



Macmillan/McGraw-Hill

Content and Performance Standards
Reading and Writing
Grade 2



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Grade 2
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STANDARDS

PAGE REFERENCES

During the second-grade year, students gain more skills in reading, writing, speaking, and listening. They demonstrate an awareness of sounds that are made by different letters, and they practice decoding words by using phonics while they learn new concepts, such as prefixes and suffixes, that help them understand the meaning of new vocabulary. They read fluently. They ask and respond to questions, make predictions, and compare information in order to comprehend what they read. They read a variety of grade-appropriate classic and contemporary literature, poetry, nonfiction books in different subject areas, children's magazines, and dictionaries. They learn to use the conventions of Standard English and a writing process to write clear sentences and paragraphs that develop a central idea. They also deliver brief oral presentations, tell stories, and perform plays.

Standard 1

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.

STANDARDS		PAGE REFERENCES
Phonemic Awareness		
2.1.1	<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>Teacher Edition:</p> <p>Unit 1: PA S6, S12, S18, S24, 7B, 9F, 27E, 33C, 33W, 35B, 37F, 61S, 67B, 73E, 73G, 3W, 79B, 81F, 103E, 103S, 107K, 111F, 139S</p> <p>Unit 2: PA 189S, 199F, 231S, 237B, 249B, 251F, 279S, 287B</p> <p>Unit 3: PA 327B, 329F, 355B</p> <p>Unit 4: PA 7B, 9F, 37S, 71S, 123F, 155S</p> <p>Unit 5: PA 201E, 207B, 243F, 247E, 279E, 289F, 311S</p> <p>Unit 6: PA 355E, 365F, 389S, 397F, 407B</p>
Decoding and Word Recognition		
2.1.2	<p>Recognize and use knowledge of spelling patterns (such as <i>cut/cutting</i>, <i>slide/sliding</i>) when reading.</p>	<p>Teacher Edition:</p> <p>Unit 1: MWP 67G; OL 33M, 65M, 107M; PS 103H, 109E</p> <p>Unit 2: E 311G, 315D; IE 279G; OL 195M, 235M, 247Q, 285M</p> <p>Unit 3: OL 353M, 387M, 399Q, 435M, 461M; PS 329H, 403I</p> <p>Unit 4: E 115G, 119D; OL 41M, 77M, 89Q, 119M, 161M</p> <p>Unit 5: OL 205M; TMW 175H</p> <p>Unit 6: OL 361M, 393M, 405Q, 437M</p>

STANDARDS	PAGE REFERENCES
<p>2.1.3 Decode (sound out) regular words with more than one syllable (<i>dinosaur, vacation</i>).</p>	<p>Teacher Edition: Unit 1: TMW 69H, 139U Unit 2: BL 195N; TMW 189U, 279U, 289H Unit 3: BL 399R, 435N, 461N; TMW 381U, 391H Unit 4: BL 41N, 89R, 119N, 161N; TMW 45H, 71U, 81H, 93H, 155U Unit 5: AL 251U; BL 205N, 239N, 251R, 285N, 317N; D 186/187, 214/215, 302/303; P 173C-D, 175G-H, 201F-G, 201T, 207C-D, 209G, 233F-G, 233T-U, 241C-D, 243G-H, 247F-G, 247V-W, 253C-D, 255G, 279F, 279T-U, 287C-D, 289G-H, 311F-G, 311T-U Unit 6: BL 361N, 393N, 405R, 437N; D 338/339, 374/375, 416/417, 446/447; P 329C-D, 355F-G, 355T-U, 363C-D, 389F-G, 395C-D, 397G-H, 401F-G, 401V-W, 407C-D, 409G, 439C-D, 457F-G</p>
<p>2.1.4 Recognize common abbreviations (<i>Jan., Fri.</i>).</p>	<p>Teacher Edition: Unit 2: G 243P-Q, 247A-B, 247D, 247L Unit 3: G 349O, 351B, 353H Unit 6: G 389O</p>
<p>2.1.5 Identify and correctly use regular plural words (<i>mountain/mountains</i>) and irregular plural words (<i>child/children, mouse/mice</i>).</p>	<p>Student Edition: Unit 2: <i>Writer's Checklist</i> 235 Unit 6: <i>Vocabulary</i> 364 Teacher Edition: Unit 2: ELL 235V; G 199C, 231B, 233B, 235H, 279B, 289C, 313B, 315H; IE 279G, 285D; PCT 234/235 Unit 4: IE 37G, 41D Unit 5: IP 311G Unit 6: DC 370/371; PWS 362L; V 363G, 389J</p>

STANDARDS	PAGE REFERENCES
<p>2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.</p>	<p>Teacher Edition: Unit 1: DC 18/19, 54/55; F S30, 27L-M, 61L-M, 65B, 73L-M, 77F, 103L-M, 139L-M; OL 33EE, 65EE Unit 2: DC 180/181, 208/209, 216/217, 258/259, 268/269, 294/295; F 189L-M, 195B, 231L-M, 243L-M, 247F, 279L-M, 311L-M Unit 3: DC 334/335, 364/365, 412/413 F 349L-M, 381L-M, 395L-M, 429L-M Unit 4: DC 18/19, 28/29, 50/51, 104/105, 134/135, 146/147; F 37L-M, 71L-M, 85L-M, 115L-M, 134/135, 146/147 Unit 5: DC 186/187, 190/191, 220/221, 264/265, 274/275, 302/303; F 201L-M, 233L-M, 247L-M, 279L-M Unit 6: DC 348/349, 376/377, 414/415; F 355L-M, 389L-M, 401L-M, 457L-M</p>
<p>2.1.11 Know and use common word families (such as <i>-ale</i>, <i>-est</i>, <i>-ine</i>, <i>-ock</i>, <i>-ump</i>) when reading unfamiliar words.</p>	<p>Teacher Edition: Unit 1: OL 33M, 65M, 107M Unit 2: PS 239I; V 237G, 243J Unit 3: OL 399Q; PS 329H, 381H Unit 4: OL 119M; PS 123H</p>

