



Grade 2

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STANDARDS

PAGE REFERENCES

EL.2.1 2006 - READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

EL.2.1.1 2006

Phonemic Awareness:

Demonstrate an awareness of the sounds that are +made by different letters by:

- distinguishing beginning, middle, and ending sounds in words.
- rhyming words.
- clearly pronouncing blends and vowel sounds.

TEACHER'S EDITION:

UNIT 1: S6-S7, S12-S13, S18-S19, S24-S25, S30, T12-T13, T28-T29, T40, T60, T66-T67, T68-T69, T76, T105, T120-T121, T132, T143, T152, T158-T159, T160-T161, T212-T213, T224, T235, T244, T252-T253, T288-T289, T316, T327, T336, T342-T343, T344-T345, T352, T406, T417, T426, T434-T435

UNIT 2: T29, T40, T60, T66-T67, T68-T69, T120-T121, T132, T152, T160-T161, T196-T197, T224, T244, T252-T253, T288-T289, T316, T336, T342, T344-T345, T352, T380-T381, T398, T406, T426, T432, T434-T435

STANDARDS	PAGE REFERENCES
<p>Continued from cell above...</p> <p>EL.2.1.1 2006</p> <p>Phonemic Awareness:</p> <p>Demonstrate an awareness of the sounds that are made by different letters by:</p> <ul style="list-style-type: none"> • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds. 	<p>Continued from cell above...</p> <p>TEACHER'S EDITION:</p> <p>UNIT 3: T152, T160-T161, T224, T235, T244, T250, T252-T253, T316, T336, T344-T345, T406, T426, T434-T435</p> <p>UNIT 4: T38, T49, T58, T66-T67, T116-T117, T128, T148, T156-T157, T192, T218, T238, T244, T246-T247, T282-T283, T296-T297, T308, T319, T398, T418</p> <p>UNIT 5: T38, T58, T66-T67, T102-T103, T128, T148, T156-T157, T218, T238, T246-T247, T308, T336-T337, T398, T418, T426-T427</p> <p>UNIT 6: T12, T38, T58, T148, T328</p>
<p>EL.2.1.10 2006</p> <p>Identify simple multiple-meaning words (<i>change, duck</i>).</p>	<p>STUDENT RESOURCES:</p> <p>UNIT 2: <i>Reading/Writing Workshop</i> 159, 173 <i>Literature Anthology</i> 203 #3</p> <p>UNIT 5: <i>Reading/Writing Workshop</i> 397</p> <p>TEACHER'S EDITION:</p> <p>UNIT 2: T322-T323, T323F, T356, T363, T412-T413, T446, T453</p> <p>UNIT 4: T231, T411</p> <p>UNIT 5: T404-T405, T405D, T438, T445</p>
<p>EL.2.1.11 2006</p> <p>Know and use common word families (such as -<i>ale, -est, -ine, -ock, -ump</i>) when reading unfamiliar words.</p>	<p>TEACHER'S EDITION:</p> <p>UNIT 4: T296, T308, T319, T328, T336, T372, T386, T398, T399, T409, T418, T419, T426</p> <p>UNIT 5: T12, T26, T49, T58, T66, T102, T116, T128, T139, T148, T156, T192, T206, T218, T229, T238, T246, T282, T296, T308, T319, T328, T336, T372, T386, T398, T409, T418, T426</p> <p>UNIT 6: T12, T26, T38, T49, T58, T66, T192, T206, T218, T229, T238, T246, T372, T398, T409, T418, T426</p>
<p>EL.2.1.2 2006</p> <p>Decoding and Word Recognition:</p> <p>Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i>) when reading.</p>	<p>TEACHER'S EDITION:</p> <p>UNIT 1: T305, T317, T336, T346</p> <p>UNIT 2: T29, T41, T51, T60, T70</p> <p>UNIT 3: T305, T317, T327, T336, T346, T395, T407, T417, T426, T436</p> <p>UNIT 4: T117, T129, T139, T148, T158</p> <p>UNIT 6: T297, T309, T319, T338</p>

STANDARDS	PAGE REFERENCES
<p>EL.2.1.3 2006 Decode (sound out) regular words with more than one syllable (<i>dinosaur, vacation</i>).</p>	<p>TEACHER’S EDITION: UNIT 1: T213, T225, T235, T244, T254 UNIT 2: T121, T133, T143, T152, T162 UNIT 3: T121, T133, T143, T152, T162, T288, T327, T342, UNIT 4: T308, T328, T372, T387, T399, T409, T418, T424 UNIT 5: T117, T129, T139, T148, T192, T229, T244, T282, T297, T309, T319, T328, T334, T338 UNIT 6: T12-T13, T26-T27, T38, T49, T58, T66, T67, T102-T103, T116-T117, T128, T139, T156, T157, T192-T193, T206-T207, T244, T246, T247, T282-T283, T296-T297, T300, T372-T373, T386-T387, T398-T399, T409, T418-T419, T426, T427, T428</p>
<p>EL.2.1.4 2006 Recognize common abbreviations (<i>Jan., Fri.</i>).</p>	<p>TEACHER’S EDITION: UNIT 2: T301, T313, T325, T331, T339 UNIT 3: T25, T37, T49, T55, T63 UNIT 4: T297, T309, T319, T328, T338</p>
<p>EL.2.1.5 2006 Identify and correctly use regular plural words (<i>mountain/mountains</i>) and irregular plural words (<i>child/children, mouse/mice</i>).</p>	<p>TEACHER’S EDITION: UNIT 1: T29, T31, T41, T51, T60, T70, T121, T133, T143 UNIT 2: T116, T129, T141, T147, T155, T181, T300, T313, T325, T331, T339, T365 UNIT 3: T305, T317, T327, T336, T346 UNIT 4: T207, T219, T229, T238, T248 UNIT 5: T27, T39, T49, T58, T68</p>
<p>EL.2.1.6 2006 Read aloud fluently and accurately with appropriate changes in voice and expression.</p>	<p>TEACHER’S EDITION: UNIT 1: S32, T42, T53, T72, T134, T145, T164, T226, T237, T256, T318, T329, T348, T408, T419, T438 UNIT 2: T42, T53, T72, T134, T145, T164, T226, T237, T256, T318, T329, T348, T408, T419, T438 UNIT 3: T42, T53, T72, T134, T145, T164, T226, T237, T318, T329, T348, T408 UNIT 4 : T40, T51, T70, T130, T141, T220, T231, T250, T310, T321, T400, T411 UNIT 5: T40, T51, T130, T141, T220, T231, T310, T321, T400, T411 UNIT 6: T40, T51, T130, T141, T220, T310, T321, T400, T411</p>

