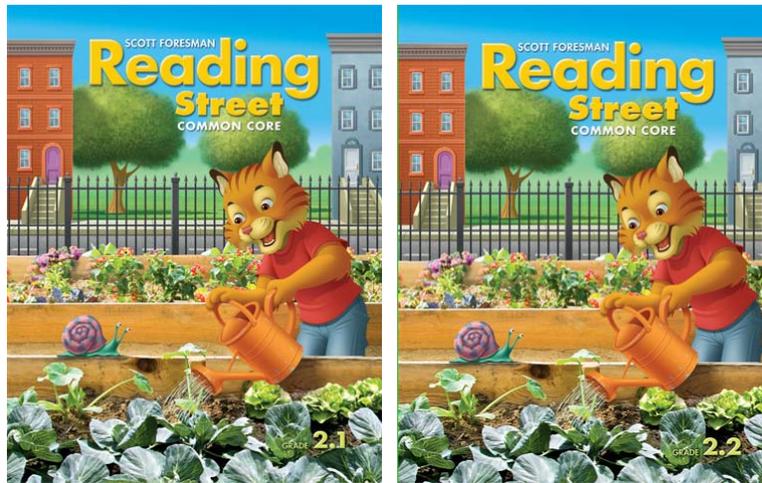


A Correlation of  
**Scott Foresman  
Reading Street  
Common Core  
Grade 2**

© 2013



to the

**INDIANA  
Academic Standards  
for English Language Arts  
Grade 2**

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Grade 2**

**INTRODUCTION**

This document demonstrates how *Scott Foresman Reading Street Common Core*, © 2013 meets the Indiana Academic Standards for English Language Arts. Correlation references are to the Teacher's Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages.

*Scott Foresman Reading Street, Common Core* is a comprehensive reading program that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

*Reading Street Common Core* is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

At the heart of *Reading Street*—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instructions that aid in this goal is the *Read for Understanding Routine*, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

The **Common Core State Standards for English Language Arts Publishers Criteria** guided the organization of *Scott Foresman Reading Street Common Core*. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

**Writing instruction and research activities** within *Reading Street Common Core* emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and that knowledge for various purposes.

**Reading Street Common Core instruction for all learners** is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. *Reading Street Common Core* follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early. Daily support for English language learners can be found throughout the Teacher's Editions. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

**Scott Foresman Reading Street Common Core State Standards-Based Assessment** integrates the assessment with the standards. The Assessment Handbook, Weekly Tests, and Unit/End of Year Benchmark Tests assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

**Technology** within *Scott Foresman Reading Street Common Core* echoes the same easy manageable organization as print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment enrich instruction and assist in the management of classroom learning.

**eStreet Interactive** lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn!

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<b>Grade 2</b>	
Reading	
<b>2.1 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.</b>	
<b>2.1.1 Demonstrate an awareness of the sounds that are made by different letters by</b>	
2.1.1.a distinguishing beginning, middle, and ending sounds in words.	<b>2.1:</b> 22–23, 54–55
2.1.1.b rhyming words.	Related content: <b>2.1:</b> 72c, 104c, 144c <b>2.2:</b> 268c, 336c, 406c <b>2.4:</b> 42c, 76c, 110c, 114c <b>2.5:</b> 314c, 348c
2.1.1.c clearly pronouncing blends and vowel sounds.	<b>2.1:</b> 23a, 24, 24a, 24b–24c, 26c, 44c–44d, 48d, 48e–48f, 50c, 51e, 56, 56a, 56b–56c, 58c, 72c–72d, 76c, 76d, 76e–76f, 80c, 81e, 85a, 86, 86a, 86b–86c, 88c, 104c–104d, 108c, 108d, 108e–108f, 112c, 113e, 120c, 144c <b>2.2:</b> 192c, 212d, 224c, 254c, 317a, 318, 318a, 318b–318c, 320c, 336c–336d, 340d, 340e–340f, 344c, 345e <b>2.3:</b> 351a, 352, 352a, 352b–352c, 354c, 372c–372d, 376c, 376d, 376e–376f, 380c, 381e, 385a, 386, 386a, 386b–386c, 388c, 406c–406d, 410c, 410d, 410e–410f, 416c, 417e, 424x, 448c, 448d, 455a, 456, 456a, 456b–456c, 458c, 470c–470d, 474d, 474e–474f, 478e, 479e, 512c <b>2.4:</b> 46d, 114d, 148d <b>2.5:</b> 294c
2.1.2 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.	These are some of the many examples. <b>2.1:</b> 24a, 56a, 86a, 118a, 154a <b>2.2:</b> 190a, 222a, 252a, 282a, 318a <b>2.3:</b> 352a, 386a, 422a, 456a, 484a <b>2.4:</b> 23a, 58a, 87a, 123a, 157a <b>2.5:</b> 193a, 225a, 259a, 291a, 327a <b>2.6:</b> 363a, 395a, 429a, 461a, 499a