STANDARDS		PAGE REFERENCES
Vocabulary and Concept Development		
2.1.7	Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).	<p>Student Edition: Unit 3: <i>Vocabulary</i> 328, 402 Unit 4: <i>Vocabulary</i> 44 Unit 5: <i>Vocabulary</i> 254</p> <p>Teacher Edition: Unit 1: BL 33N, 65N, 77R, 107N, 145N Unit 2: BL 235N, 247R Unit 3: BL 461N; DC 336/337; PWS 400K; V 327G, 349J, 401G, 429J Unit 4: BL 41N; DC 54/55, 58/59; PWS 42K, 90K; V 43G; 71J, 91G, 115J Unit 5: PWS 252K; V 253G, 279J Unit 6: BL 361N, 393N, 405R; G 397C, 401B, 405A, 405L</p>
2.1.8	Use knowledge of individual words to predict the meaning of unknown compound words (<i>lunchtime, lunchroom, daydream, raindrop</i>).	<p>Student Edition: Unit 6: <i>Vocabulary</i> 408</p> <p>Teacher Edition: Unit 2: CW 243G, 243W; PWS 236K; TMW 159H Unit 5: CW 279G Unit 6: DC 426/427, 444/445; PWS 406K; V 407G, 433J</p>
2.1.9	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as <i>-ful</i>).	<p>Student Edition: Unit 2: <i>Vocabulary</i> 250, 288</p> <p>Teacher Edition: Unit 1: PWS 34K, 66K; V 67G, 73J, 109G, 139J Unit 2: DC 266/267, 306/307; P 231G, 235D, PWS 248K, 286K; V 249G, 279J, 287G, 311J Unit 3: P 457G, 461D; S 429G; TMW 429U; Unit 4: P 71G; S 85G, 85W Unit 5: BL 205N; PWS 240K; V 241G, 247J</p>

STANDARDS		PAGE REFERENCES
2.1.10	Identify simple multiple-meaning words (<i>change, duck</i>).	<p>Student Edition: Unit 2: <i>Vocabulary</i> 198</p> <p>Teacher Edition: Unit 1: V 103J Unit 2: BL 195N, 285N; DC 212/213; PWS 196K; V 197G, 231J Unit 3: BL 399R, 435N; PWS 388K; V 389G, 395J Unit 6: PWS 394K; V 395G, 401J</p>
<p>Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text Students read and understand grade-level-appropriate material. The selections in the <i>Indiana Reading List</i> (www.doe.state.in.us/standards/readinglist.html) 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).</p>		
<p>Structural Features of Informational and Technical Materials</p>		
2.2.1	Use titles, tables of contents, and chapter headings to locate information in text.	<p>Student Edition: Unit 2: <i>Social Studies Activity</i> 193 <i>Social Studies</i> 280 <i>Connect and Compare</i> 283 #1 Unit 5: <i>Science</i> 312 <i>Connect and Compare</i> 315 #1</p> <p>Teacher Edition: Unit 1: OL 77W, 77X, 107S; RSS 730 Unit 2: BL 247X; OL 315S; RIT 282/283; RSS 243O; SSIT 279X Unit 3: AL 399V; BL 399X; M xvii; OL 399W; TC 467K; W 395C Unit 4: BL 119T, 205T; OL 119S; RI xvi; TC 167K Unit 5: CC 323K; EA 311X; RI xvi; RIT 312/313, 314/315 Unit 6: BL 405X; CC 467K; OL 405W; RSS 401O; W 401C</p>

STANDARDS	PAGE REFERENCES
<p>2.2.11 Identify text that uses sequence or other logical order (alphabetical order or time).</p>	<p>Student Edition: Unit 1: <i>Vocabulary</i> 8 Unit 4: 99, 109 <i>Comprehension</i> 82, 94 <i>Reread for Comprehension</i> 93, 99, <i>Think and Compare</i> 115 #2 Unit 5: 219, 222 <i>Reread for Comprehension</i> 209 <i>Comprehension</i> 210</p> <p>Teacher Edition: Unit 1: V 7G, 27J Unit 4: AL 89V, 119R, 119Z; BL 89X, 119T; C 81A-B, 81K, 89K, 93A-B, 93K, 119G; DC 84/85, 96/97, 100/101, 102/103, 106/07, 110/111; ELL 110/111; ES 106/107; OL 89W, 89CC, 119S, 119Y; RMS 82/83; TC 85A; TE 102/103 Unit 5: AL 239R, 239X; BL 239T, 239Z; C 201N, 209A-B, 209J, 247N; DC 184/185, 212/213, 220/221; OL 239S, 239Y; TC 247A Unit 6: TC 401A</p>
Analysis of Grade-Level-Appropriate Nonfiction and Informational Text	
<p>2.2.2 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>Student Edition: Unit 2: <i>Comprehension</i> 290 Unit 5: <i>Comprehension</i> 176 Unit 6: <i>Comprehension</i> 366</p> <p>Teacher Edition: Unit 1: BL 77X, 107T; C 69K, 81K; OL 77W, 107S Unit 2: BL 235T, 247X; C 289K; OL 235S, 247W, 315S Unit 3: BL 353T; C 329J, 439K; OL 353S Unit 4: BL 77T, 89X, 119T; C 81K, 93K; OL 77S, 89W, 119S Unit 5: BL 205T, 239T; C 175K; OL 205S, 239S Unit 6: BL 393T; C 365J, 397K; OL 361S, 393S</p>