STANDARDS	PAGE REFERENCES
<p>EL.2.1.7 2006 Vocabulary and Concept Development: Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).</p>	<p>STUDENT RESOURCES: UNIT 3: <i>Reading/Writing Workshop</i> 223, 239 <i>Literature Anthology</i> 277 #3, 291 #3 UNIT 5: <i>Reading/Writing Workshop</i> 369 <i>Literature Anthology</i> 453 #3</p> <p>TEACHER’S EDITION: UNIT 1: T359 UNIT 3: T230-T231, T231E, T264, T271, T322, T323A, T329, T356, T363, T419 UNIT 5: T224-T225, T225B, T265 UNIT 6: T141, T231</p>
<p>EL.2.1.8 2006 Use knowledge of individual words to predict the meaning of unknown compound words (<i>lunchtime, lunchroom, daydream, raindrop</i>).</p>	<p>STUDENT RESOURCES: UNIT 3: <i>Reading/Writing Workshop</i> 207 <i>Literature Anthology</i> 251 #3 UNIT 4: <i>Reading/Writing Workshop</i> 269 <i>Literature Anthology</i> 319 #3</p> <p>TEACHER’S EDITION: UNIT 2: T395, T407, T417, T426, T436 UNIT 3: T138-T139, T139G, T172, T179, T237 UNIT 4: T44-T45, T45D, T45G, T78, T85, T141 UNIT 5: T51, T397 UNIT 6: T27, T39, T49, T58, T68</p>
<p>EL.2.1.9 2006 Know the meaning of simple prefixes (word parts added at the beginning of words such as <i>un-</i>) and suffixes (word parts added at the end of words such as <i>-ful</i>).</p>	<p>STUDENT RESOURCES: UNIT 2: <i>Reading/Writing Workshop</i> 111, 127, 143 <i>Literature Anthology</i> 159 #3, 183 #3 UNIT 3: <i>Reading/Writing Workshop</i> 253 UNIT 4: <i>Reading/Writing Workshop</i> 311 UNIT 5: <i>Reading/Writing Workshop</i> 341 <i>Literature Anthology</i> 409 #3</p> <p>TEACHER’S EDITION: UNIT 2: T46-T47, T47F, T53, T80, T87, T138-T139, T139G, T145, T172, T179, T213, T225, T230-T231, T231F, T235, T237, T244, T254, T264, T271, T305, T317, T327, T336, T346, T419 UNIT 3: T412-T413, T446, T453 UNIT 4: T27, T39, T49, T51, T58, T68, T314, T321, T348 UNIT 5: T44-T45, T45F, T45H, T78, T85, T141 UNIT 6: T117, T129, T139, T148, T158</p>

STANDARDS

PAGE REFERENCES

EL.2.2 2006 - READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials).

EL.2.2.1 2006

Structural Features of Informational and Technical Materials:
Use titles, tables of contents, and chapter headings to locate information in text.

STUDENT RESOURCES:

UNIT 1: *Reading/Writing Workshop* 77, 78
UNIT 2: *Reading/Writing Workshop* 142
UNIT 3: *Reading/Writing Workshop* 190, 222, 238
UNIT 4: *Reading/Writing Workshop* 282
UNIT 5: *Reading/Writing Workshop* 368
UNIT 6: *Reading/Writing Workshop* 426, 454

TEACHER'S EDITION:

UNIT 1: T145A, T310, T315, T320-T321, T323E, T340-T341, T350-T351
UNIT 2: T228, T231G, T295, T466
UNIT 3: T44, T228-T229, T320, T323A, T466
UNIT 4: T45J, T132-T133
UNIT 5: T222
UNIT 6: T132, T141B, T289, T312

EL.2.2.10 2006

Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when* or cause and effect, such as *because, since, therefore, so*).

STUDENT RESOURCES:

UNIT 2: *Reading/Writing Workshop* 140
Literature Anthology 171, 177, 197
UNIT 4: *Reading/Writing Workshop* 281
UNIT 5: *Reading/Writing Workshop* 367

TEACHER'S EDITION:

UNIT 2: T216, T231C, T231E, T231I, T248, T323H
UNIT 3: T47H, T323E, T413C
UNIT 4: T45I, T122-T123
UNIT 5: T212-T213, T251, T255, T259, T405B, T405C
UNIT 6: T217, T225B, T225G, T315C

STANDARDS	PAGE REFERENCES
<p>EL.2.2.11 2006 Identify text that uses sequence or other logical order (alphabetical order or time).</p>	<p>UNIT 5: <i>Reading/Writing Workshop</i> 367 <i>Literature Anthology</i> 453 #2</p> <p>TEACHER’S EDITION:</p> <p>UNIT 2: T466</p> <p>UNIT 3: T466</p> <p>UNIT 5: T212-T213, T225B, T225C, T225E, T242-T243, T251, T252-T253, T255, T257, T259, T387, T397, T399, T409, T418, T428, T458</p> <p>UNIT 6: T217, T225G</p>
<p>EL.2.2.2 2006 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: State the purpose for reading. Example: Read an informational text about pets to decide what kind of animal would make the best pet.</p>	<p>TEACHER’S EDITION:</p> <p>UNIT 1: T323A, T340, T350, T354, T430, T440, T444</p> <p>UNIT 2: T340, T350, T354</p> <p>UNIT 3: T64, T74, T78, T295, T340, T350, T354, T430, T444</p> <p>UNIT 4: T72, T76, T152, T162, T166</p> <p>UNIT 5: T422, T432, T436</p> <p>UNIT 6: T152, T162, T166, T225H, T242, T252, T256, T332, T342, T346</p>
<p>EL.2.2.3 2006 Use knowledge of the author's purpose(s) to comprehend informational text. Example: Read an informational text that compares different people, animals, or plants, such as <i>What Do You Do with a Tail Like This?</i> by Robin Page and Steve Jenkins.</p>	<p>STUDENT RESOURCES:</p> <p>UNIT 1: <i>Literature Anthology</i> 100</p> <p>UNIT 3: <i>Reading/Writing Workshop</i> 189, 221 <i>Literature Anthology</i> 228, 229 #2, #4, 290</p> <p>UNIT 4: <i>Literature Anthology</i> 318, 332</p> <p>UNIT 6: <i>Reading/Writing Workshop</i> 425 <i>Literature Anthology</i> 530, 531#2, 552, T574</p> <p>TEACHER’S EDITION:</p> <p>UNIT 1: T401, T413C</p> <p>UNIT 2: T231B, T473</p> <p>UNIT 3: T34-T35, T47B, T47C, T47E, T47H, T64-T65, T72-T73, T74-T75, T77, T79, T81, T218-T219, T248-T249, T256, T257, T258-T259, T261, T263, T265, T315, T323C, T405, T413C</p> <p>UNIT 5: T217, T393, T122-T123</p> <p>UNIT 6: T135C, T135E, T135F, T135H, T135I, T160, T161, T165, T167, T169</p>