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2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation).	<p>These are some of the many examples</p> <p><b>2.1:</b> 23a, 24, 24a, 44c, 44d, 55a, 72c, 72d, 85a, 86a, 104c, 104d, 140c, 144c, 154a, 174d</p> <p><b>2.2:</b> 190a, 208d, 240d, 251a, 252a, 268c, 268d, 317a, 318a, 336c, 336d</p> <p><b>2.3:</b> 351a, 372d, 385a, 386a, 406c, 406d, 443c, 456a, 470c, 470d</p> <p><b>2.4:</b> 42c, 42d, 56a, 57a, 76c, 76d, 86a, 110c, 110d, 114c, 144d, 178d</p> <p><b>2.5:</b> 212d, 258a, 259a, 278c, 278d, 290a, 291a, 314c, 314d, 326a, 327a, 348c, 348d</p> <p><b>2.6:</b> 382d, 418d, 448d, 488c, 488d, 520c, 520d</p>
2.1.4 Recognize common abbreviations (Jan., Fri.).	<p><b>2.6:</b> 365b, 381c, 384a, 384–385, 389b, 391g, 394a, 394–395, 395a, 395c–395d, 398c, 418c, 422d, 422e–422f, 424c, 452c, 524d</p>
2.1.5 Identify and correctly use regular plural words (mountain/mountains) and irregular plural words (child/children, mouse/mice).	<p><b>2.2:</b> 281a, 282, 282a, 282b–282c, 284c, 302c–302d, 306d, 306e–306f, 312c, 312e, 340c</p> <p><b>2.3:</b> 376d</p> <p><b>2.6:</b> 366c</p>
2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.	<p><b>2.1:</b> 51d, 72f, 79a, 81a, 81d, 104f, 111a, 113a, 149d, 174f, 181a, 183a, 183d</p> <p><b>2.2:</b> 208f, 215a, 217a, 217d, 240f, 245b, 247a, 247d, 277d, 302f, 311b, 313a, 313d, 336f, 343a, 345a, 345d</p> <p><b>2.3:</b> 381d, 406f, 415b, 417a, 417d, 449b, 451a, 451d, 479d, 508f, 515a, 517a, 517d</p> <p><b>2.4:</b> 42f, 51b, 53a, 76f, 81b, 83a, 83d, 119d, 144f, 151a, 153a, 153d, 178f, 185a, 187a</p> <p><b>2.5:</b> 212f, 219a, 221ab 248f, 253b, 255a, 255d, 278f, 285a, 287a, 287d, 314f, 321a, 323a, 323d, 357d</p> <p><b>2.6:</b> 382f, 389a, 391a, 391d, 418f, 423b, 425a, 425d, 457d, 488f, 493b, 495a, 495d, 529d</p>

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<b>Indiana Academic Standards for English Language Arts, Grade 2</b>	<b>Scott Foresman Reading Street Grade 2, ©2013</b>
2.1.11 Know and use common word families (such as -ale, -est, -ine, -ock, -ump) when reading unfamiliar words.	Related content: <b>2.1:</b> 44c, 72c, 104c, 140c, 144c, 268c <b>2.2:</b> 336c, 406c <b>2.3:</b> 443c <b>2.4:</b> 42c, 76c, 110c, 114c <b>2.5:</b> 278c, 314c, 348c <b>2.6:</b> 488c, 520c
2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).	<b>2.1:</b> 88f, 90–91, 112–113, 156f, 168–169, 182–183 <b>2.3:</b> 354f, 360–361, 380–381, 424f, 428–429, 450–451, 486f, 498–499, 508g, 516c, 516–517 <b>2.4:</b> 41g, 59a, 60g, 66–67, 76g, 83a <b>2.6:</b> 431a
2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).	<b>2.4:</b> 159a <b>2.5:</b> 294g, 294–295, 302–303, 314g, 322–323, 329a <b>2.6:</b> 397a, 463a
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 -ful).	<b>2.3:</b> 388f, 392–393, 416–417 <b>2.4:</b> 90g, 90–91, 100–101, 110g, 119a, 160g, 160–161, 170–171, 178g, 186–187 <b>2.5:</b> 195a, 196g, 196–197, 204–205, 212g, 220–221, 330g, 330–331, 334–335, 348g, 356–357
2.1.10 Identify simple multiple-meaning words (change, duck).	<b>2.2:</b> 234–235 <b>2.4:</b> 26g, 26–27, 32–33, 42g, 52–53, 126g, 126–127, 138–139, 144g, 153a <b>2.6:</b> 398g, 398–399, 406–407, 418g, 424–425, 502g, 502–503, 506–507, 520g, 528–529

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<p><b>2.2 Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (<a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) 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.</b></p>	
2.2.1 Use titles, tables of contents, and chapter headings to locate information in text.	<p><b>2.1:</b> 90–91, 139f, 143b  <b>2.2:</b> 267g  <b>2.3:</b> 405g</p>
2.2.11 Identify text that uses sequence or other logical order (alphabetical order or time).	<p><b>2.1:</b> 58g, 62–63, 68–69, 70–71, 73a, 76–77  <b>2.2:</b> 207a, 217c, 224g, 226–227, 230–231, 236–237, 238–239, 239a, 247a, 277c  <b>2.3:</b> 517c  <b>2.4:</b> 119c  <b>2.6:</b> 417b, 425c, 465a, 470–471, 474–475, 478–479, 482–483, 484–485, 489a</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><b>2.1:</b> 26g, 26h, 44h, 48h, 58g, 58h, 72h, 76h, 88g, 88h, 104h, 108h, 120g, 120h, 140h, 144h, 156g, 156h, 174h, 178h  <b>2.2:</b> 192g, 192h, 208h, 212h, 224g, 224h, 240h, 244h, 254g, 254h, 268h, 272h, 284g, 284h, 302h, 306h, 320g, 320h, 336h, 340h  <b>2.3:</b> 354g, 354h, 372h, 376h, 388g, 388h, 406h, 410h, 424g, 424h, 444h, 448h, 458g, 458h, 470h, 474h, 486g, 486h, 508h, 512h  <b>2.4:</b> 27a, 42h, 46h, 61a, 76h, 80h, 91a, 110h, 114h, 127a, 144h, 148h, 161a, 182h, 178h  <b>2.5:</b> 197a, 212h, 216h, 229a, 248h, 252h, 263a, 278h, 282h, 295a, 295g, 314h, 318h, 331a, 348h, 352h  <b>2.6:</b> 367a, 382h, 386h, 399a, 418h, 422h, 433a, 448h, 452h, 465a, 488h, 492h, 503a, 520h, 524h</p>