STANDARDS	PAGE REFERENCES
<p>2.2.3 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 Edition: Unit 1: <i>Author's Purpose</i> 102 Unit 2: <i>Think and Compare</i> 311 #4 Unit 3: <i>Think and Compare</i> 349 #4, <i>Comprehension</i> 392 Unit 4: <i>Think and Compare</i> 115 #4 Unit 5: <i>Think and Compare</i> 201 Unit 6: 338, 349 <i>Reread for Comprehension</i> 331 <i>Comprehension</i> 332 <i>Think and Compare</i> 389 #4, 433 #4 <i>Author's Purpose</i> 432</p> <p>Teacher Edition: Unit 2: AC 310; RIT 192/193 Unit 3: AC 348; AL 399V, 399BB; BL 399X, 399DD; C 391A-B, 391K, 395N, 399K; DC 394/395; OL 399W, 399CC; TC 395A Unit 4: AC 114; RIT 74/75 Unit 6: AC 432; AL 361R; BL 361T; C 331A-B, 331K, 389N; DC 336/337, 342/343; ES 346/347; OL 361S, 361Y; TE 350/351d</p>

STANDARDS	PAGE REFERENCES
<p>2.2.4 Ask and respond to questions (<i>when, who, where, why, what if, how</i>) to aid comprehension about important elements of informational texts. 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 Edition: Unit 1: <i>Think and Compare</i> 31, 73, 103 <i>Connect and Compare</i> 143 Unit 2: <i>Connect and Compare</i> 193, 233, 283, 313 <i>Think and Compare</i> 243, 311 Unit 3: <i>Think and Compare</i> 395 <i>Connect and Compare</i> 433 Unit 4: <i>Think and Compare</i> 39, 75, 85, 115, 159 Unit 5: <i>Think and Compare</i> 201, 247 <i>Connect and Compare</i> 203, 237, 283 Unit 6: <i>Connect and Compare</i> 359, 459 <i>Think and Compare</i> 401</p> <p>Teacher Edition: Unit 1: C 73N, 103N; RIT 140/141 Unit 2: C 243N, 289A, 289K; DC 292/293, 298/299, 304/305; RIT 190/191, 280/281, 312/313 Unit 3: C 349N, 391A, 395N, 399K, 439K, 457N, 461G; DC 448/449; RIT 430/431, 432/433; RMS 392/393 Unit 4: C 85N, 115N Unit 5: C 201N, 247N; RMS 244/245 Unit 6: C 331A-B, 331J, 365A, 365J, 397A, 397K; DC 334/335, 344/345, 346/347, 368/369, 374/375, 380/381; RIT 356/357; RMS 398/399</p>

STANDARDS	PAGE REFERENCES
<p>2.2.5 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 Edition: Unit 1: 86, 98 <i>Comprehension</i> 70, 82 <i>Think and Compare</i> 73 #3 <i>Reread for Comprehension</i> 81 Unit 2: <i>Comprehension</i> 240 Unit 3: 333, 342 <i>Reread for Comprehension</i> 329 <i>Comprehension</i> 330 <i>Think and Compare</i> 349 #3 Unit 5: <i>Comprehension</i> 176, 244 <i>Think and Compare</i> 247 #3 Unit 6: 393 <i>Think and Compare</i> 389 #3</p> <p>Teacher Edition: Unit 1: BL 107T; C 69A-B, 69K, 77K, 81A-B, 81K, 107G; DC 72/73, 84/85, 88/89, 92/93, 94/95, 96/97, 107Y, 107Z, 142/143 OL 73D, 77CC, 107S; R 66K; RMS 70/71 Unit 2: AL 247V; BL 247X, 247DD; C 239A-B, 239K, 311N; DC 242/243, 296/297, OL 247W, 247CC, Unit 3: AL 353R, 353X; BL 353T, 353Z; C 329A-B, 329J, 395N; DC 334/335, 336/337, 344/345, ELL 344/345; OL 353S, 353Y Unit 5: AL 251V; BL 251X; C 175A, 175K, 205G, 243A-B, 243K; DC 180/181, 188/189, 194/195, 216/217, 246/427; OL 251W; R 240K; RET 202/203; RIT 234/235 Unit 6: DC 350/351; W 365D, 389C, 389Q, 391D</p>

STANDARDS	PAGE REFERENCES
<p>2.2.6 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 Edition: Unit 2: <i>Reread for Comprehension</i> 199 Unit 6: 413, 426 <i>Reread for Comprehension</i> 409 <i>Comprehension</i> 410 <i>Think and Compare</i> 433 #2</p> <p>Teacher Edition: Unit 2: BL 235T; C 199A-B, 243N; OL 235S, 235Y Unit 3: C 457N Unit 6: C 409A-B, 409J, 437G, 457N; DC 414/415, 416/417, 420/421, 422/423, 424/425, 428/429</p>
<p>2.2.8 Follow two-step written instructions.</p>	<p>Student Edition: Unit 1: <i>Science Activity</i> 31 <i>Social Studies Activity</i> 143 Unit 2: <i>Social Studies Activity</i> 193, 233, 283, 313 Unit 3: <i>Social Studies Activity</i> 433 Unit 4: <i>Science Activity</i> 39, 159 <i>Social Studies</i> 75 Unit 5: <i>Science Activity</i> 203, 237, 315 Unit 6: <i>Science Activity</i> 359</p>
<p>2.2.9 Use context (the meaning of the surrounding text) to understand word and sentence meanings.</p>	<p>Student Edition: Unit 4: <i>Vocabulary</i> 8 Unit 5: <i>Vocabulary</i> 174</p> <p>Teacher Edition: Unit 1: V 9J, 30/31, 37I, 61V, 69J, 73Y, 81J, 103V Unit 2: V 157G, 192/193, 231V, 251I, 282/283 Unit 3: V 349V, 432/433 Unit 4: DC 100/101; V 7G, 74/75, 158/159 Unit 5: DC 182/183, 190/191; V 173G, 236/237, 282/283, 314/315 Unit 6: RIT 358/359</p>

