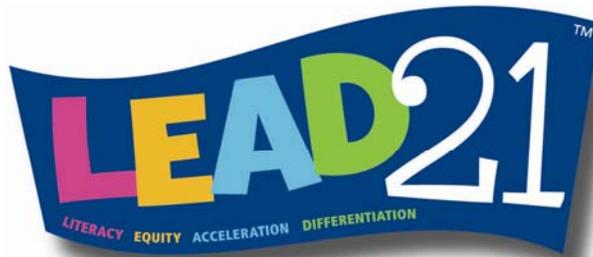
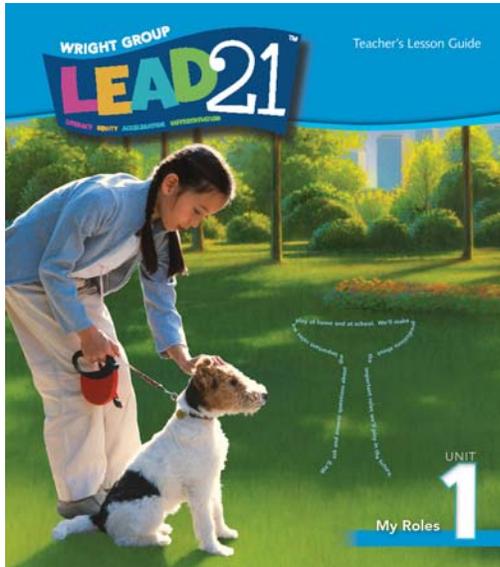




Wright Group

Content and Performance Standards
Reading and Writing
Grade 2



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	Demonstrate an awareness of the sounds that are made by different letters by: <ul style="list-style-type: none"> distinguishing beginning, middle, and ending sounds in words. rhyming words. clearly pronouncing blends and vowel sounds. 	Teacher Edition: Unit 1: 14, 38, 84, 85, 97, 108, 111, 154, 155, 178 Unit 2: 14, 38, 84, 85, 108, 178, 224, 236, 248, 249 Unit 3: 38, 109, 154, 155, 248, 249 Unit 4: 38, 39, 178, 179, 236 Unit 6: 239 Unit 7: 70, 71, 84, 154 Unit 8: 225
Decoding and Word Recognition		
2.1.2	Recognize and use knowledge of spelling patterns (such as <i>cut/cutting</i> , <i>slide/sliding</i>) when reading.	Teacher Edition: Unit 1: 26, 50, 51 Unit 2: 26, 50, 224 Unit 3: 166, 190, 249 Unit 4: 26, 50, 224 Unit 6: 96, 155, 166, 179, 191, 225, 236, 261 Unit 8: 26, 50, 96, 97, 120, 121, 235
2.1.3	Decode (sound out) regular words with more than one syllable (<i>dinosaur</i> , <i>vacation</i>).	Teacher Edition: Unit 2: 17, 97, 120, 121, 229, 237 Unit 3: 96, 97 Unit 4: 166, 167, 190, 248, 261 Unit 5: 166, 167, 190 Unit 7: 96, 120, 236 Unit 8: 15, 236, 237, 261
2.1.4	Recognize common abbreviations (<i>Jan.</i> , <i>Fri.</i>).	Teacher Edition: Unit 1: 43 Unit 7: 26, 27, 50, 51, 224, 260, 261 Unit 8: 143