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<b>Indiana Academic Standards for English Language Arts, Grade 2</b>	<b>Scott Foresman Reading Street Grade 2, ©2013</b>
<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><b>2.1:</b> 68–69, 72h, 73a, 105a, 141a, 173a, 175a  <b>2.2:</b> 209a, 212h, 212–213, 223a, 224h, 228–229, 232–233, 236–237, 241a, 245a, 247b, 247f, 267b, 269a  <b>2.4:</b> 75a, 75b, 77a, 111a  <b>2.6:</b> 381a, 396a, 396–397, 400a, 402–403, 404–405, 408–409, 410–411, 412–413, 414–415, 417a, 423a, 425b, 425f, 487a, 489a, 521a</p>
<p>2.2.4 Ask and respond to questions (when, who, where, why, what if, how) 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 why, what if, and how questions to understand the lunar landing.</p>	<p><b>2.1:</b> 58–71, 71a, 73a, 76–79, 108–111, 120–139, 139a, 141a, 178–181  <b>2.2:</b> 224–239, 239a, 241a, 254–267, 267a, 269a  <b>2.4:</b> 62–75, 75a, 77a, 92–109, 109a, 111a, 114–117, 182–185  <b>2.5:</b> 198–211, 211a, 213a, 282–285, 287c  <b>2.6:</b> 386–389, 400–417, 417a, 419a, 466–487, 487a, 489a</p>
<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><b>2.1:</b> 155a–155b, 178–179, 180–181, 183b, 183f  <b>2.2:</b> 230–231, 240h, 253a, 254h, 256–257, 260–261, 262–263, 264–265, 269a, 277b, 277f  <b>2.4:</b> 182h, 184–185  <b>2.6:</b> 500a, 500–501</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><b>2.2:</b> 256–257, 267a, 268h</p>
<p>2.2.7 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><b>2.1:</b> 70–71, 76–77, 81c, 113c, 149c  <b>2.3:</b> 371g  <b>2.4:</b> 109b, 109e, 109g, 151e  <b>2.5:</b> 247g, 313g  <b>2.6:</b> 381g, 391c, 417g, 487g</p>

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2.2.8 Follow two-step written instructions.	<b>2.1:</b> 108h, 108–111, 113c <b>2.2:</b> 215e <b>2.2:</b> 343e <b>2.5:</b> 287c
2.2.9 Use context (the meaning of the surrounding text) to understand word and sentence meanings.	<b>2.1:</b> 96–97 <b>2.2:</b> 192f, 194–195, 196–197, 216–217, 217a, 234–235, 320f, 324–325, 344–345, 362–363 <b>2.6:</b> 464g, 464–465, 476–477, 488g, 494–495
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 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).	These pages provide opportunities for students to meet this standard. <b>2.1:</b> 58–71, 76–79, 108–111, 120–139, 178–181 <b>2.2:</b> 212–215, 254–267 <b>2.4:</b> 62–75, 92–109, 114–117, 176–177, 182–185 <b>2.5:</b> 282–285 <b>2.6:</b> 386–389, 400–417, 466–487

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<p><b>2.3 Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List (<a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) 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.</b></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><b>2.2:</b> 319a–319b, 324–325, 340–343 <b>2.3:</b> 428–429, 432–433, 436–437, 451c</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>These pages provide opportunities for students to apply this standard. <b>2.1:</b> 88g, 90–91, 94–95, 102–103, 105a <b>2.2:</b> 284g, 286–287, 294–295, 298–299, 300–301, 303a, 310–311 <b>2.5:</b> 293a, 292–293</p>
<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><b>2.2:</b> 335a, 340–343 <b>2.3:</b> 428–429, 432–433, 436–437, 451c</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><b>2.1:</b> 48h, 49a, 51c <b>2.2:</b> 245a, 313c <b>2.3:</b> 448h, 448–449, 449h <b>2.4:</b> 80h, 83c <b>2.5:</b> 225c, 252h, 255c <b>2.6:</b> 422h, 423a</p>

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2.3.5 Confirm predictions about what will happen next in a story.	<b>2.1:</b> 43a, 71a, 103a, 139a, 173a <b>2.2:</b> 207a, 239a, 267a, 301a, 335a <b>2.3:</b> 371a, 405a, 469a, 507a <b>2.4:</b> 41a, 75a, 109a, 143a, 177a <b>2.5:</b> 211a, 247a, 277a, 313a, 347a <b>2.6:</b> 376–377, 381a, 417a, 447a, 487a, 519a
2.3.6 Recognize the difference between fantasy and reality.	<b>2.2:</b> 306a <b>2.3:</b> 354h, 354–371, 371a, 372h <b>2.5:</b> 296a, 296–313, 313b, 314h
2.3.7 Identify the meaning or lesson of a story.	<b>2.4:</b> 41b, 153c, 177a <b>2.6:</b> 519a

