 297, 299, 305, 309, 311, 317, 321, 323, 329, 333, 335, 341, 345, 347, 353, 357, 359, 365, 369, 371, 377, 381, 383
ii. spelling homophones	TE: 159, 160, 162, 164, 167
iii. spelling compound words, contractions, and abbreviations	TE: 53, 57, 59, 125, 129, 131, 133, 305, 309, 311
iv. spelling multisyllabic words with multiple sound-spelling patterns	TE: 5, 9, 11, 21, 23, 29, 33, 35, 41, 45, 47, 53, 57, 59, 65, 69, 71, 77, 81, 83, 89, 93, 95, 101, 105, 107, 113, 117, 119, 125, 129, 131, 137, 141, 143, 149, 153, 155, 161, 165, 167, 173, 177, 179, 185, 189, 191, 197, 201, 203, 209, 213, 215, 221, 225, 227, 233, 237, 239, 245, 249, 251, 257, 261, 263, 269, 273, 275, 281, 285, 287, 293, 297, 299, 305, 309, 311, 317, 321, 323, 329, 333, 335, 341, 345, 347, 353, 357, 359, 365, 369, 371, 377, 381, 383
v. spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	TE: 5, 9, 11, 21, 23, 29, 33, 35, 41, 45, 47, 53, 57, 59, 65, 69, 71, 77, 81, 83, 89, 93, 95, 101, 105, 107, 113, 117, 119, 125, 129, 131, 137, 141, 143, 149, 153, 155, 161, 165, 167, 173, 177, 179, 185, 189, 191, 197, 201, 203, 209, 213, 215, 221, 225, 227, 233, 237, 239, 245, 249, 251, 257, 261, 263, 269, 273, 275, 281, 285, 287, 293, 297, 299, 305, 309, 311, 317, 321, 323, 329, 333, 335, 341, 345, 347, 353, 357, 359, 365, 369, 371, 377, 381, 383
vi. spelling words using knowledge of prefixes	TE: 185, 189, 191, 209, 213, 215, 257, 261, 263, 281, 285, 287

<p>vii. spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p>	<p>TE: 77, 81, 83, 173, 177, 179, 221, 225, 227, 233, 237, 239, 269, 273, 275, 281, 285, 287, 377, 381, 383</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—<b>vocabulary</b>. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation</p>	<p>TE: 53, 72, 132, 133, 231, 270, 286, 322, 351, 384</p>
<p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words</p>	<p>SB: 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 40, 42, 43, 44, 45, 46, 48, 49, 50, 52, 53, 54, 55, 56, 58, 59, 60, 62, 63, 64, 65, 66, 68, 69, 70, 71, 72, 74, 75, 76, 77, 78, 80, 81, 82, 83, 84, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 98, 99, 100, 101, 102, 104, 105, 106, 107, 108, 110, 111, 112, 113, 114, 116, 117, 118, 119, 120, 122, 123, 124, 125, 126, 128, 129, 130, 131, 132, 134, 135, 136, 137, 138, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150, 152, 153, 154, 155, 156, 158, 159, 160, 161, 162, 164, 165, 166, 167, 168, 170, 171, 172, 173, 174, 176, 177, 178, 179, 180, 182, 183, 184, 185, 186, 188, 189, 190, 191, 192</p> <p>TE: 7, 9, 11, 13, 19, 21, 23, 25, 31, 33, 35, 37, 43, 45, 47, 49, 55, 57, 59, 61, 67, 69, 71, 73, 79, 81, 83, 85, 91, 93, 95, 97, 103, 105, 107, 109, 115, 117, 119, 121, 127, 129, 131, 133, 139, 141, 143, 145, 151, 153, 155, 157, 163, 165, 167, 169, 175, 177, 179, 181, 187, 189, 191, 193, 199, 201, 203, 204, 211, 213, 215, 217, 223, 225, 227, 229, 235, 237, 239, 241, 247, 249, 251, 253, 259, 261, 263, 265, 271, 273, 275, 277, 283, 285, 287, 289, 295, 297, 299, 301, 307, 309, 311, 313, 319, 321, 323, 325, 331, 333, 335, 337, 343, 345, 347, 349, 355, 357, 359, 361, 367, 369, 371, 373, 379, 381, 383, 385</p>
<p>(C) identify the meaning of and use words with affixes such as <i>im-</i> (into) <i>non-</i>, <i>dis-</i>, <i>in-</i> (not, non), <i>pre-</i>, <i>-ness</i>, <i>-y</i>, and <i>-ful</i></p>	<p>SB: 92, 93, 96, 105, 108, 110, 111, 114, 117, 120, 129, 132, 135, 138, 140, 141, 144, 183, 186, 189, 192</p> <p>TE: 75, 78, 80, 171, 174, 176, 183, 186, 188, 207, 210, 212, 219, 222, 224, 231, 234, 236, 255, 258,</p>