STANDARDS		PAGE REFERENCES
2.1.5	Identify and correctly use regular plural words (<i>mountain/mountains</i>) and irregular plural words (<i>child/children, mouse/mice</i>).	Teacher Edition: Unit 1: 26, 53 Unit 2: 26, 27, 50, 51, 75, 77, 143, 224 Unit 3: 169 Unit 5: 25 Unit 6: 85, 97, 109, 121, 145 Unit 7: 155, 167, 179, 190
2.1.6	Read aloud fluently and accurately with appropriate changes in voice and expression.	Teacher Edition: Unit 1: 15, 27, 39, 51, 66, 97, 121, 179, 191, 276 Unit 2: 15, 27, 39, 51, 97, 109, 167, 179, 191, 237 Unit 3: 15, 19, 27, 39, 51, 97, 121, 167, 179, 191, 237 Unit 4: 15, 51, 97, 167, 191, 193, 195, 237, 249, 261 Unit 5: 15, 51, 85, 97, 121, 167, 191, 237, 261 Unit 6: 15, 51, 97, 109, 237, 261 Unit 7: 15, 27, 39, 121, 167, 191 Unit 8: 15, 39, 51, 121, 167, 179, 225, 237, 249
2.1.11	Know and use common word families (such as <i>-ale, -est, -ine, -ock, -ump</i>) when reading unfamiliar words.	Teacher Edition: Unit 1: 108, 178, 260, 261 Unit 2: 38, 39, 178, 260 Unit 3: 38, 108, 178 Unit 4: 38, 108, 178, 260 Unit 5: 38, 108, 178, 260 Unit 6: 108 Unit 7: 38 Unit 8: 14, 108, 190, 248, 260

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).	Teacher Edition: Unit 1: 54, 56, 262 Unit 2: 54, 56, 126, 194, 196, 197 Unit 3: 56, 106, 107, 119, 196 Unit 4: 36, 41, 43, 44, 83, 113, 124, 160, 161, 194, 211, 264 Unit 5: 177, 185, 188, 194, 196, 226, 228 Unit 6: 56, 95, 158, 247, 228 Unit 7: 54, 55, 74, 122, 281 Unit 8: 11, 56, 85, 106, 107, 111, 113, 246
2.1.8	Use knowledge of individual words to predict the meaning of unknown compound words (<i>lunchtime, lunchroom, daydream, raindrop</i>).	Teacher Edition: Unit 2: 223 Unit 3: 167, 189 Unit 4: 39, 96, 97, 120, 161, 169, 179, 183, 236, 237, 260 Unit 6: 26, 27, 50, 51, 224, 225 Unit 8: 20, 43, 85, 97, 109, 121
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>).	Teacher Edition: Unit 1: 285 Unit 4: 173 Unit 5: 26, 27, 50, 96, 97, 120, 224, 225, 236, 237, 260 Unit 6: 96, 97, 120, 121, 166, 167, 190, 248-249, 260 Unit 7: 21, 166, 167, 190, 191, 225, 237, 248, 249, 261 Unit 8: 14, 26, 39, 41, 51, 166, 167, 190

STANDARDS		PAGE REFERENCES
2.1.10	Identify simple multiple-meaning words (<i>change, duck</i>).	Teacher Edition: Unit 1: 31, 49, 125 Unit 2: 17, 55, 153, 167, 249, 263 Unit 3: 19, 125, 261 Unit 4: 13, 17, 29, 106, 107, 111, 113, 114, 115, 171, 247 Unit 5: 43, 53, 121 Unit 6: 249 Unit 7: 97, 176, 177, 183, 184, 185, 195 Unit 8: 31
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).		
Structural Features of Informational and Technical Materials		
2.2.1	Use titles, tables of contents, and chapter headings to locate information in text.	Teacher Edition: Unit 1: 95, 229, 293, 294, 299 Unit 2: 300, 301, 304 Unit 3: 293, 294, 295 Unit 4: 310, 311, 313 Unit 5: 299, 303, 305 Unit 6: 38, 39, 64, 101 Unit 7: 51, 292, 293, 294, 296, 297 Unit 8: 38, 39, 53, 55, 64
2.2.11	Identify text that uses sequence or other logical order (alphabetical order or time).	Teacher Edition: Unit 1: 106 Unit 2: 176, 177, 259 Unit 3: 131 Unit 4: 177, 180, 182, 184, 185, 246, 250, 252, 260 Unit 5: 39 Unit 6: 37, 40, 41, 42, 43, 106-107, 110, 112 Unit 7: 250, 251, 252, 260