STANDARDS	PAGE REFERENCES
<p>2.2.10 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 <i>before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when</i> or cause and effect, such as <i>because, since, therefore, so</i>).</p>	<p>Student Edition: Unit 1: <i>Think and Compare</i> 73 #3 Unit 3: 445, 451 <i>Think and Compare</i> 349 #2, <i>Reread for Comprehension</i> 439 <i>Comprehension</i> 440 Unit 5: 179, 197 <i>Reread for Comprehension</i> 175 <i>Comprehension</i> 176 <i>Think and Compare</i> 201 #2</p> <p>Teacher Edition: Unit 2: TC 243A Unit 3: AL 461R; BL 461T, 461Z; C 439A-B, 439K, 461G; DC 446/447, 452/453; ELL 446/447; OL 461S, 461Y; TC 395A Unit 4: TC 85A Unit 5: AL 205R, 205X; BC 205T; C 175A-B, 175K, 205G, 247N; DC 182/183, 184/185, 192/193, 194/195; OL 205S, 205Y</p>

STANDARDS	PAGE REFERENCES
<p>Standard 3 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 <i>Indiana Reading List</i> (www.doe.state.in.us/standards/readinglist.html) 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.</p>	
<p>Analysis of Grade-Level-Appropriate Literary Text</p>	
<p>2.3.1 Compare plots, settings, and characters presented by different authors. Example: Read and compare <i>Strega Nona</i>, an old Italian folktale retold by Tomie DePaola, with <i>Ox-Cart Man</i> by Donald Hall.</p>	<p>Student Edition: Unit 1: <i>Think and Compare</i> 27 #5, 61 #5, 139 #5 Unit 2: <i>Think and Compare</i> 189 #5, 231 #5, 279 #5 <i>Connect and Compare</i> 283 #2 <i>Social Studies Activity</i> 283 Unit 3: <i>Think and Compare</i> 381 #5, 429 #5 Unit 4: <i>Think and Compare</i> 37 #5, 71 #5, 155 #5 Unit 5: <i>Think and Compare</i> 233, 279, 311 Unit 6: <i>Think and Compare</i> 355 #5 <i>Connect and Compare</i> 391 #2</p> <p>Teacher Edition: Unit 2: BL 285T; CC 283A; OL 285S, 285S, 285II; R 236K Unit 3: C 381N</p>
<p>2.3.2 Create different endings to stories and identify the problem and the impact of the different ending. Example: Read a story, such as <i>Fin M’Coul — The Giant of Knockmany Hill</i>, 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.</p>	<p>Teacher Edition: Unit 1: W 34L Unit 2: C 231N; W 248L Unit 3: R 400K Unit 4: BL 41Z; W 90L Unit 6: W 362L; WAI 365E</p>

STANDARDS	PAGE REFERENCES
<p>2.3.3 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 <i>The Three Little Pigs</i> and the southwestern/Latino version <i>The Three Little Javelinas</i> by Susan Lowell, or <i>Cinderella</i> and the African version, <i>Mufaro’s Beautiful Daughters</i> by John Steptoe.</p>	<p>Student Edition: Unit 2: <i>Connect and Compare</i> 283 #2 <i>Social Studies Activity</i> 283 Unit 3: <i>Think and Compare</i> 381 #5 Teacher Edition: Unit 2: BL 285T, 285Z; CC 283A; OL 285S, 285II Unit 3: C 381N</p>
<p>2.3.4 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 Edition: Unit 1: <i>Poetry</i> 62, 104 <i>Connect and Compare</i> 63 #1, 105 #1 Unit 3: <i>Poetry</i> 350, 382, 458 <i>Connect and Compare</i> 351 #1, 385 #1, 459 #1 Teacher Edition: Unit 1: P 61W, 103W; RP 62/63, 104/105 Unit 3: AC 428; P 349W, 381X, 457W; RFT 382/383; RP 350/351, 458/459; WP 351A, Unit 4: RP 116/117 Unit 6: AC 388; OL 401D</p>
<p>2.3.5 Confirm predictions about what will happen next in a story.</p>	<p>Student Edition: Unit 1: 122, 134 <i>Reread for Comprehension</i> 111 <i>Comprehension</i> 112 <i>Think and Compare</i> 139 #2 Teacher Edition: Unit 1: AL 145R, 145X; BL 145T, 145Z; C 111A-B, 111J, 145G; DC 116/117, 120/121, 128/129, 132/133; OL 145S, 145Y Unit 2: C 189N; DC 178/179</p>

STANDARDS		PAGE REFERENCES
2.3.6	Recognize the difference between fantasy and reality.	<p>Student Edition: Unit 4: 133, 141 <i>Reread for Comprehension</i> 123 <i>Comprehension</i> 124 <i>Think and Compare</i> 155 #2</p> <p>Teacher Edition: Unit 1: C 139N; G 60 Unit 3: C 429N; DC 362/363, 406/407; G 380, 428; RFT 384/385 Unit 4: BL 161T; C 123A-B, 123J, 155N, 161G; DC 128/129, 130/131, 136/137, 144/145, 150/151; ELL 132/133; ES 142/143; G 154; OL 161S, 161Y; TE 150/151 Unit 5: C 279N; DC 260/261, 270/271 Unit 6: OL 433D</p>
2.3.7	Identify the meaning or lesson of a story.	<p>Student Edition: Unit 2: <i>Comprehension</i> 252 <i>Think and Compare</i> 279 #4</p> <p>Teacher Edition: Unit 1: IRA S5, S29; OL 9E, 61D, 103D Unit 2: BL 285Z; C 189N, 251J, 279N; G 278; TE 274/275 Unit 3: OL 381D Unit 4: C 155N; DC 26/27, 30/31; G 36 Unit 5: C 233N, 279N Unit 6: OL 389D</p>