	260, 267, 270, 272, 279, 282, 284, 363, 366, 368, 375, 378, 380
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- <b>fluency</b> . The student reads grade-level text with fluency and comprehension. The student is expected to:	
(4) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	SB: 2, 3, 8, 9, 14, 15, 20, 21, 26, 27, 32, 33, 38, 39, 44, 45, 51, 52, 56, 57, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 92, 93, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 128, 129, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159, 164, 165, 170, 171, 176, 177, 182, 183, 188, 189  TE: 7, 9, 11, 13, 19, 21, 23, 25, 25, 31, 33, 35, 37, 43, 45, 47, 49, 55, 57, 59, 61, 67, 69, 71, 73, 79, 81, 83, 85, 91, 93, 95, 97, 103, 105, 107, 109, 115, 117, 119, 121, 127, 129, 131, 133, 139, 141, 143, 145, 151, 153, 155, 157, 163, 167, 169, 175, 177, 179, 181, 187, 189, 191, 193, 199, 201, 203, 205, 211, 213, 215, 217, 223, 225, 227, 229, 235, 237, 239, 241, 247, 249, 251, 253, 259, 261, 263, 265, 271, 273, 275, 277, 283, 285, 287, 289, 295, 297, 299, 301, 307, 319, 311, 313, 319, 321, 323, 325, 331, 333, 335, 337, 343, 345, 347, 349, 355, 357, 359, 361, 367, 369, 371, 373, 379, 381, 383, 385
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- <b>self-sustained reading</b> . The student reads grade-appropriate texts independently. The student is expected to:	
(5) self-select text and read independently for a sustained period of time.	TE: 13, 25, 37, 49, 61, 73, 85, 97, 109, 121, 133, 145, 157, 169, 181, 193, 205, 217, 229, 241, 253, 265, 277, 289, 301, 313, 325, 337, 349, 361, 373, 385
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(B) write a response to a literary or informational text that demonstrates an understanding of a text	TE: 9, 13, 21, 25, 33, 37, 45, 49, 57, 61, 69, 73, 81, 85, 93, 97, 105, 109, 117, 121, 129, 133, 141, 145, 153, 157, 165, 169, 177, 181, 189, 193, 201, 205, 213, 217, 225, 229, 237, 241, 249, 253, 261, 265, 273, 277, 285, 289, 297, 301, 309, 313, 321, 325, 333, 335, 337, 345, 349, 357, 361, 369, 373, 383, 385
(C) use text evidence to support an appropriate response	TE: 9, 13, 21, 25, 33, 37, 45, 49, 57, 61, 69, 73, 81, 85, 93, 97, 105, 109, 117, 121, 129, 133, 141, 145, 153, 157, 165, 169, 177, 181, 189, 193, 201, 205, 213, 217, 225, 229, 237, 241, 249, 253, 261, 265, 273, 277, 285,

	289, 297, 301, 309, 313, 321, 325, 333, 335, 337, 345, 349, 357, 361, 369, 373, 383, 385
(D) retell and paraphrase texts in ways that maintain meaning and logical order	TE: 49, 165, 225, 189, 277, 381, 385
(F) respond using newly acquired vocabulary as appropriate	TE: 9, 13, 21, 25, 33, 37, 45, 49, 57, 61, 69, 73, 81, 85, 93, 97, 105, 109, 117, 121, 129, 133, 141, 145, 153, 157, 165, 169, 177, 181, 189, 193, 201, 205, 213, 217, 225, 229, 237, 241, 249, 253, 261, 265, 273, 277, 285, 289, 297, 301, 309, 313, 321, 325, 333, 335, 337, 345, 349, 357, 361, 369, 373, 383, 385
<b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(B) explain the relationships among the major and minor characters	TE: 9, 47, 169, 177, 229, 241, 313, 321, 349, 357, 361, 379
(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	TE: 49, 165, 225, 189, 277, 381, 385
<b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
(D) edit drafts using standard English conventions	TE: 5, 17, 29, 41, 53, 65, 77, 89, 101, 113, 125, 137, 149, 161, 173, 185, 197, 209, 221, 233, 245, 257, 269, 281, 293, 305, 317, 329, 341, 353, 365, 377