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<b>Writing</b>	
<b>2.4 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.</b>	
2.4.1 Create a list of ideas for writing.	<p><b>2.1:</b> 43d–43e, 71d–71e, 103c–103d, 139c–139d, 173d–173e</p> <p><b>2.2:</b> 207c–207d, 239c–239d, 267d–267e, 301d–301e, 335c–335d</p> <p><b>2.3:</b> 371d–371e, 405d–405e, 443c–443d, 469c–469d, 507d–507e</p> <p><b>2.4:</b> 41d–41e, 75d–75e, 109d–109e, 143c–143d, 177c–177d</p> <p><b>2.5:</b> 211d–211e, 247d–247e, 277d–277e, 313d–313e, 347c–347d</p> <p><b>2.6:</b> 381d–381e, 417d–417e, 447d–447e, 487d–487e, 519c–519d</p>
2.4.2 Organize related ideas together to maintain a consistent focus.	<p><b>2.1:</b> 43d–43e, 71d–71e, 103c–103d, 139c–139d, 173d–173e</p> <p><b>2.2:</b> 207c–207d, 239c–239d, 267d–267e, 301d–301e, 335c–335d</p> <p><b>2.3:</b> 371d–371e, 405d–405e, 443c–443d, 469c–469d, 507d–507e</p> <p><b>2.4:</b> 41d–41e, 75d–75e, 109d–109e, 143c–143d, 177c–177d</p> <p><b>2.5:</b> 211d–211e, 247d–247e, 277d–277e, 313d–313e, 347c–347d</p> <p><b>2.6:</b> 381d–381e, 417d–417e, 447d–447e, 487d–487e, 519c–519d</p>
2.4.3 Find ideas for writing stories and descriptions in pictures or books.	<p><b>2.1:</b> 43d–43e, 71d–71e, 103c–103d, 139c–139d, 173d–173e</p> <p><b>2.2:</b> 207c–207d, 239c–239d, 267d–267e, 301d–301e, 335c–335d</p> <p><b>2.3:</b> 371d–371e, 405d–405e, 443c–443d, 469c–469d, 507d–507e</p> <p><b>2.4:</b> 41d–41e, 75d–75e, 109d–109e, 143c–143d, 177c–177d</p> <p><b>2.5:</b> 211d–211e, 247d–247e, 277d–277e, 313d–313e, 347c–347d</p> <p><b>2.6:</b> 381d–381e, 417d–417e, 447d–447e, 487d–487e, 519c–519d</p>

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2.4.4 Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).	<p><b>2.1:</b> 43g, 47b, 57f, 71g, 87f, 103f, 107b, 111e, 111f, 113j, 155f  <b>2.2:</b> 224f, 234–235, 243b, 246–247, 301g, 305b  <b>2.3:</b> 405g, 443f  <b>2.4:</b> 41g, 75g, 79b, 177f  <b>2.5:</b> 228g, 228–229, 248g, 318h, 318–321, 323c  <b>2.6:</b> 447g, 519f</p>
2.4.5 Use a computer to draft, revise, and publish writing.	<p>These pages provide opportunities for students to apply this standard.  <b>2.1:</b> 47a, 49d–49e, 51i, 75a, 79c–79d, 81i, 107a, 111c–111d, 113i, 143a, 147c–147d, 149i, 177a, 181c–181d, 183i  <b>2.2:</b> 211a, 215c–215d, 217i, 243a, 245d–245e, 247i, 271a, 275c–275d, 277i, 305a, 311d–311e, 313i, 339a, 343c–344d, 345i  <b>2.3:</b> 375a, 379c–380d, 381i, 409a, 415d–415e, 417i, 447a, 449d–449e, 451i, 473a, 477c–477d, 479i, 511a, 515c–515d, 517i  <b>2.4:</b> 45a, 51d–51e, 53i, 79a, 81d–81e, 83i, 117c–117d, 119i, 113a, 147a, 151c–151d, 153i, 181a, 185c–185d, 187i  <b>2.5:</b> 215a, 219c–219d, 221i, 251a, 253d–253e, 255i, 281a, 285c–285d, 287i, 317a, 321c–321d, 323i, 351a, 355c–355d, 357i  <b>2.6:</b> 385a, 389c–389d, 391i, 421a, 423d–423e, 425i, 451a, 455c–455d, 457i, 491a, 493d–439e, 495i, 523a, 527c–527d, 529i</p>
2.4.6 Review, evaluate, and revise writing for meaning and clarity.	<p><b>2.1:</b> 49d–49e, 79c–79d, 111c–111d, 147c–147d, 181c–181d  <b>2.2:</b> 215c–215d, 245d–245e, 275c–275d, 311d–311e, 343c–344d  <b>2.3:</b> 379c–380d, 415d–415e, 449d–449e, 477c–477d, 515c–515d  <b>2.4:</b> 51d–51e, 81d–81e, 117c–117d, 151c–151d, 185c–185d  <b>2.5:</b> 219c–219d, 253d–253e, 285c–285d, 321c–321d, 355c–355d  <b>2.6:</b> 389c–389d, 423d–423e, 455c–455d, 493d–439e, 527c–527d</p>