STANDARDS		PAGE REFERENCES
Analysis of Grade-Level-Appropriate Nonfiction and Informational Text		
2.2.2	<p>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 Edition: Unit 1: 12, 238, 240 Unit 2: 12, 16, 18, 42, 83, 156, 158, 228, 264 Unit 3: 12, 18, 44, 88, 238, 240 Unit 4: 83, 86, 180 Unit 5: 12, 28, 86, 88, 240 Unit 6: 12, 28, 83 Unit 7: 12, 18, 83 Unit 8: 28</p>
2.2.3	<p>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>Teacher Edition: Unit 1: 37, 40, 41, 42, 43, 45, 87, 107, 109, 110, 112, 114, 115, 247 Unit 2: 247 Unit 3: 247 Unit 4: 247 Unit 5: 248 Unit 6: 247 Unit 7: 248 Unit 8: 248</p>
2.2.4	<p>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>Teacher Edition: Unit 1: 17 Unit 3: 25, 28-29, 30, 32, 33, 49, 56, 57, 74, 95, 98, 118, 119 Unit 6: 234, 235, 238, 240, 243, 258, 263 Unit 7: 235, 242, 243, 259, 266, 267</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>Teacher Edition: Unit 1: 19, 135, 160 Unit 2: 36-38, 40, 41, 42, 44, 45, 107, 161, 165-166, 168-169, 170, 172, 177, 189, 215, 234, 238, 240, 241, 242, 243, 246, 247, 250, 252, 253, 258, 265 Unit 3: 32 Unit 4: 73 Unit 5: 25, 49 Unit 6: 95, 98, 100, 102, 103, 113, 119 Unit 7: 107 Unit 8: 37, 40, 42, 45</p>
<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>Teacher Edition: Unit 2: 56 Unit 3: 31, 37, 40-41, 42, 43, 44, 45, 99, 107, 111 Unit 5: 19, 21, 169 Unit 8: 31, 250, 252, 254, 255</p>
<p>2.2.8 Follow two-step written instructions.</p>	<p>Daily Writing assignments can be modified to meet this objective.</p>
<p>2.2.9 Use context (the meaning of the surrounding text) to understand word and sentence meanings.</p>	<p>Teacher Edition: Unit 1: 36, 44, 45, 226, 228, 246, 247 Unit 2: 106, 107, 172, 226, 228 Unit 3: 226, 228 Unit 4: 226, 228 Unit 5: 228, 253 Unit 6: 226, 228 Unit 7: 226, 228 Unit 8: 226, 228, 253</p>

STANDARDS	PAGE REFERENCES
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>).	Teacher Edition: Unit 1: 29, 115 Unit 2: 24-26, 28, 30, 32, 33, 49, 57, 89, 91, 95, 103, 119, 160, 161 Unit 5: 182, 185, 250, 252 Unit 7: 37, 42 Unit 8: 28, 30, 32, 33
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 Indiana Reading List (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.	
Analysis of Grade-Level-Appropriate Literary Text	
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.	Teacher Edition: Unit 2: 134-135 Unit 3: 134, 171 Unit 5: 64 Unit 6: 204 Unit 8: 134, 152, 153, 161, 169, 185, 188, 249
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.	This objective can be incorporated in to activities using Differentiated Readers or Literature Big Book.
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.	Teacher Edition: Unit 8: 115

STANDARDS		PAGE REFERENCES
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.	Teacher Edition: Unit 7: 70, 71
2.3.5	Confirm predictions about what will happen next in a story.	Teacher Edition: Unit 2: 98-99, 100-101, 102 Unit 3: 153-154, 166, 168, 170, 172 Unit 7: 153, 166, 170, 172, 173 Unit 8: 25-26, 49, 91, 98-99, 100, 102, 105, 153, 168, 170, 172, 173
2.3.6	Recognize the difference between fantasy and reality.	Teacher Edition: Unit 3: 153, 177, 180, 181, 182, 184, 185, 214, 246, 247, 250, 252 Unit 4: 169 Unit 5: 30, 169
2.3.7	Identify the meaning or lesson of a story.	Teacher Edition: Unit 4: 183, 184, 185 Unit 5: 280, 284 Unit 8: 20, 111, 113, 123, 125, 134, 135, 236