STANDARDS		PAGE REFERENCES
<p>Standard 4 WRITING: Processes and Features 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>Organization and Focus</p>		
2.4.1	Create a list of ideas for writing.	<p>Teacher Edition: Unit 1: M xvii; SW S10; W 9D, 37D, 69D, 81D, 111D Unit 2: W 159D, 251D, 289D Unit 3: W 329D, 391D, 403D, 439D Unit 4: W 9D, 45D, 123D Unit 5: W 175D, 209D, 243D, 289D Unit 6: W 331D, 365D, 409D</p>
2.4.2	Organize related ideas together to maintain a consistent focus.	<p>Student Edition: Unit 2: <i>Writing Hints</i> 247 Unit 3: <i>Writing Hints</i> 399 Unit 4: <i>Writing Hints</i> 89</p> <p>Teacher Edition: Unit 1: W 27C, 61C, 61Q, 73C, 73S, 103C, 103Q, 139C, 139Q, 151B Unit 2: W 189C, 231C, 231Q, 243S, 279C, 279Q, 311C, 311Q, 321B Unit 3: W 349C, 381C, 381Q, 395S, 429C, 429Q, 457C, 457Q Unit 4: W 37D, 37Q, 71C, 71Q, 85C, 85S, 115C, 115Q Unit 5: W 201Q, 233C, 233Q, 247S, 279C, 279Q, 311C Unit 6: W 355C, 389C, 389Q, 401C, 401R-S, 433C, 433Q, 457C, 457Q</p>
<p>Research Process and Technology</p>		
2.4.3	Find ideas for writing stories and descriptions in pictures or books.	<p>Teacher Edition: Unit 2: CC 313A Unit 6: W 397D</p>

STANDARDS		PAGE REFERENCES
2.4.4	Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).	<p>Student Edition: Unit 1: <i>Vocabulary</i> 80</p> <p>Teacher Edition: Unit 1: DC 18/19, 86/87; ELL S28; PWS 78K; V 7G, 27J, 79G, 103J Unit 2: SSIT 189X; W 243C, 321C Unit 3: RSS 395O; V 401G, 429J; W 349J Unit 4: V 79G, 85J; WR 167C Unit 5: V 253G, 279J Unit 6: V 395G, 401J; W 355Q</p>
2.4.5	Use a computer to draft, revise, and publish writing.	<p>Teacher Edition: Unit 1: W 33I, 65I, 77M Unit 2: W 235I, 247M, 321I Unit 3: W 387I, 435I, 461I Unit 4: W 41I, 77I, 167I Unit 5: W 205I, 239I, 251M, 285I Unit 6: W 361I, 393I, 405M, 437I, 461I</p>
Evaluation and Revision		
2.4.6	Review, evaluate, and revise writing for meaning and clarity.	<p>Student Edition: Unit 3: <i>Writing Hints</i> 399 Unit 4: <i>Writing Hints</i> 89</p> <p>Teacher Edition: Unit 1: PCT 64/65, 106/107; W S28, 31D, 63D, 77C-D, 105D, 143D, 151D Unit 2: PCT 314/315; W 193D, 233D, 247C-D, 283D, 313D, 321D Unit 3: PCT 386/387, 434/435; W 351D, 385D, 399C, 433D, 459D Unit 4: W 39D, 75D, 89C-D, 117D, 159D Unit 5: W 203D, 237D, 251C, 283D, 315D Unit 6: W 359D, 391D, 405C-D, 435D, 459D</p>

STANDARDS	PAGE REFERENCES
<p>2.4.7 Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.</p>	<p>Student Edition: Unit 1: <i>Writer’s Checklist</i> 65 Unit 3: <i>Writer’s Checklist</i> 461</p> <p>Teacher Edition: Unit 1: P 31C, 77B, 105C, 143C; PCT 32/33, 64/65, 106/107; W S28, 31D, 63C, 63D, 77D, 105D, 143D, 151E Unit 2: P 193C, 233C, 247B, 283C, 313C; PCT 194/195, 234/235, 284/285, 314/315; W 193D, 233D, 247D, 283D, 313D, 321E Unit 3: P 351C, 385C, 399B, 433C, 459C; PCT 352/353, 386/387, 434/435, 460/461; W 351D, 385D, 399D, 433D, 459D Unit 4: P 39C, 75C, 89B, 117C, 159C; PCT 40/41, 76/77, 118/119, 160/161; W 39D, 75D, 89D, 117D, 159D Unit 5: P 203C, 237C, 251B, 283C, 315C; PCT 204/205, 238/239, 284/285, 316/317; W 203D, 237D, 251C-D, 283D, 315D Unit 6: P 359C, 391C, 405B, 435C, 459C; PCT 360/361, 392/393, 436/437, 460/461; W 359D, 391D, 405D, 435D, 459D</p>
<p>2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.</p>	<p>Student Edition: Unit 3: <i>Writer’s Checklist</i> 387 Unit 5: <i>Writer’s Checklist</i> 239 Unit 6: <i>Writer’s Checklist</i> 361, 461</p> <p>Teacher Edition: Unit 1: PCT 64/65, 106/107, 144/145; W S28, 31D, 63D, 77C-D, 105D, 143D Unit 2: PCT 194/195, 314/315; W 193D, 233D, 247C-D, 283D, 313D Unit 3: PCT 386/387, 460/461; W 351D, 385D, 399C-D, 459D Unit 4: W 89C-D, 117D Unit 5: PCT 238/239; W 203D, 237D, 251C-D, 283D Unit 6: PCT 360/361, 460/461; W 359D</p>

STANDARDS	PAGE REFERENCES
<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) <i>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.</i></p> <p>In addition to producing the different writing forms introduced in earlier grades, Grade 2 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:</p>	
<p>2.5.1 Write brief narratives based on experiences that:</p> <ul style="list-style-type: none"> • move through a logical sequence of events (chronological order, order of importance). • describe the setting, characters, objects, and events in detail. <p>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.</p>	<p>Student Edition: Unit 1: 26, 33, 65, 77, 107, 145 Unit 2: 195, 247, 285 Unit 3: 387, 399 Unit 4: 41, 89 Unit 5: 239, 251 Unit 6: 405</p> <p>Teacher Edition: Unit 1: SW S10, S16, W 9D, 27C, 27Q, 31D, 37D, 61C, 61Q, 63D, 81D, 103C, 103Q, 105D, 111D, 139C, 139P-Q, 139Q, 143D, 151A-E; WP 75A, Unit 2: W 159D, 189C, 189P-Q, 193D, 248L, 251D, 279C, 279Q, 283D; WP 245A Unit 3: W 357D, 381C, 381Q, 385D; WP 397A Unit 4: W 9D, 37D, 37Q, 39D Unit 5: W 209D, 233C, 233Q, 237D</p>
<p>2.5.2 Write a brief description of a familiar object, person, place, or event that:</p> <ul style="list-style-type: none"> • develops a main idea. • uses details to support the main idea. <p>Example: Write a descriptive piece on a topic, such as <i>Houses Come in Different Shapes and Sizes</i>.</p>	<p>Student Edition: Unit 1: 65 Unit 4: 161</p> <p>Teacher Edition: Unit 1: W 37D, 61C, 61Q, 63D Unit 2: W 156L, 286L; WAI 315F Unit 4: W 120L, 123D, 155C, 155Q, 159D Unit 6: WAI 393F</p>