STANDARDS	PAGE REFERENCES
<p>EL.2.2.4 2006</p> <p>Ask and respond to questions (<i>when, who, where, why, what if, how</i>) to aid comprehension about important elements of informational texts.</p> <p>Example: After reading a short account about the first man on the moon, ask and answer <i>why, what if, and how</i> questions to understand the lunar landing.</p>	<p>STUDENT RESOURCES:</p> <p>UNIT 1: <i>Reading/Writing Workshop</i> 75, 76, 89, 90 <i>Literature Anthology</i> 59, 90, 99, 101, 103, 105, 107, 109</p> <p>UNIT 2: <i>Literature Anthology</i> 135, 185, 203, 205 <i>Reading/Writing Workshop</i> 139, 155</p> <p>UNIT 3: <i>Literature Anthology</i> 231, 255, 263, 285, 286, 295, 297 <i>Reading/Writing Workshop</i> 220, 236, 250</p> <p>UNIT 4: <i>Literature Anthology</i> 316, 321, 333, 335</p> <p>UNIT 5: <i>Literature Anthology</i> 411 <i>Reading/Writing Workshop</i> 365</p> <p>UNIT 6: <i>Literature Anthology</i> 511, 535, 555</p> <p>TEACHER’S EDITION:</p> <p>UNIT 1: S16-S17, S22, T145A-T145B, T287, T303, T308, T323B, T323C, T323F, T323G, T329A, T340, T350, T354, T379, T398-T399, T413B, T419A, T430, T440, T444</p> <p>UNIT 2: T53A, T53B, T145A, T145B, T203, T237A, T248-T249, T329A</p> <p>UNIT 3: T47F, T53A, T145A, T145B, T195, T211, T216, T231B, T231C, T231, T303, T308-T309, T323B, T329A, T329B, T393, T398</p> <p>UNIT 4: T51A-T51B, T141A-T141B, T231A, T231B</p> <p>UNIT 5: T51A-T51B, T141A, T321A, T321B, T411A-T411B, T417</p> <p>UNIT 6: T51A, T51B, T141A, T141B, T231A-B</p>

STANDARDS	PAGE REFERENCES
<p>EL.2.2.5 2006 Restate facts and details or summarize the main idea in the text to clarify and organize ideas. Example: Summarize information learned from a text, such as detail about ant colonies stated in <i>Ant Cities</i> by Arthur Dorros or reported about spider webs in <i>Spider Magic</i> by Dorothy Hinshaw Patent.</p>	<p>STUDENT RESOURCES: UNIT 1: <i>Reading/Writing Workshop</i> 77, 91 <i>Literature Anthology</i> 107 UNIT 2: <i>Reading/Writing Workshop</i> 141, 157 <i>Literature Anthology</i> 183, 203 UNIT 3: <i>Literature Anthology</i> 229, 291 <i>Reading/Writing Workshop</i> 237, 251 UNIT 4: <i>Literature Anthology</i> 319, 333 UNIT 5: <i>Reading/Writing Workshop</i> 366 UNIT 6: <i>Literature Anthology</i> 531, 553, 565, 575 <i>Reading/Writing Workshop</i> 438, 439, 452</p> <p>TEACHER’S EDITION: UNIT 1: S17, T310-T311, T315, T323D, T323F, T323H, T348-T349, T400, T405, T413B, T413C, T413D, T413E, T419A, T430-T431, T438, T439, T440-T441, T443, T445, T447, T465 UNIT 2: T218-T219, T231B, T231D, T231F, T231G, T231H, T231I, T257, T258-T259, T261, T262-T263, T265, T310-T311, T315, T323B, T323C, T323D, T323E, T323G, T323H, T340-T341, T348-T349, T350-T351, T353, T355, T357, T465 UNIT 3: T39, T47D, T223, T231H, T310-T311, T323B, T323E, T357, T400, T413B, T413C, T465 UNIT 4: T37, T45E, T70, T110, T127, T135D, T136, T144-T145, T457 UNIT 5: T191, T205, T210, T457 UNIT 6: T191, T210-T211, T212, T225B, T225C, T225D, T225E, T225G, T281, T295, T300-T301, T307, T315B, T315C, T315H, T457, T472-T477</p>
<p>EL.2.2.6 2006 Recognize cause-and-effect relationships in a text. Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.</p>	<p>STUDENT RESOURCES: UNIT 4: <i>Reading/Writing Workshop:</i> 281 <i>Literature Anthology</i> 333 #2 UNIT 5: <i>Reading/Writing Workshop</i> 395</p> <p>TEACHER’S EDITION: UNIT 4: T122-T123, T135B, T135C, T135E, T144-T145, T152-T153, T160, T161, T162-T163, T165, T167, T169 UNIT 5: T392, T405B, T405C, T405D, T422-T423, T431, T435, T437, T439 UNIT 6: T127, T135E, T135F</p>