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: 212, 280 Unit 2: 72, 140, 212, 280 Unit 3: 140, 212, 213, 280 Unit 4: 72, 140, 212, 280 Unit 5: 140, 212, 280 Unit 6: 72, 140, 212, 280, 281 Unit 7: 72, 73, 141, 212, 280 Unit 8: 72, 280</p>
2.4.2	Organize related ideas together to maintain a consistent focus.	<p>Teacher Edition: Unit 1: 71, 141, 213 Unit 2: 70-71, 140-141, 210-211, 290 Unit 3: 71, 73, 75, 142, 210, 212-213, 214, 281 Unit 4: 141, 210, 213, 282 Unit 5: 70-71, 142, 210-211, 281, 282 Unit 6: 70-71, 73, 141, 210, 211 Unit 7: 210, 282 Unit 8: 70, 71, 141, 142, 210, 211, 215</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 1: 71 Unit 2: 141 Unit 4: 213 Unit 5: 130-132</p>

STANDARDS		PAGE REFERENCES
2.4.4	Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).	Teacher Edition: Unit 1: 106, 107, 229, 247 Unit 2: 176, 217, 226, 228, 247 Unit 3: 62, 202, 226, 228, 271 Unit 4: 15, 49, 228 Unit 5: 38, 39, 134, 141, 189, 229, 261 Unit 6: 15, 39, 62, 176, 177, 178, 183, 195, 226, 228, 247 Unit 7: 74, 226, 228 Unit 8: 55, 226, 228
2.4.5	Use a computer to draft, revise, and publish writing.	Teacher Edition: Unit 1: 76, 143, 147, 286 Unit 2: 146 Unit 3: 146, 286 Unit 4: 146, 147, 286 Unit 5: 145, 147 Unit 6: 147 Unit 7: 286 Unit 8: 146, 147
Evaluation and Revision		
2.4.6	Review, evaluate, and revise writing for meaning and clarity.	Teacher Edition: Unit 1: 144-145, 216, 284 Unit 2: 76, 144, 216, 284 Unit 3: 76, 144, 216, 284 Unit 4: 76, 77, 144, 216, 284 Unit 5: 76, 144, 145, 216, 284 Unit 6: 76, 144, 216, 284 Unit 7: 76, 144, 216, 284 Unit 8: 76, 144, 216, 217, 284

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>Teacher Edition: Unit 1: 144-145, 216-217, 284-285 Unit 2: 76-77, 144-145, 216-217, 284-285 Unit 3: 72, 76-77, 144-145, 216-217, 284-285 Unit 4: 76-77, 144-145, 216-217, 284-285 Unit 5: 76-77, 145, 216-217, 284-285 Unit 6: 76-77, 144-145, 216-217, 284-285 Unit 7: 76-77, 144-145, 216-217, 284-285 Unit 8: 76-77, 144-145, 216-217, 284-285</p>
<p>2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.</p>	<p>Teacher Edition: Unit 1: 145, 216, 284 Unit 2: 76, 77, 144, 216 Unit 3: 76, 77, 144, 216, 217, 284 Unit 4: 144, 216, 284 Unit 5: 76, 144, 216, 217 Unit 6: 76, 144, 216 Unit 7: 76, 144, 216, 284, 285 Unit 8: 76, 144, 216, 284</p>
<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>Teacher Edition: Unit 1: 210-217, 280-287 Unit 2: 70-77, 140-147 Unit 3: 210-217, 280-287 Unit 5: 210-217, 280-287 Unit 8: 127, 210-217, 280-287</p>