STANDARDS	PAGE REFERENCES
<p>2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i>), body, closing, and signature.</p> <p>Example: Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.</p>	<p>Student Edition: Unit 1: 107, 285 Unit 3: 435 Unit 4: 119 Unit 5: 285</p> <p>Teacher Edition: Unit 1: PCT 106/107; W 81D, 103C, 103Q, 105D Unit 2: W 251D, 279C, 279Q, 283D Unit 3: W 395P-Q, 400L, 403D, 429C, 429P-Q, 433D Unit 4: W 93D, 115C, 115Q, 117D Unit 5: W 240L, 252L, 255D, 279C, 279Q, 283D Unit 6: W 331D, 355C, 355Q</p>
<p>2.5.4 Write rhymes and simple poems.</p>	<p>Student Edition: Unit 3: 461 <i>Connect and Compare</i> 459 #3</p> <p>Teacher Edition: Unit 1: WP 63A, 105A; WAI 65F Unit 3: W 354L, 436L, 439D, 457C, 457Q; WP 351A, 385A, 459A Unit 4: WAI 93E; WP 117A Unit 6: OL 401D; WP 435A</p>
<p>2.5.5 Use descriptive words when writing.</p>	<p>Student Edition: Unit 2: <i>Writer's Checklist</i> 195</p> <p>Teacher Edition: Unit 1: W S22, 27Q, 31D, 37D, 61Q, 63D, 73R-S; WP 63A Unit 2: PCT 194/195; W 156L, 279Q, 286L Unit 3: W 349P, 351D, 457C, 457P-Q; WAI 353F Unit 4: W 155C, 115Q Unit 5: W 279C Unit 6: W 355Q</p>

STANDARDS	PAGE REFERENCES
<p>2.5.6 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>Student Edition: Unit 2: <i>Social Studies Activity</i> 283</p> <p>Teacher Edition: Unit 1: SW S16; W 37D, 61Q, 111D, 139Q, 151B Unit 2: W 159D, 189Q, 199D, 231Q, 251D, 289D, 321B Unit 3: W 329D, 349Q, 357D, 381Q, 403D, 429Q, 457C, 467B Unit 4: W 9D, 45D, 93D, 123D, 167B Unit 5: W 175D, 209D, 255D, 289D, 323B Unit 6: W 331D, 365D, 409D, 441D, 467B</p>
<p>2.5.7 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 Edition: Unit 1: C 73N, 103N, 139N Unit 2: C 189N, 231N, 243N, 279N, 311N Unit 3: C 349N, 395N, 429N, 457N Unit 4: C 37N, 71N, 85N, 155N Unit 5: C 233N, 279N, 311N Unit 6: C 355N, 389N, 401N, 433N, 457N</p>

STANDARDS		PAGE REFERENCES
Research Application		
2.5.8	<p>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. 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>Student Edition: Unit 2: <i>Social Studies Activity</i> 193, 233, 283, 313 Unit 4: <i>Science Activity</i> 39 Unit 5: <i>Science Activity</i> 203, 283, 315 Unit 6: <i>Science Activity</i> 359</p> <p>Teacher Edition: Unit 1: CC 31A, 143A; RI xvi, 31A, 143a; RSS 73O; W 69D, 73C, 73S, 77C-D Unit 2: CC 193A, 233A, 283A, 313A; RI xvi, 193A, 233A, 313A; RSS 243O; TC 321K; W 239D, 243C, 243S, 247C-D Unit 3: W 391D, 395C, 395S; RI 433A; TC 467K Unit 4: RI xvi, 39A, 75A, 159A; TC 167K; W 85C, 85O Unit 5: BL 285Z; CC 315A; RI xvi, 203A, 283A, 315A; RSS 247O; W 243D, 247C, 247S, 251C-D Unit 6: CC 359A; RI xvi, 359A, 459A; W 397D, 401C</p>
<p>Standard 6 WRITING: English Language Conventions Students write using Standard English conventions appropriate to this grade level.</p>		
Handwriting		
2.6.1	<p>Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</p>	<p>Teacher Edition: Unit 1: W 33I, 65I, 77M, 107I, 145I, 151E Unit 2: W 195I, 235I, 247M, 285I, 315I Unit 3: W 353I, 387I, 399M, 435I, 461I Unit 4: W 41I, 77I, 78L, 89M, 119I, 161I Unit 5: W 205I, 239I, 251M, 285I, 317I Unit 6: W 361I, 393I, 405M, 437I, 461I</p>