STANDARDS	PAGE REFERENCES
<p>EL.2.2.7 2006 Interpret information from diagrams, charts, and graphs. Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.</p>	<p>STUDENT RESOURCES: UNIT 1: <i>Reading/Writing Workshop</i> 92 UNIT 2: <i>Reading/Writing Workshop</i> 158 <i>Literature Anthology</i> 202 UNIT 3: <i>Reading/Writing Workshop</i> 190, 238, 252 UNIT 5: <i>Reading/Writing Workshop</i> 396 UNIT 6: <i>Reading/Writing Workshop</i> 454 <i>Literature Anthology</i> 574 TEACHER'S EDITION: UNIT 1: T405, T410, T413B, T473 UNIT 2: T53A, T229, T320-T321, T323I, T329A UNIT 3: T39, T44, T53A, T320, T410, T472, T474 UNIT 4: T45C UNIT 5: T402 UNIT 6: T222, T225F, T312-T313</p>
<p>EL.2.2.8 2006 Follow two-step written instructions</p>	<p>STUDENT RESOURCES: UNIT 1: <i>Reading/Writing Workshop</i> 19, 35, 51, 67, 83 UNIT 2: <i>Reading/Writing Workshop</i> 99, 115, 131, 147, 162 UNIT 3: <i>Reading/Writing Workshop</i> 179, 195, 211, 227, 243 UNIT 4: <i>Reading/Writing Workshop</i> 259, 273, 287, 301, 315 UNIT 5: <i>Reading/Writing Workshop</i> 331, 345, 359, 373, 387 UNIT 6: <i>Reading/Writing Workshop</i> 403, 417, 431, 445, 459</p>

STANDARDS	PAGE REFERENCES
<p>EL.2.2.9 2006 Use context (the meaning of the surrounding text) to understand word and sentence meanings.</p>	<p>STUDENT RESOURCES:</p> <p>UNIT 1: <i>Reading/Writing Workshop</i> 63 <i>Literature Anthology</i> 79 #3</p> <p>UNIT 2: <i>Reading/Writing Workshop</i> 100-101, 148-149 <i>Literature Anthology</i> 209 #3</p> <p>UNIT 3: <i>Reading/Writing Workshop</i> 180-181, 196-197, 212-213, 228-229, 244-245</p> <p>UNIT 4: <i>Reading/Writing Workshop</i> 260-261, 274-275, 283, T288-289, 302-303 <i>Literature Anthology</i> 333 #3</p> <p>UNIT 5: <i>Reading/Writing Workshop</i> 332-333, 346-347, 360-361, 374-375, 388-389</p> <p>UNIT 6: <i>Reading/Writing Workshop</i> 404-405, 413, 418-419, 427, 432-433, 446-447, 455, T460-461</p> <p>TEACHER’S EDITION:</p> <p>UNIT 1: T16, T108, T200, T230-T231, T231G, T264, T271, T292, T294, T323G, T329, T329B, T384, T419B</p> <p>UNIT 2: T16, T53B, T108, T200, T202, T237B, T292, T294, T329B, T384</p> <p>UNIT 3: T16, T18, T53B, T108, T110, T145B, T200, T202, T292, T294, T329B, T384</p> <p>UNIT 4: T16, T45B, T106, T134-T135, T135D, T168, T175, T196, T225K, T231B, T286, T376</p> <p>UNIT 5: T16, T51B, T106, T141B, T196, T231B, T286, T301, T321, T376, T411</p> <p>UNIT 6: T16, T44-T45, T45E, T45G, T51B, T85, T106, T134-T135, T135B, T135F, T141B, T196, T286, T314, T315H, T376</p>

STANDARDS

PAGE REFERENCES

EL.2.3 2006 - READING: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

EL.2.3.1 2006

Analysis of Grade-Level Appropriate Literary Text:
Compare plots, settings, and characters presented by different authors.

Example: Read and compare *Strega Nona*, an old Italian folktale retold by Tomie DePaola, with *Ox-Cart Man* by Donald Hall.

STUDENT RESOURCES:

UNIT 1: *Literature Anthology* 33

UNIT 4: *Reading/Writing Workshop* 295

TEACHER'S EDITION:

UNIT 1: S28, S58, T150, T237A, T237B, T242, T334

UNIT 2: T150, T467

UNIT 4: T212-T213, T236, T321A, T321B, T326

UNIT 5: T51A, T51B, T56, T146, T231A, T326

UNIT 6: T56

EL.2.3.2 2006

Create different endings to stories and identify the problem and the impact of the different ending.

Example: Read a story, such as *Fin M'Coul - The Giant of Knockmany Hill*, Tomie DePaola's retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin's wife had not helped him or if Fin were not a giant.

STUDENT RESOURCES:

UNIT 1: *Reading/Writing Workshop* 128-129
Literature Anthology 160-163

UNIT 4: *Reading/Writing Workshop* 312-313

TEACHER'S EDITION:

UNIT 2: T114

UNIT 4: T290

EL.2.3.3 2006

Compare and contrast versions of same stories from different cultures.

Example: Compare fairy tales and folktales that have been retold by different cultures, such as *The Three Little Pigs* and the southwestern/Latino version *The Three Little Javelinas* by Susan Lowell, or *Cinderella* and the African version, *Mufaro's Beautiful Daughters* by John Steptoe.