STANDARDS	PAGE REFERENCES
<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>Teacher Edition: Unit 4: 210-217, 280-287 Unit 5: 104, 244 Unit 6: 92, 104 Unit 7: 210-217, 280-287 Unit 8: 34, 116</p>
<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>Teacher Edition: Unit 8: 70-77</p>
<p>2.5.4 Write rhymes and simple poems.</p>	<p>Teacher Edition: Unit 2: 261 Unit 7: 70-77, 140-147, 261</p>
<p>2.5.5 Use descriptive words when writing.</p>	<p>Teacher Edition: Unit 1: 72, 73 Unit 2: 76, 77 Unit 3: 210-211, 216, 217, 284 Unit 4: 210, 211, 213, 214, 280-281, 282, 283, 284 Unit 5: 283 Unit 6: 145 Unit 7: 70, 74, 75, 76, 141, 210, 211, 212, 213, 214, 280, 281, 282, 283 Unit 8: 74, 76</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>Teacher Edition: Unit 1: 140, 143 Unit 2: 71 Unit 3: 143, 283 Unit 4: 287 Unit 6: 71, 72, 286 Unit 7: 73, 217 Unit 8: 72, 211, 287</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: 111, 114, 161, 183, 241 Unit 3: 31, 89, 99, 159, 169 Unit 4: 289 Unit 5: 31, 101, 172 Unit 6: 21, 171, 181, 289, 291 Unit 7: 300 Unit 8: 159, 171, 185, 196, 227, 241</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>Teacher Edition: Unit 2: 210-217, 280-287 Unit 3: 70-77 Unit 4: 140-147 Unit 5: 70-77, 140-147</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: 76, 147, 286 Unit 2: 146, 286 Unit 3: 146, 286 Unit 4: 146, 147, 286 Unit 5: 286 Unit 6: 146, 286 Unit 7: 146, 286 Unit 8: 146, 286</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>).	Teacher Edition: Unit 1: 75, 143, 215, 283, 285 Unit 5: 217
2.6.3	Use the correct word order in written sentences.	This objective can be assessed using Daily Writing activities.
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> .	Teacher Edition: Unit 1: 113, 161, 191, 217 Unit 2: 75, 143, 193, 215, 224, 283 Unit 3: 75, 76, 143, 215, 217, 283 Unit 4: 20, 26, 37, 50, 53, 75, 99, 121, 143, 153, 217, 223, 224, 259 Unit 5: 17, 19, 20, 145, 160, 283, 285 Unit 6: 75, 109, 215, 283 Unit 7: 75, 237 Unit 8: 99, 121, 193
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 4: 285 Unit 6: 285 Unit 8: 145, 215
2.6.6	Use quotation marks correctly to show that someone is speaking. <ul style="list-style-type: none"> Correct: "You may go home now," she said. Incorrect: "You may go home now she said." 	Teacher Edition: Unit 2: 145 Unit 3: 157 Unit 5: 202 Unit 7: 283 Unit 8: 217

STANDARDS		PAGE REFERENCES
Capitalization		
2.6.7	Capitalize all proper nouns (names of specific people or things, such as <i>Mike</i> , <i>Indiana</i> , <i>Jeep</i>), words at the beginning of sentences and greetings, months and days of the week, and titles (<i>Dr.</i> , <i>Mr.</i> , <i>Mrs.</i> , <i>Miss</i>) and initials in names.	Teacher Edition: Unit 1: 74, 75, 146, 217, 285 Unit 2: 77, 145, 215, 217 Unit 3: 76, 77, 145, 285 Unit 4: 77, 145, 217, 285 Unit 5: 76, 145 Unit 6: 77, 217 Unit 7: 145, 217, 284 Unit 8: 75, 77, 145, 217, 285
Spelling		
2.6.8	Spell correctly words like <i>was</i> , <i>were</i> , <i>says</i> , <i>said</i> , <i>who</i> , <i>what</i> , and <i>why</i> , which are used frequently but do not fit common spelling patterns.	Teacher Edition: Unit 1: 27, 84, 237 Unit 2: 27, 97, 147, 224 Unit 3: 14, 38, 51, 97, 154, 178, 217, 248 Unit 4: 51, 84, 97, 108, 154, 167, 178, 236 Unit 5: 14, 27, 38, 84, 97, 154 Unit 6: 14, 27, 84, 108, 167, 224 Unit 7: 14, 84, 108, 166, 178, 236, 248 Unit 8: 27, 84, 108, 154, 178, 224, 236, 248
2.6.9	Spell correctly words with short and long vowel sounds (<i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , <i>u</i>), <i>r</i> -controlled vowels (<i>ar</i> , <i>er</i> , <i>ir</i> , <i>or</i> , <i>ur</i>), and consonant-blend patterns (<i>bl</i> , <i>dr</i> , <i>st</i>). <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>ds</u>k, <u>sp</u>ea<u>k</u>, <u>co</u>ast 	Teacher Edition: Unit 1: 14, 26, 50, 108, 167, 190-191, 225, 249 Unit 2: 51, 225 Unit 3: 85, 96, 120, 155, 166, 190 Unit 5: 14, 27, 51, 154, 225, 237, 249, 261 Unit 6: 26, 39 Unit 7: 14, 39, 50 Unit 8: 26