STANDARDS		PAGE REFERENCES
Sentence Structure		
2.6.2	Distinguish between complete (<i>When Tom hit the ball, he was proud.</i>) and incomplete sentences (<i>When Tom hit the ball</i>).	Student Edition: Unit 1: <i>Writer's Checklist</i> 107 Unit 2: <i>Writer's Checklist</i> 195 Unit 5: <i>Writer's Checklist</i> 205, 317 Teacher Edition: Unit 1: ELL 33V, 107V; G 9C, 27B, 31B, 33H, 37C, 61B, 61O, 63B, 69C, 73B, 73P, 77A, 77L, 81C, 103B, 105B, 105D, 107H, 143B, 151D
2.6.3	Use the correct word order in written sentences.	Teacher Edition: Unit 1: C 69C, 77A, 81C, 105B
Grammar		
2.6.4	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 <i>a friend</i> (noun) <i>played</i> (verb) <i>for a long time</i> .	Student Edition: Unit 2: <i>Writer's Checklist</i> 195, 235, 285, 315 Unit 3: <i>Writer's Checklist</i> 353, 435 Unit 4: <i>Writer's Checklist</i> 119 Unit 6: <i>Writer's Checklist</i> 361, 437, 461 Teacher Edition: Unit 1: PCT 77D Unit 2: G 159C, 189B, 193B, 195H, 231B, 233B, 235H, 239C, 243B, 247A, 251C, 279B, 283B; PCT 194/195, 234/235; W 247D, 251C, 279B, 283B Unit 3: G 329C, 349B, 351B, 353H, 357C, 381B, 385B, 387H, 391C, 395B, 399A, 399L, 403C, 429B, 433B, 435H; PCT 386/387, 434/435; PWS 436K; W 399D Unit 4: G 93C, 115B, 117B; PCT 118/119 Unit 5: PCT 238/239; W 251D Unit 6: G 331C, 359B, 409C, 441C; PWS 328K

STANDARDS		PAGE REFERENCES
Punctuation		
2.6.5	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>). •	Teacher Edition: Unit 1: G 73P-Q, 77L, 103O, 105B, 107H; PCT 106/107; W 105D Unit 2: G 189O, 193B, 195H, 231O, 235H Unit 3: G 381O, 387H, 395P-Q, 399L; W433D Unit 4: G 115O, 119H Unit 6: G 355O, 361H
2.6.6	Use quotation marks correctly to show that someone is speaking. • Correct: "You may go home now," she said. • Incorrect: "You may go home now she said."	Teacher Edition: Unit 1: G 139O, 143B, 145H; W 108L Unit 4: G 71O, 77H Unit 5: G 201O, 203B-C, 205H; W 237D
Capitalization		
2.6.7	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.	Student Edition: Unit 1: <i>Writer's Checklist</i> 33, 65, 77, 145 Unit 2: <i>Writer's Checklist</i> 235 Unit 3: <i>Writer's Checklist</i> 435 Unit 4: 41, 119 Unit 6: <i>Writer's Checklist</i> 437 Teacher Edition: Unit 1: G 9C, 27O, 31B, 33H, 61B, 61O, 63B, 65H, 73P-Q, 77A, 77L; P 31C; W 27P, 61Q, 66L, 143D Unit 2: G 231O, 235H, 239C, 243B, 243P-Q, 247A-B, 247L; PCT 194/195, 234/235, 247D, 284/285; W 286L Unit 3: G 349O, 395P-Q, 399L, 429O, 435H Unit 4: G 37O, 39B, 41H, 85P-Q, 89L, 115O, 119H Unit 5: G 233O, 239H, 247P-Q, 251L, 311O, 317H Unit 6: G 389O, 393H, 401P, 457O, 459B, 461H

STANDARDS	PAGE REFERENCES
Spelling	
<p>2.6.8 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> <ul style="list-style-type: none"> • 	<p>Teacher Edition:</p> <p>Unit 1: HFW S9, S15, S21, S27, S33, 31D, 61I, 73I, 103I, 139I</p> <p>Unit 2: HFW 189I, 193D, 231I, 243I, 247D, 279I, 311I</p> <p>Unit 3: HFW 349I, 381I, 395I, 429I, 457I</p> <p>Unit 4: HFW 37I, 71I, 85I, 115I, 155I</p> <p>Unit 5: HFW 201I, 233I, 247I, 279I, 311I</p> <p>Unit 6: HFW 355I, 389I, 401I, 433I, 457I</p>
<p>2.6.9 Spell correctly words with short and long vowel sounds (<i>a, e, i, o, u</i>), <i>r</i>-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 • <i>r</i>-controlled: <u>ar</u>k, <u>er</u>supper, <u>ir</u>bird, <u>or</u>corn, <u>ur</u>ther • consonant blends: <u>bl</u>ue, <u>cr</u>ash, <u>dr</u>esk, <u>st</u>reak, <u>co</u>ast 	<p>Teacher Edition:</p> <p>Unit 1: PS 7E, 33E, 35E, 65E, 67E, 69I, 73H, 77I, 79E, 107E, 109E, 145E</p> <p>Unit 2: PS 157E, 197E, 231H, 235E, 237E, 247I, 279H, 287E, 315E</p> <p>Unit 3: PS 327E, 353E, 355E, 387E, 389E, 399I, 401E, 435E, 437E, 457H, 461E</p>

STANDARDS	PAGE REFERENCES
<p>Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications 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>Comprehension</p>	
<p>2.7.1 Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).</p>	<p>Teacher Edition: Unit 1: SLV 33J, 65J, 77N, 107J, 145J; TC 151K Unit 2: SLV 195J, 235J, 247N, 285J, 315J Unit 3: SLV 353J, 387J, 399N, 435J, 461J Unit 4: SLV 41J, 77J, 89N, 161J Unit 5: SLV 205J, 239J, 251N, 285J, 317J Unit 6: SLV 361J, 393J, 405N, 437J, 461J</p>
<p>2.7.2 Ask for clarification and explanation of stories and ideas.</p>	<p>Teacher Edition: Unit 1: LS xvii; SLV 33J, 65J, 77N, 107J, 145J; TC 151K Unit 2: LS xvii; SLV 195J, 235J, 247N, 285J, 315J; TC 321K Unit 3: LS xvii; SLV 353J, 387J, 399N, 435J, 461J Unit 4: LS xvii; SLV 39A, 41J, 77J, 89N, 161J Unit 5: LS xvii; SLV 205J, 239J, 251N, 285J, 317J Unit 6: LS xvii; SLV 361J, 393J, 405N, 437J, 461J</p>
<p>2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.</p>	<p>Teacher Edition: Unit 1: SLV 33J, 65J, 77N, 107J, 145J Unit 2: SLV 195J, 235J, 247N, 285J, 315J Unit 3: SLV 353J, 387J, 399N, 435J, 461J Unit 4: SLV 41J, 77J, 89N, 161J Unit 5: SLV 205J, 239J, 251N, 285J, 317J Unit 6: M xvii; SLV 361J, 393J, 405N, 437J, 461J</p>