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<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><b>2.1:</b> 51h–51i, 81h–81i, 113h–113i, 149h–149i, 183h–183i  <b>2.2:</b> 217h–217i, 247h–247i, 277h–277i, 313h–313i, 345h–345i  <b>2.3:</b> 381h–381i, 417h–417i, 451h–451i, 479h–479i, 517h–517i  <b>2.4:</b> 53h–53i, 83h–83i, 119h–119i, 153h–153i, 187h–187i  <b>2.5:</b> 221h–221i, 255h–255i, 287h–287i, 323h–323i, 357h–357i  <b>2.6:</b> 391h–391i, 425h–425i, 457h–457i, 495h–495i, 529h–529i</p>
<p>2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.</p>	<p><b>2.1:</b> 49d–49e, 79c–79d, 111c–111d, 147c–147d, 181c–181d  <b>2.2:</b> 215c–215d, 245d–245e, 275c–275d, 311d–311e, 343c–344d  <b>2.3:</b> 379c–380d, 415d–415e, 449d–449e, 477c–477d, 515c–515d  <b>2.4:</b> 51d–51e, 81d–81e, 117c–117d, 151c–151d, 185c–185d  <b>2.5:</b> 219c–219d, 253d–253e, 285c–285d, 321c–321d, 355c–355d  <b>2.6:</b> 389c–389d, 423d–423e, 455c–455d, 493d–493e, 527c–527d</p>

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<p><b>2.5 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.</b></p>	
<p>2.5.1 Write brief narratives based on experiences that</p>	<p><b>2.1:</b> 25d–25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d–87e, 103c–103d, 106–107, 107a, 111c–111d, 113h–113i, 155d–155e, 173d–173e, 176–177, 177a, 181c–181d, 183h–183i</p> <p><b>2.2:</b> 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283d–283e, 301d–301e, 304–305, 305a, 311d–311e, 313h–313i, 319d–319e, 335a–335d, 338–339, 339a, 343c–343d, 354h–354i</p> <p><b>2.3:</b> 353d–353e, 371d–371e, 374–375, 375a, 379c–379d, 381h–381i, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 451h–451i, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d, 479h–479i</p> <p><b>2.4:</b> 125c–125d, 143c–143d, 146–147, 147a, 151c–151d, 153h–153i</p> <p><b>2.5:</b> 195c–195d, 211d–211e, 214–215, 215a, 219c–219d, 221h–221i, 227c–227d, 247d–247e, 250–251, 251a, 253d–253e, 255h–255i, 261c–261d, 277d–277e, 280–281, 281a, 285c–285d, 287h–287i, 293c–293d, 313d–313e, 316–317, 317a, 321c–321d, 323h–323i, 329c–329d, 347c–347d, 350–351, 351a, 355c–355d, 357h–357i</p> <p><b>2.6:</b> 365c–365d, 381d–381e, 384–385, 385a, 389c–389d, 391h–391i</p>

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<p>2.5.1.a move through a logical sequence of events (chronological order, order of importance).</p>	<p><b>2.1:</b> 25d–25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d–87e, 103c–103d, 106–107, 107a, 111c–111d, 113h–113i, 155d–155e, 173d–173e, 176–177, 177a, 181c–181d, 183h–183i</p> <p><b>2.2:</b> 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283d–283e, 301d–301e, 304–305, 305a, 311d–311e, 313h–313i, 319d–319e, 335a–335d, 338–339, 339a, 343c–343d, 354h–354i</p> <p><b>2.3:</b> 353d–353e, 371d–371e, 374–375, 375a, 379c–379d, 381h–381i, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 451h–451i, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d, 479h–479i</p> <p><b>2.4:</b> 125c–125d, 143c–143d, 146–147, 147a, 151c–151d, 153h–153i</p> <p><b>2.5:</b> 195c–195d, 211d–211e, 214–215, 215a, 219c–219d, 221h–221i, 227c–227d, 247d–247e, 250–251, 251a, 253d–253e, 255h–255i, 261c–261d, 277d–277e, 280–281, 281a, 285c–285d, 287h–287i, 293c–293d, 313d–313e, 316–317, 317a, 321c–321d, 323h–323i, 329c–329d, 347c–347d, 350–351, 351a, 355c–355d, 357h–357i</p> <p><b>2.6:</b> 365c–365d, 381d–381e, 384–385, 385a, 389c–389d, 391h–391i</p>