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>		
2.7.1	Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).	<p>Teacher Edition: Unit 4: 130</p>
2.7.2	Ask for clarification and explanation of stories and ideas.	<p>Teacher Edition: Unit 1: 136, 147, 216, 276, 284 Unit 2: 147, 287 Unit 3: 144, 216, 276, 284 Unit 4: 216, 284 Unit 5: 76, 144, 216, 276 Unit 6: 284, 287 Unit 7: 147, 276, 287 Unit 8: 144</p>
2.7.3	Paraphrase (restate in own words) information that has been shared orally by others.	<p>Teacher Edition: Unit 1: 133 Unit 4: 131 Unit 8: 131</p>
2.7.4	Give and follow three- and four-step oral directions.	<p>Teacher Edition: Unit 6: 70-77, 140-147</p>
<p>Organization and Delivery of Oral Communication</p>		
2.7.5	Organize presentations to maintain a clear focus.	Daily Writing activities can be expanded to meet this objective.

STANDARDS	PAGE REFERENCES
<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>	<p>Teacher Edition: Unit 1: 66, 136, 206, 287 Unit 2: 202, 272 Unit 3: 66, 136, 146, 206, 276, 285 Unit 4: 136, 146, 276 Unit 5: 205, 276, 287 Unit 6: 147, 287 Unit 7: 66, 132, 136, 206, 272 Unit 8: 132, 147, 272, 276</p>
<p>2.7.7 Tell experiences in a logical order (chronological order, order of importance, spatial order).</p>	<p>Teacher Edition: Unit 1: 216 Unit 2: 76, 284 Unit 3: 284 Unit 4: 284 Unit 5: 144 Unit 6: 76, 144, 216, 284 Unit 8: 216, 217</p>
<p>2.7.8 Retell stories, including characters, setting, and plot.</p>	<p>Teacher Edition: Unit 1: 177, 246, 250, 254 Unit 7: 177, 180, 181, 182, 184, 185, 197 Unit 8: 123, 126</p>
<p>2.7.9 Report on a topic with supportive facts and details.</p>	<p>Teacher Edition: Unit 2: 216, 287 Unit 3: 76 Unit 4: 76, 144 Unit 5: 76, 144</p>
<p>2.7.12 Use descriptive words when speaking about people, places, things, and events.</p>	<p>Teacher Edition: Unit 1: 284 Unit 2: 76, 144, 216, 284 Unit 3: 76, 216, 284 Unit 4: 144, 216, 284 Unit 5: 76, 216 Unit 7: 76, 144, 216, 287 Unit 8: 76, 216</p>

STANDARDS		PAGE REFERENCES
Speaking Applications		
2.7.10	<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 Edition: Unit 1: 216 Unit 2: 76, 284 Unit 3: 284 Unit 4: 284 Unit 5: 144 Unit 6: 76, 144, 216, 284 Unit 8: 216, 217</p>
2.7.11	<p>Report on a topic with facts and details, drawing from several sources of information.</p>	<p>Teacher Edition: Unit 2: 216, 287 Unit 3: 76, 131 Unit 4: 76, 144 Unit 5: 76, 144</p>
2.7.13	<p>Recite poems, rhymes, songs, and stories.</p>	<p>Teacher Edition: Unit 1: 276 Unit 3: 66 Unit 4: 66, 206, 276 Unit 5: 66 Unit 6: 276 Unit 7: 66, 76, 147, 276 Unit 8: 136</p>
2.7.14	<p>Provide descriptions with careful attention to sensory detail.</p>	<p>Teacher Edition: Unit 4: 216, 284 Unit 7: 216, 287</p>