STANDARDS		PAGE REFERENCES
2.7.4	Give and follow three- and four-step oral directions.	<p>Teacher Edition:</p> <p>Unit 1: CC 143A; RI xvi; S 78L</p> <p>Unit 2: CC 233A, 283A; RI xvi, 233A, 313A; SLV 235J; W 321E</p> <p>Unit 3: CC 433A; RI xvi</p> <p>Unit 4: RI xvi, 39A, 75A, 159A</p> <p>Unit 5: CC 203A, 237A, 283A; RI xvi, 203A, 237A, 283A; SLV 205J</p> <p>Unit 6: RI xvi</p>
Organization and Delivery of Oral Communication		
2.7.5	Organize presentations to maintain a clear focus.	<p>Teacher Edition:</p> <p>Unit 1: SLV 33J, 65J, 77N, 107J, 145J; TC 151K</p> <p>Unit 2: SLV 195J, 235J, 247N, 285J, 315J; TC 321K</p> <p>Unit 3: SLV 353J, 387J, 399N, 435J, 461J</p> <p>Unit 4: SLV 41J, 77J, 89N, 161J</p> <p>Unit 5: SLV 205J, 239J, 251N, 285J, 317J</p> <p>Unit 6: SLV 361J, 393J, 405N, 437J</p>
2.7.6	Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	<p>Student Edition:</p> <p>Unit 2: <i>Social Studies Activity 283</i></p> <p>Teacher Edition:</p> <p>Unit 1: SLV 33J, 65J, 77N, 107J, 145J, 151E; TC 151K</p> <p>Unit 2: SLV 195J, 235J, 247N, 285J, 315J, 321E; TC 321K</p> <p>Unit 3: SLV 353J, 387J, 399N, 435J, 461J</p> <p>Unit 4: LS xvii; SLV 41J, 77J, 89N, 161J</p> <p>Unit 5: SLV 205J, 239J, 251N, 285J, 317J</p> <p>Unit 6: SLV 361J, 393J, 405N, 437J, 461J</p>

STANDARDS		PAGE REFERENCES
2.7.7	Tell experiences in a logical order (chronological order, order of importance, spatial order).	<p>Teacher Edition:</p> <p>Unit 1: SLV 33J, 65J, 107J, 145J</p> <p>Unit 2: SLV 195J, 285J</p> <p>Unit 3: SLV 387J</p> <p>Unit 4: SLV 41J, 119J</p> <p>Unit 5: SLV 205J, 239J, 285J</p> <p>Unit 6: SLV 361J, 461J</p>
2.7.8	Retell stories, including characters, setting, and plot.	<p>Student Edition:</p> <p>Unit 1: <i>Retell the Story</i> 27, 61, 139</p> <p>Unit 2: <i>Retell the Story</i> 189, 231</p> <p>Unit 3: <i>Retell the Story</i> 381, 429</p> <p>Unit 4: <i>Retell the Story</i> 37, 71, 155</p> <p>Unit 5: <i>Retell the Story</i> 233, 279, 311</p> <p>Unit 6: <i>Retell the Story</i> 355</p> <p>Teacher Edition:</p> <p>Unit 1: R 78K; SLV 33J</p> <p>Unit 2: R 156K, 196K, 248K, 286K; RI 283A; SLV 195J</p> <p>Unit 3: R 354K, 400K, 436K; SLV 387J</p> <p>Unit 4: R 6K, 41J, 42K, 90K, 120K</p> <p>Unit 5: R 206K, 252K, 286K; SLV 239J</p> <p>Unit 6: R 362K, 438K</p>
2.7.9	Report on a topic with supportive facts and details.	<p>Teacher Edition:</p> <p>Unit 1: SLV 77N; TC 151K</p> <p>Unit 2: SLV 235J, 247N, 315J</p> <p>Unit 3: SLV 399N, 435J</p> <p>Unit 4: 77J, 89N</p> <p>Unit 5: SLV 205J, 251N, 317J; TC 323K</p> <p>Unit 6: SLV 361J, 393J, 405N, 437J</p>

STANDARDS		PAGE REFERENCES
2.7.12	Use descriptive words when speaking about people, places, things, and events.	Teacher Edition: Unit 1: SLV 65J, 107J; WP 63A Unit 2: SLV 195J; WAI 315F Unit 3: SLV 387J Unit 4: SLV 161J Unit 5: SLV 239J Unit 6: SLV 361J
Speaking Applications		
2.7.10	Recount experiences or present stories that: <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. 	Teacher Edition: Unit 1: SLV 33J, 65J, 107J, 145J Unit 2: SLV 195J Unit 3: SLV 387J Unit 4: SLV 41J Unit 5: SLV 239J Unit 6: SLV 461J
2.7.11	Report on a topic with facts and details, drawing from several sources of information.	Teacher Edition: Unit 1: SLV 77N; TC 151K Unit 2: SLV 247N, 315J Unit 3: SLV 399N, 435J Unit 4: 77J, 89N Unit 5: SLV 251N; TC 323K Unit 6: SLV 405N
2.7.13	Recite poems, rhymes, songs, and stories.	Teacher Edition: Unit 1: WP 63A Unit 2: OL 195EE, 235EE, 285EE, 315EE; RI 283A Unit 3: OL 353EE, 435EE, 461EE; SLV 461J; WP 385A Unit 4: OL 41EE, 77EE, 119EE Unit 5: OL 205EE, 239EE, 285EE, 317EE Unit 6: OL 361EE, 437EE, 461EE

STANDARDS		PAGE REFERENCES
2.7.14	Provide descriptions with careful attention to sensory detail.	Teacher Edition: Unit 1: WP 63A Unit 5: SLV 239J Unit 6: SLV 361J