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<p>2.5.1.b describe the setting, characters, objects, and events in detail. Example: describe the setting, characters, objects, and events in detail. 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><b>2.1:</b> 25d–25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d–87e, 103c–103d, 106–107, 107a, 111c–111d, 113h–113i, 155d–155e, 173d–173e, 176–177, 177a, 181c–181d, 183h–183i  <b>2.2:</b> 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283d–283e, 301d–301e, 304–305, 305a, 311d–311e, 313h–313i, 319d–319e, 335a–335d, 338–339, 339a, 343c–343d, 354h–354i  <b>2.3:</b> 353d–353e, 371d–371e, 374–375, 375a, 379c–379d, 381h–381i, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 451h–451i, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d, 479h–479i  <b>2.4:</b> 125c–125d, 143c–143d, 146–147, 147a, 151c–151d, 153h–153i  <b>2.5:</b> 195c–195d, 211d–211e, 214–215, 215a, 219c–219d, 221h–221i, 227c–227d, 247d–247e, 250–251, 251a, 253d–253e, 255h–255i, 261c–261d, 277d–277e, 280–281, 281a, 285c–285d, 287h–287i, 293c–293d, 313d–313e, 316–317, 317a, 321c–321d, 323h–323i, 329c–329d, 347c–347d, 350–351, 351a, 355c–355d, 357h–357i  <b>2.6:</b> 365c–365d, 381d–381e, 384–385, 385a, 389c–389d, 391h–391i</p>
<p>2.5.2 Write a brief description of a familiar object, person, place, or event that</p>	<p><b>2.1:</b> 155d–155e, 173d–173e, 176–177, 177a, 181c–181d, 183h–183i  <b>2.3:</b> 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 451h–451i  <b>2.4:</b> 125c–125d, 143c–143d, 146–147, 147a, 151c–151d, 153h–153i  <b>2.6:</b> 397c–397d, 417d–417e, 420–421, 421a, 423d–423e, 425h–425i</p>
<p>2.5.2.a develops a main idea.</p>	<p><b>2.1:</b> 155d–155e, 173d–173e, 176–177, 177a, 181c–181d, 183h–183i  <b>2.3:</b> 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 451h–451i  <b>2.4:</b> 125c–125d, 143c–143d, 146–147, 147a, 151c–151d, 153h–153i  <b>2.6:</b> 397c–397d, 417d–417e, 420–421, 421a, 423d–423e, 425h–425i</p>

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<p>2.5.2.b uses details to support the main idea. Example: Write a descriptive piece on a topic, such as Houses Come in Different Shapes and Sizes.</p>	<p><b>2.1:</b> 155d–155e, 173d–173e, 176–177, 177a, 181c–181d, 183h–183i  <b>2.3:</b> 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 451h–451i  <b>2.4:</b> 125c–125d, 143c–143d, 146–147, 147a, 151c–151d, 153h–153i  <b>2.6:</b> 397c–397d, 417d–417e, 420–421, 421a, 423d–423e, 425h–425i</p>
<p>2.5.3 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.</p>	<p><b>2.3:</b> 387d–387e, 405d–405e, 408–409, 409a, 415d–415e, 417h–417i  <b>2.4:</b> 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i</p>
<p>2.5.4 Write rhymes and simple poems.</p>	<p><b>2.3:</b> 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 451h–451i  <b>2.4:</b> 125c–125d, 143c–143d, 146–147, 147a, 151c–151d, 153h–153i  <b>2.6:</b> 397c–397d, 417d–417e, 420–421, 421a, 423d–423e, 425h–425i</p>
<p>2.5.5 Use descriptive words when writing.</p>	<p><b>2.1:</b> 155d–155e, 173d–173e, 176–177, 177a, 181c–181d, 183h–183i  <b>2.3:</b> 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 451h–451i  <b>2.4:</b> 125c–125d, 143c–143d, 146–147, 147a, 151c–151d, 153h–153i  <b>2.6:</b> 397c–397d, 417d–417e, 420–421, 421a, 423d–423e, 425h–425i</p>
<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><b>2.1:</b> 43d–43e, 71d–71e, 103c–103d, 139c–139d, 173d–173e  <b>2.2:</b> 207c–207d, 239c–239d, 267d–267e, 301d–301e, 335c–335d  <b>2.3:</b> 371d–371e, 405d–405e, 443c–443d, 469c–469d, 507d–507e  <b>2.4:</b> 41d–41e, 75d–75e, 109d–109e, 143c–143d, 177c–177d  <b>2.5:</b> 211d–211e, 247d–247e, 277d–277e, 313d–313e, 347c–347d  <b>2.6:</b> 381d–381e, 417d–417e, 447d–447e, 487d–487e, 519c–519d</p>

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<b>2.5.7 Write responses to literature that</b>	
2.5.7.a demonstrate an understanding of what is read.	<b>2.1:</b> 43a, 45a, 71a, 73a, 105a, 141a, 173a, 175a <b>2.2:</b> 209a, 241a, 267a, 269a, 301a, 303a <b>2.3:</b> 371a, 373a, 405a, 407a, 443a, 445a, 469a 471a, 507a, 509a <b>2.4:</b> 41a, 43a, 51a, 75a, 77a, 77a, 81a, 109a, 111a, 143a, 145a, 177a, 179a <b>2.5:</b> 211a, 213a, 247a, 249a, 253a, 277a, 279a, 313a, 315a, 347a, 349a <b>2.6:</b> 381a, 383a, 417a, 419a, 423a, 447a, 449a, 487a, 489a, 493a, 521a
2.5.7.b support statements with evidence from the text. 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.	<b>2.1:</b> 43a, 45a, 71a, 73a, 105a, 141a, 173a, 175a <b>2.2:</b> 209a, 241a, 267a, 269a, 301a, 303a <b>2.3:</b> 371a, 373a, 405a, 407a, 443a, 445a, 469a 471a, 507a, 509a <b>2.4:</b> 41a, 43a, 51a, 75a, 77a, 77a, 81a, 109a, 111a, 143a, 145a, 177a, 179a <b>2.5:</b> 211a, 213a, 247a, 249a, 253a, 277a, 279a, 313a, 315a, 347a, 349a <b>2.6:</b> 381a, 383a, 417a, 419a, 423a, 447a, 449a, 487a, 489a, 493a, 521a
<b>2.5.8 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</b>	
2.5.8.a uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).	<b>2.1:</b> 43g, 71g, 103f, 139f, 173g <b>2.2:</b> 207f, 239f, 267g, 301g, 335f <b>2.3:</b> 371g, 405g, 443f, 469f, 507g <b>2.4:</b> 41g, 75g, 109g, 143f, 177f <b>2.5:</b> 211g, 247g, 277g, 313g, 347f <b>2.6:</b> 381g, 417g, 447g, 487g, 519f
2.5.8.b 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.	<b>2.1:</b> 47b, 75b, 107b, 139f, 143b, 177b <b>2.2:</b> 211b, 243b, 271b, 305b, 339b <b>2.3:</b> 375b, 409b, 447b, 469f, 473b, 511b <b>2.4:</b> 45b, 79b, 113b, 147b, 181b <b>2.5:</b> 215b, 251b, 281b, 317b, 351b <b>2.6:</b> 385b, 421b, 451b, 491b, 523b