STUDENT RESOURCES:

UNIT 2: *Literature Anthology* 136, 160-163

TEACHER'S EDITION:

UNIT 2: T139B, T145A, T145B

STANDARDS	PAGE REFERENCES
<p>EL.2.3.4 2006 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction. Example: Listen to or read the rhymes for each letter of the alphabet in <i>A My Name Is Alice</i> by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.</p>	<p>STUDENT RESOURCES: UNIT 2: <i>Reading/Writing Workshop</i> 165, 170, 172 <i>Literature Anthology</i> 209 #2 UNIT 4: <i>Reading/Writing Workshop</i> 317 UNIT 6: <i>Reading/Writing Workshop</i> 466, 468 <i>Literature Anthology</i> 581 #2 TEACHER’S EDITION: UNIT 1: T53A, T104, T159, T237A UNIT 2: T288, T384, T398, T410-T411, T413A, T413B, T419A, T422-T423 UNIT 3: T394, T432 UNIT 4: T376, T411A UNIT 6: T390-T391, T402, T405B</p>
<p>EL.2.3.5 2006 Confirm predictions about what will happen next in a story.</p>	<p>STUDENT RESOURCES: UNIT 2: <i>Reading/Writing Workshop</i> 108, 124 <i>Literature Anthology</i> 115, 145, 151 UNIT 5: <i>Reading/Writing Workshop</i> 380 UNIT 6: <i>Literature Anthology</i> 501 TEACHER’S EDITION: UNIT 1: T47J, T139J, T231I UNIT 2: T11, T27, T32, T38, T47A, T47D, T47I, T47J, T74, T78, T103, T119, T124-T125, T130, T139B, 139C, 139E, T139J, T139K, T156, T166, T170 UNIT 3: 139I, T231J UNIT 4: T225N, T315D UNIT 5: T45J, T135M, T225E, T281, T295, T300, T315D, T315E, T315I UNIT 6: T45J</p>
<p>EL.2.3.6 2006 Recognize the difference between fantasy and reality.</p>	<p>STUDENT RESOURCES: UNIT 1: <i>Reading/Writing Workshop</i> 30 UNIT 2: <i>Reading/Writing Workshop</i> 110 UNIT 5: <i>Reading/Writing Workshop</i> 340 TEACHER’S EDITION: UNIT 1: T19, T44-T45, T47A, T47L, T64, T74, T75, T78, T79, T85, T136 UNIT 2: T44, T47G UNIT 5: T42</p>

STANDARDS	PAGE REFERENCES
<p>EL.2.3.7 2006 Identify the meaning or lesson of a story.</p>	<p>STUDENT RESOURCES: UNIT 2: <i>Reading/Writing Workshop</i> 115, 123, 126 <i>Literature Anthology</i> 159, 163 UNIT 4: <i>Reading/Writing Workshop</i> 309, 310 <i>Literature Anthology</i> 381 UNIT 6: <i>Reading/Writing Workshop</i> 411, 412 TEACHER’S EDITION: UNIT 1: S5, S11, S28 UNIT 2: T100-T101, T112, T130, T136-T137, T139A, T145A, T145B, T148-T149, T166 UNIT 3: T139I UNIT 4: T302-T303, T312-T313, T315A, T315B, T321A, T321B, T327 UNIT 5: T37, T127, T135I UNIT 6: T32, T42, T397</p>
<p>EL.2.4 2006 - WRITING: Processes and Features</p>	
<p>Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</p>	
<p>EL.2.4.1 2006 Organization and Focus: Create a list of ideas for writing.</p>	<p>TEACHER’S EDITION: UNIT 1: S9, S21, T48, T140, T465, T481, T487 UNIT 2: T465, T481, T487 UNIT 3: T465, T481, T487 UNIT 4: T46, T457, T473, T479 UNIT 5: T457, T473, T479 UNIT 6: T473, T479</p>
<p>EL.2.4.2 2006 Organize related ideas together to maintain a consistent focus.</p>	<p>STUDENT RESOURCES: UNIT 1: <i>Reading/Writing Workshop</i> 80-81 UNIT 3: <i>Reading/Writing Workshop</i> 192-193 UNIT 5: <i>Reading/Writing Workshop</i> 370-371 UNIT 6: <i>Reading/Writing Workshop</i> 457 TEACHER’S EDITION: UNIT 1: T36, T298, T324, T481, T487 UNIT 2: T232, T324, T487 UNIT 3: T22, T48, T54, T88, T312, T324, T330, T487 UNIT 4: T110-T111, T136, T142, T235, T473 UNIT 5: T200, T226, T235, T473, T479 UNIT 6: T34, T46, T52, T290, T304, T316, T322, T330</p>

STANDARDS	PAGE REFERENCES
<p>EL.2.4.3 2006 Research Process and Technology: Find ideas for writing stories and descriptions in pictures or books.</p>	<p>TEACHER'S EDITION: UNIT 1: T240 UNIT 4: T324 UNIT 6: T479</p>
<p>EL.2.4.4 2006 Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).</p>	<p>TEACHER'S EDITION: UNIT 1: T468 UNIT 2: T412 UNIT 6: T224</p>
<p>EL.2.4.5 2006 Use a computer to draft, revise, and publish writing.</p>	<p>TEACHER'S EDITION: UNIT 1: T22, T36, T48, T54, T62, T114, T128, T140, T146, T154, T220, T232, T238, T312, T330, T338, T388, T402, T414, T420, T428 UNIT 2: T36, T48, T54, T128, T146, T206, T220, T232, T238, T246, T298, T312, T324, T330, T388, T402, T414, T420 UNIT 3: T22, T36, T48, T54, T114, T128, T140, T146, T206, T220, T232, T238, T298, T312, T324, T330 UNIT 4: T20, T34, T46, T52, T124, T136, T142, T200, T214, T226, T232, T304, T322, T394, T406, T412 UNIT 5: T34, T46, T52, T124, T142, T214, T226, T232, T304, T316, T322, T394, T412 UNIT 6: T34, T46, T52, T124, T214, T232, T304, T322, T394, T406, T412</p>
<p>EL.2.4.6 2006 Evaluation and Revision: Review, evaluate, and revise writing for meaning and clarity.</p>	<p>TEACHER'S EDITION: UNIT 1: S15, S27, T36, T54-T55, T128, T146-T147, T220, T238-T239, T312, T330-T331, T402, T420-T421, T483, T489 UNIT 2: T36, T54-T55, T128, T146-T147, T220, T238-T239, T312, T330-T331, T402, T420-T421, T483, T489 UNIT 3: T36, T54-T55, T128, T146-T147, T220, T238-T239, T312, T330-T331, T483, T489 UNIT 4: T34, T52-T53, T124, T142-T143, T214, T232-T233, T304, T322-T323, T394, T412-T413, T475, T481 UNIT 5: T34, T52-T53, T124, T142-T143, T214, T232-T233, T304, T322-T323, T394, T412-T413, T475, T481 UNIT 6: T34, T52-T53, T124, T142-T143, T214, T232-T234, T304, T322-T323, T394, T412-T413, T475, T481</p>

STANDARDS	PAGE REFERENCES
<p>EL.2.4.7 2006 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.</p>	<p>TEACHER'S EDITION: UNIT 1: S15, S27, T36, T54, T128, T146, T220, T238-T239, T312, T330-T331, T402, T420-T421, T483, T484, T489, T490 UNIT 2: T36, T54-T55, T128, T146-T147, T220, T238-T239, T312, T330-T331, T402, T420-T421, T483, T484, T489, T490, T304 UNIT 3: T36, T54-T55, T128, T146-T147, T220, T238-T239, T312, T330-T331, T483, T484, T489, T490 UNIT 4: T34, T52-T53, T124, T142-T143, T214, T232-T233, T322-T323, T394, T412-T413, T475, T476, T481, T482 UNIT 5: T34, T52-T53, T124, T142-T143, T214, T232-T233, T304, T322-T323, T394, T412-T413, T475, T476, T481, T482 UNIT 6: T34, T52-T53, T124, T142-T143, T214, T232-T233, T304, T322-T323, T394, T412-T413, T475, T476, T481, T482</p>
<p>EL.2.4.8 2006 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.</p>	<p>TEACHER'S EDITION: UNIT 1: S15, T36, T54-T55, T128, T146, T220, T238-T239, T312, T330-T331, T364, T489 UNIT 2: T36, T54-T55, T128, T220, T238-T239, T402, T420-T421, T483, T489 UNIT 3: T36, T54, T128, T312, T330-T331 UNIT 4: T124, T142-T143, T394, T412-T413, T475, T481 UNIT 5: T34, T52-T53, T214, T232-T233 UNIT 6: T394, T412-T413</p>

STANDARDS

PAGE REFERENCES

EL.2.5 2006 - WRITING: Applications

At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

EL.2.5.1 2006

Write brief narratives based on experiences that:

- move through a logical sequence of events (chronological order, order of importance).
- describe the setting, characters, objects, and events in detail.

Example: Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.

TEACHER'S EDITION:

UNIT 1: T22-T23, T36, T114, T128, T140, T232, T486-T491

UNIT 2: T22-T23, T48, T54, T114, T140, T146, T206, T232

UNIT 3: T114, T146

UNIT 4: T226, T290, T304, T316, T324-T325, T472-T477

UNIT 5: T46, T110, T136, T290

UNIT 6: T20, T46

EL.2.5.2 2006

Write a brief description of a familiar object, person, place, or event that:

- develops a main idea.
- uses details to support the main idea.

Example: Write a descriptive piece on a topic, such as *Houses Come in Different Shapes and Sizes*.

TEACHER'S EDITION:

UNIT 2: T467

UNIT 3: T148-T149

EL.2.5.3 2006

Write a friendly letter complete with the date, salutation (greeting, such as *Dear Mr. Smith*), body, closing, and signature.

Example: Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.

STUDENT RESOURCES:

UNIT 1: *Reading/Writing Workshop* 65

TEACHER'S EDITION:

UNIT 1: T206, T209, T480-T485

UNIT 4: T200

UNIT 5: T20

EL.2.5.4 2006

Write rhymes and simple poems.

TEACHER'S EDITION:

UNIT 2: T388, T414, T420, T467

UNIT 4: T380-T381, T394, T406, T412, T459, T478-T483

UNIT 5: T406

UNIT 6: T380, T406, T420

STANDARDS	PAGE REFERENCES
<p>EL.2.5.5 2006 Use descriptive words when writing.</p>	<p>STUDENT RESOURCES: UNIT 2: <i>Reading/Writing Workshop</i> 112-113, 174-175 UNIT 4: <i>Reading/Writing Workshop</i> 327 UNIT 5: <i>Reading/Writing Workshop</i> 342-343 TEACHER’S EDITION: UNIT 1: T22, T54, T232, T241, T246, T272 UNIT 2: T22-T23, T48, T54-T55, T57, T62, T88, T388-T389, T414, T420-T421 UNIT 4: T380-T381, T394, T406, T412-T413, T420, T478, T481 UNIT 5: T20-T21</p>
<p>EL.2.5.6 2006 Write for different purposes and to a specific audience or person. Example: Write a description of your favorite book to recommend the book to a friend.</p>	<p>TEACHER’S EDITION: UNIT 1: T423, T481, T483, T487 UNIT 2: T481, T487, T488 UNIT 3: T481, T482, T487 UNIT 4: T473, T479 UNIT 5: T144-T145, T235, T473, T479 UNIT 6: T473, T479</p>
<p>EL.2.5.7 2006 Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate an understanding of what is read. • support statements with evidence from the text. <p>Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.</p>	<p>TEACHER’S EDITION: UNIT 1: S11, T59, T151, T243, T335, T425 UNIT 2: T59, T151, T243, T335, T400, T425 UNIT 3: T59, T151, T243, T335, T425, T486-T491 UNIT 4: T57, T147, T237, T327, T417 UNIT 5: T57, T147, T237, T327 UNIT 6: T57, T147, T237, T327, T415, T417</p>
<p>EL.2.5.8 2006 Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors). • organizes information by categorizing it into single categories (such as size or color) or includes information gained through observation. <p>Example: After making observations and completing research at the library, write a report about animals that live in water or about different modes of transportation.</p>	<p>TEACHER’S EDITION: UNIT 1: T148-T149, T240-T241, T332-T333, T422-T423, T465, T466-T471 UNIT 2: T56-T57, T148-T149, T240-T241, T332-T333, T422-T423, T466-T471 UNIT 3: T56-T57, T148-T149, T240-T241, T332-T333, T422-T423, T466-T471 UNIT 4: T54-T55, T144-T145, T234-T235, T324-T325, T414-T415, T458-T463 UNIT 5: T54-T55, T144-T145, T234-T235, T324-T325, T414-T415, T460-T463 UNIT 6: T54, T324-T325, T458-T463, T478-T483</p>