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<b>2.6 Students write using Standard English conventions appropriate to this grade level.</b>	
2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	<b>2.1:</b> 43f, 71f, 103e, 139e, 173f <b>2.2:</b> 207e, 239e, 267f, 301f, 335e <b>2.3:</b> 371f, 443e, 469e, 507f <b>2.4:</b> 41f, 75f, 109f, 143e, 177e <b>2.5:</b> 211f, 247f, 277f, 313f, 347e <b>2.6:</b> 381f, 417f, 447f, 487f, 519e
2.6.2 Distinguish between complete (When Tom hit the ball, he was proud.) and incomplete sentences (When Tom hit the ball).	<b>2.1:</b> 25c, 43c, 45b, 46–47, 49c, 51g
2.6.3 Use the correct word order in written sentences.	<b>2.1:</b> 25c, 43c
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 Maria (noun) and a friend (noun) played (verb) for a long time.	<b>2.2:</b> 191c, 207b, 209b, 210–211, 215b, 217g, 223c, 239b, 241b, 242–243, 245b, 247g, 253c, 267c, 269b, 270–271, 275b, 277g, 283c, 301c, 303b, 304–305, 311c, 313g, 319c, 335b, 337b, 343b, 345g <b>2.3:</b> 423c, 443b, 446a, 446–447, 447a, 449c, 451g, 457c, 469b, 417b, 472–473, 473a, 477b, 479g <b>2.4:</b> 25b, 41c, 44a, 44–45, 51c, 53g, 59b, 75c, 78a, 78–79, 81c, 83g, 89b, 109c, 112a, 112–113, 117b, 119g <b>2.5:</b> 195b, 211c, 214a, 214–215, 219b, 221g, 261b, 277c, 280a, 280–281, 285b, 293b, 313c, 316a, 316–317, 321b, 323g <b>2.6:</b> 365b, 381c, 384a, 384–385, 389b, 391g
2.6.5 Use commas in the greeting (Dear Sam,) and closure of a letter (Love, or Your friend,) and with dates (March 22, 2000) and items in a series (Tony, Steve, and Bill).	<b>2.6:</b> 463b, 487b, 490a, 490–491, 493c, 495g, 501b, 519b, 522a, 522–523, 527b, 529g
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."	<b>2.6:</b> 397b, 417c, 420a, 420–421, 423c, 425g

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2.6.7 Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.	<b>2.1:</b> 25c, 43c, 45b, 46–47, 47a, 49c, 51g, 51h, 81h <b>2.2:</b> 223c, 239b, 241b, 242–243, 245c, 247g <b>2.6:</b> 365b, 381c, 384a, 384–385, 389b, 391g
2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.	<b>2.1:</b> 25, 44e, 57, 72e, 87, 104e, 119, 140e, 155, 174e <b>2.2:</b> 191, 140e, 223, 240e, 253, 268e, 283, 302e, 319, 336e <b>2.3:</b> 353, 372e, 387, 406e, 423, 444e, 457, 470e, 485, 508e <b>2.4:</b> 42e, 52d, 76e, 82d, 110e, 118d, 144e, 152d, 178e, 186d <b>2.5:</b> 212e, 220d, 248e, 254d, 278e, 286d, 314e, 322d, 348e, 356d <b>2.6:</b> 382e, 390d, 418e, 424d, 448e, 456d, 488e, 494d, 520e, 528d
<b>2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).</b>	
2.6.9.a short vowels actor, effort, ink, chop, unless	<b>2.1:</b> 24d, 26d, 44e, 48g, 50d
2.6.9.b long vowels ace, equal, bind, hoe, use	<b>2.2:</b> 56d, 58d, 72e, 76g, 80d <b>2.3:</b> 352d, 354d, 372e, 376g, 380c, 386d, 388d, 406e, 410g, 416d, 456d, 458d, 470e, 474g, 478d
2.6.9.c r-controlled park, supper, bird, corn, further	<b>2.2:</b> 190d, 192d, 208e, 212g, 216d, 252d, 254d, 268e, 272g, 276d
2.6.9.d consonant blends blue, crash, desk, speak, coast	<b>2.1:</b> 86d, 88d, 104e, 108g, 112d <b>2.5:</b> 294d