STANDARDS

PAGE REFERENCES

EL.2.6 2006 - WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

<p>EL.2.6.1 2006 Handwriting: Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</p>	<p>TEACHER'S EDITION: UNIT 1: T471, T484, T490 UNIT 2: T484, T490 UNIT 3: T484, T490 UNIT 4: T476, T482 UNIT 5: T476, T482 UNIT 6: T476, T482</p>
<p>EL.2.6.2 2006 Sentence Structure: Distinguish between complete (<i>When Tom hit the ball, he was proud.</i>) and incomplete sentences (<i>When Tom hit the ball.</i>)</p>	<p>TEACHER'S EDITION: UNIT 1: T24, T36, T37, T63, T89, T208, T221, T233, T239, T247, T313, T325, T331, T466, T484, T490 UNIT 2: T484 UNIT 6: T476</p>
<p>EL.2.6.3 2006 Use the correct word order in written sentences.</p>	<p>TEACHER'S EDITION: UNIT 1: T208, T233, T300</p>
<p>EL.2.6.4 2006 Grammar: Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement). Example: Identify the noun and verb in a sentence, such as <i>Maria</i> (noun) and a <i>friend</i> (noun) <i>played</i> (verb) <i>for a long time</i>.</p>	<p>STUDENT RESOURCES: UNIT 2: <i>Reading/Writing Workshop</i> 113, 129, 145, 161 TEACHER'S EDITION: UNIT 2: T24, T37, T49, T55, T63, T89, T116, T129, T141, T147, T155, T181, T208, T221, T233, T239, T247, T273, T300, T313, T325, T331, T339, T365 UNIT 3: T24, T37, T49, T55, T63, T89, T116, T129, T141, T147, T155, T208, T221, T233, T239, T247, T300, T313, T325, T331 UNIT 4: T47, T53, T61, T112, T125, T137, T202, T227, T233, T241, T292, T305, T317, T323, T331 UNIT 6: T22, T35, T47, T53, T61, T202, T215, T227, T233, T241, T292, T305, T317, T323, T331, T382, T395, T407, T413</p>
<p>EL.2.6.5 2006 Punctuation: Use commas in the greeting (<i>Dear Sam,</i>) and closure of a letter (<i>Love, or Your friend,</i>) and with dates (<i>March 22, 2000</i>) and items in a series (<i>Tony, Steve, and Bill</i>).</p>	<p>TEACHER'S EDITION: UNIT 1: T209, T221, T233, T239, T247, T301, T313, T325, T331, T339, T482, T483 UNIT 2: T25, T37, T49, T55, T63, T117, T129, T141, T147, T155 UNIT 3: T117, T129, T141, T147, T155, T209, T221, T233, T239, T247 UNIT 4: T293, T305, T317, T323, T331 UNIT 6: T23, T35, T47, T53, T61</p>

STANDARDS	PAGE REFERENCES
<p>EL.2.6.6 2006</p> <p>Use quotation marks correctly to show that someone is speaking.</p> <ul style="list-style-type: none"> • Correct: "You may go home now," she said. • Incorrect: "You may go home now she said." 	<p>TEACHER'S EDITION:</p> <p>UNIT 1: T391, T402, T403, T415, T421, T429</p> <p>UNIT 4: T113, T125, T137, T143, T151</p> <p>UNIT 5: T23, T35, T47, T53, T61</p>
<p>EL.2.6.7 2006</p> <p>Capitalization:</p> <p>Capitalize all proper nouns (names of specific people or things, such as <i>Mike, Indiana, Jeep</i>), words at the beginning of sentences and greetings, months and days of the week, and titles (<i>Dr., Mr., Mrs., Miss</i>) and initials in names.</p>	<p>TEACHER'S EDITION:</p> <p>UNIT 1: T24-T25, T36, T37, T49, T54, T55, T63, T117, T129, T141, T147, T155, T209, T221, T233, T239, T247</p> <p>UNIT 2: T209, T221, T233, T239, T247, T301</p> <p>UNIT 3: T301, T313, T325, T331, T339</p> <p>UNIT 4: T23, T35, T47, T53, T61, T203, T215, T227, T233, T241</p> <p>UNIT 5: T113, T125, T137, T143, T151, T203, T215, T227, T233, T241, T383, T395, T407, T413, T421</p> <p>UNIT 6: T113, T125, T137, T143, T151, T293, T305, T317, T323, T331</p>
<p>EL.2.6.8 2006</p> <p>Spelling:</p> <p>Spell correctly words like <i>was, were, says, said, who, what, and why</i>, which are used frequently but do not fit common spelling patterns.</p>	<p>TEACHER'S EDITION:</p> <p>UNIT 1: S8, S14, S20, S26, S31, T15, T30, T52, T61, T107, T122, T144, T153, T163, T199, T214, T236, T245, T255, T291, T306, T328, T337, T347, T383, T396, T418, T427, T437</p> <p>UNIT 2: T15, T30, T52, T61, T71, T107, T122, T144, T153, T163, T199, T214, T236, T245, T255, T291, T306, T328, T337, T347, T383, T396, T418, T427, T437</p> <p>UNIT 3: T15, T30, T52, T61, T71, T107, T122, T144, T153, T163, T199, T214, T236, T245, T255, T291, T306, T328, T383, T396</p> <p>UNIT 4: T15, T28, T50, T59, T105, T118, T140, T149, T195, T208, T230, T239, T285, T298, T320, T329, T375, T388, T410, T419</p> <p>UNIT 5: T15, T28, T50, T59, T105, T118, T149, T195, T208, T230, T239, T285, T298, T375, T388, T410, T419</p> <p>UNIT 6: T15, T28, T50, T59, T105, T118, T140, T195, T208, T285, T320, T329, T375, T388</p>

STANDARDS	PAGE REFERENCES
<p>EL.2.6.9 2006</p> <p>Spell correctly words with short and long vowel sounds (<i>a, e, i, o, u</i>), r-controlled vowels (<i>ar, er, ir, or, ur</i>), and consonant-blend patterns (<i>bl, dr, st</i>).</p> <ul style="list-style-type: none"> • short vowels: <u>a</u>ctor, <u>e</u>ffort, <u>i</u>nk, <u>o</u>chop, <u>u</u>nless • long vowels: <u>a</u>ce, <u>e</u>qual, <u>i</u>nd, <u>o</u>ne, <u>u</u>se • r-controlled: <u>ar</u>k, <u>er</u>supper, <u>ir</u>bird, <u>or</u>corn, <u>ur</u>urther • consonant blends: <u>bl</u>ue, <u>cr</u>ash, <u>ds</u>esk, <u>sp</u>reak, <u>co</u>ast 	<p>TEACHER’S EDITION:</p> <p>UNIT 1: T14, T30, T41, T52, T61, T106, T122, T133, T144, T153, T198, T214, T225, T236, T245, T290, T306, T317, T328, T337, T382, T396, T407, T418, T427</p> <p>UNIT 2: T14, T30, T41, T52, T61, T106, T122, T133, T144, T153, T382, T396, T407, T418, T427</p> <p>UNIT 3: T14, T30, T41, T52, T61, T106, T122, T133, T144, T153, T198, T214, T225, T236, T245, T290, T306, T317, T328, T383</p> <p>UNIT 4: T104, T118, T129, T140, T149, T194, T208, T219, T230, T239, T284, T298, T309, T320, T329, T374, T388, T399, T410, T419</p> <p>UNIT 6: T374, T388</p>
<p>EL.2.7 2006 - LISTENING AND SPEAKING: Skills, Strategies, and Applications</p>	
<p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.</p>	
<p>EL.2.7.1 2006</p> <p>Comprehension:</p> <p>Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).</p>	<p>SEE THE <i>PRESENTING CHECKLIST 1</i> AND THE <i>LISTENING CHECKLIST</i> REFERENCED FOR ALL UNITS.</p>
<p>EL.2.7.10 2006</p> <p>Speaking Applications:</p> <p>Recount experiences or present stories that:</p> <ul style="list-style-type: none"> • move through a logical sequence of events (chronological order, order of importance, spatial order). • describe story elements, including characters, plot, and setting. 	<p>TEACHER’S EDITION:</p> <p>UNIT 1: T62, T154, T338</p> <p>UNIT 2: T62, T154, T246</p> <p>UNIT 3: T62, T154</p> <p>UNIT 4: T150, T330</p> <p>UNIT 5: T240</p>
<p>EL.2.7.11 2006</p> <p>Report on a topic with facts and details, drawing from several sources of information.</p>	<p>TEACHER’S EDITION:</p> <p>UNIT 1: T151, T243, T468, T469, T470</p> <p>UNIT 2: T468, T469, T470</p> <p>UNIT 3: T468, T469</p> <p>UNIT 4: T461</p> <p>UNIT 5: T461</p> <p>UNIT 6: T240, T461</p>

STANDARDS	PAGE REFERENCES
<p>EL.2.7.12 2006 Use descriptive words when speaking about people, places, things, and events.</p>	<p>TEACHER'S EDITION: UNIT 1: T246 UNIT 2: T62, T428 UNIT 4: T420 UNIT 5: T60 UNIT 6: T420</p>
<p>EL.2.7.13 2006 Recite poems, rhymes, songs, and stories.</p>	<p>TEACHER'S EDITION: UNIT 2: T428 UNIT 4: T420, T459 UNIT 6: 420</p>
<p>EL.2.7.14 2006 Provide descriptions with careful attention to sensory detail.</p>	<p>TEACHER'S EDITION: UNIT 1: T246 UNIT 2: T62, T428 UNIT 4: T420 UNIT 6: T420</p>
<p>EL.2.7.2 2006 Ask for clarification and explanation of stories and ideas.</p>	<p>TEACHER'S EDITION: UNIT 1: T469, T471 UNIT 2: T376, T468, T469, T471 UNIT 3: T469 UNIT 4: T461, T463 UNIT 5: T461, T463 UNIT 6: T461, T463</p>
<p>EL.2.7.3 2006 Paraphrase (restate in own words) information that has been shared orally by others.</p>	<p>TEACHER'S EDITION: UNIT 4: T463</p>
<p>EL.2.7.4 2006 Give and follow three- and four-step oral directions.</p>	<p>TEACHER'S EDITION: UNIT 1: T56-T57, T148-T149, T240-T241, T332-T333, T422-T423 UNIT 2: T56-T57, T148-T149, T240-241, T332-T333, T422-T423, T470 UNIT 3: T56-T57, T148-T149, T240-T241, T332-T333, T422-T423 UNIT 4: T54-T55, T144-T145, T234-T235, T324-T325, T414-T415 UNIT 5: T54-T55, T144-T145, T234-T235, T324-T325, T414-T415 UNIT 6: T54-T55, T144-T145, T234-T235, T324-T325, T414-T415</p>

STANDARDS	PAGE REFERENCES
<p>EL.2.7.5 2006 Organization and Delivery of Oral Communication: Organize presentations to maintain a clear focus.</p>	<p>TEACHER'S EDITION: UNIT 1: T338 UNIT 2: T246, T338 UNIT 3: T62, T154 UNIT 4: T60, T150 UNIT 5: T240, T330 UNIT 6: T60, T330</p>
<p>EL.2.7.6 2006 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).</p>	<p>TEACHER'S EDITION: UNIT 1: T469, T470 UNIT 2: T469, T470 UNIT 3: T469, T470 UNIT 4: T461, T462 UNIT 5: T461, T462 UNIT 6: T461, T462</p>
<p>EL.2.7.7 2006 Tell experiences in a logical order (chronological order, order of importance, spatial order).</p>	<p>TEACHER'S EDITION: UNIT 1: T338 UNIT 2: T246 UNIT 3: T62, T154 UNIT 4: T150 UNIT 5: T240</p>
<p>EL.2.7.8 2006 Retell stories, including characters, setting, and plot.</p>	<p>TEACHER'S EDITION: UNIT 1: S29, T27, T154, T211 UNIT 2: T27, T62, T119 UNIT 3: T27, T119 UNIT 4: T205, T295, T330 UNIT 5: T455 UNIT 6: T25</p>
<p>EL.2.7.9 2006 Report on a topic with supportive facts and details.</p>	<p>TEACHER'S EDITION: UNIT 1: T151, T243, T469, T470 UNIT 2: T154, T469, T470 UNIT 3: T468, T469 UNIT 4: T461 UNIT 5: T461 UNIT 6: T240, T461</p>