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<b>Listening and Speaking</b>	
<b>2.7 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.</b>	
2.7.1 Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).	<b>2.1:</b> 49f, 50–51, 51a <b>2.6:</b> 527e, 528–529, 529a
2.7.2 Ask for clarification and explanation of stories and ideas.	<b>2.2:</b> 275e, 276–277, 277a
2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.	<b>2.1:</b> 449f, 450–451, 451a <b>2.2:</b> 185e, 186–187, 187a
2.7.4 Give and follow three- and four-step oral directions.	<b>2.2:</b> 215e, 216–217, 217a, 343e, 344–345, 345a <b>2.6:</b> 493f, 494–495, 495a
2.7.5 Organize presentations to maintain a clear focus.	<b>2.1:</b> 51j, 81j, 113j, 149j, 183j <b>2.2:</b> 217j, 247j, 277j, 313j, 345j <b>2.3:</b> 381j, 417j, 451j, 479j, 517j <b>2.4:</b> 53j, 83j, 119j, 153j, 187j <b>2.5:</b> 221j, 255j, 287j, 321e, 322–323, 323a, 323j, 357j <b>2.6:</b> 391j, 425j, 457j, 495j, 529j
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).	<b>2.1:</b> 49f, 50–51, 51a, 79e, 80–81, 81a, 181e, 182–183, 183a <b>2.4:</b> 81f, 82–83, 117e, 118–119 <b>2.5:</b> 355e, 356–357, 357a <b>2.6:</b> 455e, 455–457, 457a
2.7.7 Tell experiences in a logical order (chronological order, order of importance, spatial order).	<b>2.1:</b> 147e, 148–149, 149a <b>2.5:</b> 321e, 322–323, 323a

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2.7.8 Retell stories, including characters, setting, and plot.	<b>2.1:</b> 44–45, 72–73, 104–105, 140–141, 147e, 174–175 <b>2.2:</b> 208–209, 240–241, 268–269, 302–303, 336–337 <b>2.3:</b> 372–373, 406–407, 444–445, 470–471, 508–509 <b>2.4:</b> 42–43, 76–77, 110–111, 144–145, 178–179 <b>2.5:</b> 212–213, 248–249, 278–279, 314–315, 348–349 <b>2.6:</b> 382–383, 418–419, 448–449, 488–489, 520–521
2.7.9 Report on a topic with supportive facts and details.	<b>2.1:</b> 51j, 81j, 113j, 149j, 183j <b>2.2:</b> 217j, 247j, 277j, 313j, 345j <b>2.3:</b> 381j, 417j, 451j, 479j, 517j <b>2.4:</b> 53j, 83j, 119j, 153j, 187j <b>2.5:</b> 221j, 255j, 287j, 323j, 357j <b>2.6:</b> 391j, 425j, 457j, 495j, 529j
2.7.12 Use descriptive words when speaking about people, places, things, and events.	<b>2.3:</b> 477e, 478–479, 479a <b>2.6:</b> 389e, 390–391, 391a, 455e, 456–457, 457a
<b>2.7.10 Recount experiences or present stories that</b>	
2.7.10.a move through a logical sequence of events (chronological order, order of importance, spatial order).	<b>2.1:</b> 147e, 148–149, 149a <b>2.5:</b> 321e, 322–323, 323a
2.7.10.b describe story elements, including characters, plot, and setting.	<b>2.1:</b> 25a, 26h, 28–29, 32–33, 36–37, 38–39, 40–41, 43b, 44h, 45a, 51b, 51f, 87a–87b, 92–93, 96–97, 100–101, 103a, 105a, 113b, 113f, 158–159, 173b, 174h, <b>2.2:</b> 245a, 335a <b>2.3:</b> 362–363, 372h, 443a, 451c <b>2.4:</b> 30–31, 42h, 124a, 124–125, 128a, 132–133, 138–139, 142–143, 145a, 153b, 153f, 158a, 158–159, 162a, 166–167, 169–169, 172–173, 174–175, 179a, 187b, 187f <b>2.5:</b> 211a, 260a, 260–261, 264a, 268–269, 272–273, 274–275, 277a, 287b, 287f, 292a, 292–293, 296a, 298–299, 300–301, 302–303, 306–307, 308–309, 310–311, 315a, 323b, 323f, 334–335, 348h, 357c <b>2.6:</b> 447b, 457c, 529c

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2.7.11 Report on a topic with facts and details, drawing from several sources of information.	<b>2.1:</b> 51j, 81j, 113j, 149j, 183j <b>2.2:</b> 217j, 247j, 277j, 313j, 345j <b>2.3:</b> 381j, 417j, 451j, 479j, 517j <b>2.4:</b> 53j, 83j, 119j, 153j, 187j <b>2.5:</b> 221j, 255j, 287j, 323j, 357j <b>2.6:</b> 391j, 425j, 457j, 495j, 529j
2.7.13 Recite poems, rhymes, songs, and stories.	<b>2.1:</b> 48h, 48–49, 49a, 156h, 156–173, 173a, 174h, 181e, 183a <b>2.2:</b> 244h, 244–245, 284h, 284–301, 301a, 302h <b>2.3:</b> 448h, 448–449, 449a <b>2.4:</b> 80h, 80–81 <b>2.5:</b> 216h, 216–219, 221c, 282–285, 287c <b>2.6:</b> 422h, 422–423
2.7.14 Provide descriptions with careful attention to sensory detail.	<b>2.3:</b> 477e, 478–479, 479a <b>2.6:</b> 389e, 390–391, 391a, 455e, 456–457, 457a