



Macmillan/McGraw-Hill

Learning Standards
Early Elementary



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Grade 2

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STANDARDS

PAGE REFERENCES

STATE GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

A. Apply word analysis and vocabulary skills to comprehend selections.

1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.

Teacher's Edition:

- Unit 1 D 44/45; P 7C-D, 35C-D, 67C-D, 79C-D
- Unit 2 D 166/167, 206/207; P 157C-D, 159G-H, 197C-D, 237C-D
- Unit 3 D 340/341, 362/363; P 327C-D, 355C-D, 389C-D
- Unit 4 D 14/15; P 45G-H, 79C-D, 121C-D
- Unit 5 D 186/187
- Unit 6 D 338/339, 374/375, 416/417; P 329C-D

STANDARDS	PAGE REFERENCES
<p>1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.</p>	<p>Student Edition: Unit 4 <i>Vocabulary</i> 8 Unit 5 <i>Vocabulary</i> 174</p> <p>Teacher’s Edition: Unit 1 V 9J, 27W, 37I, 69J, 81J, 139W Unit 2 D 296/297; DC 168/169; V 157G, 159J, 197G, 199I Unit 3 DC 416/417; V 391J, 439J, 457J Unit 4 DC 24/25, 58/59; V 7G, 9I, 43G Unit 5 DC 182/183, 224/225; V 173G, 243J, 255I, 279W Unit 6 PWS 394K; V 329G, 331I, 397J, 401Y</p>
<p>B. Apply reading strategies to improve understanding and fluency.</p>	
<p>1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.</p>	<p>Student Edition: Unit 1 112 Unit 2 <i>Author’s Purpose</i> 188, 230 Unit 3 <i>Author’s Purpose</i> 348, 428 Unit 4 <i>Author’s Purpose</i> 70, 114, 154 Unit 5 <i>Author’s Purpose</i> 232 Unit 6 <i>Author’s Purpose</i> 354</p> <p>Teacher’s Edition: Unit 1 C 9K, 37J, 69K, 81K, 111J; TE 118/119 Unit 2 C 159K, 199J, 251J Unit 3 C 329J, 357J, 391K, 403K Unit 4 C 9J, 45K, 93K, 123J Unit 5 C 175K, 209J, 255J, 289K Unit 6 C 331J, 365J, 409J</p>
<p>1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.</p>	<p>Student Edition: Unit 4 133</p> <p>Teacher’s Edition: Unit 1 C 103N; DC 14/15, 42/43, 90/91, 120/121; G 60, 102; P 61W, 103W; RIT 30/31 Unit 2 DC 170/171, 202/203; G 230, 310; RIT 192/193, 280/281; RSS 243O Unit 3 DC 332/333, 362/363, 406/407; P 349W Unit 4 C 85N; DC 16/17, 128/129; G 70 Unit 5 DC 178/179, 216/217, 294/295; G 232; RIT 234/235, 280/281, 314/315 Unit 6 DC 336/337, 368/369, 416/417, 444/445; P 433W; RIT 356/357</p>

STANDARDS	PAGE REFERENCES
<p>1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).</p>	<p>Student Edition: Unit 1 <i>Retell the Selection</i> 27, 61, 139 Unit 3 <i>Retell the Selection</i> 457 Unit 4 <i>Retell the Selection</i> 37</p> <p>Teacher’s Edition: Unit 1 DC 40/41, 126/127; ES 22/23 Unit 2 C 239K; DC 164/165, 172/173, 202/203, 214/215, 220/221; ES 170/171; RIT 192/193, 232/233; RMS 240/241 Unit 3 DC 370/371, 406/407, 416/417, 422/423; RMS 392/393 Unit 4 DC 14/15, 20/21; RIT 72/73 Unit 5 DC 182/183, 224/225, 258/259; ELL 270/271; RIT 282/283; RMS 244/245 Unit 6 DC 342/343, 368/369; RIT 358/359; RMS 398/399</p>
<p>1.B.1d Read age-appropriate material aloud with fluency and accuracy.</p>	<p>Teacher’s Edition: Unit 1 DC 18/19, 96/97; F 139L-M; OL 145EE Unit 2 DC 258/259, 294/295 Unit 3 BL 461EE; DC 364/365; ELL 353JJ; F 349L-M, 435B Unit 4 BL 41EE; DC 50/51, 104/105; F 77B; OL 77EE Unit 5 DC 190/191, 220/221; F 233L-M, 279L-M Unit 6 DC 338/339, 376/377, 384/385; F 389L-M, 433L-M</p>
<p>C. Comprehend a broad range of reading materials.</p>	
<p>1.C.1a Use information to form questions and verify predictions.</p>	<p>Student Edition: Unit 1 122, 134 <i>Comprehension</i> 112 <i>Think and Compare</i> 139 #2</p> <p>Teacher’s Edition: Unit 1 DC 116/117, 126/127; ELL 132/133; ES 22/23; TE 118/119 Unit 2 DC 178/179, 254/255, 292/293; ES 170/171; RIT 190/191, 312/313 Unit 3 DC 370/371, 406/407, 422/423; ES 416/417; RMS 392/393 Unit 5 RMS 244/245 Unit 6 C 331J; DC 334/335, 344/345, 368/369; RIT 356/357; RP 390/391</p>

STANDARDS	PAGE REFERENCES
<p>1.C.1b Identify important themes and topics.</p>	<p>Student Edition: Unit 2 <i>Think and Compare</i> 279 #4 Unit 3 <i>Think and Compare</i> 395 #3</p> <p>Teacher’s Edition: Unit 1 C 103N, 107G; RA S5, S29 Unit 2 C 189N, 279N Unit 3 C 349N; OL 381D Unit 4 C 71N, 155N; DC 26/27, 30/31; G 36, 154 Unit 5 C 201N, 233N, 279N Unit 6 C 389N; CC 432</p>
<p>1.C.1c Make comparisons across reading selections.</p>	<p>Student Edition: Unit 1 <i>Think and Compare</i> 27 #5, 61 #5, 73 #4, 139 #5 Unit 2 <i>Think and Compare</i> 231 #5, 279 #5, 311 #5 <i>Connect and Compare</i> 283 #2 Unit 3 <i>Think and Compare</i> 349 #5 Unit 4 <i>Think and Compare</i> 37 #5, 155 #5 Unit 5 <i>Think and Compare</i> 247 #4, 311 #5 Unit 6 <i>Think and Compare</i> 355 #5, 389 #5, 457 #5 <i>Connect and Compare</i> 391 #2</p> <p>Teacher’s Edition: Unit 1 C 33G, 77K Unit 2 C 195G, 235G Unit 3 DC 374/375 Unit 4 C 41G Unit 5 C 285G, 317G Unit 6 C 361G, 393G, 401N</p>

STANDARDS	PAGE REFERENCES
<p>1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).</p>	<p>Student Edition: Unit 3 333, 367 <i>Think and Compare</i> 349 #3 <i>Comprehension</i> 358 Unit 5 219 <i>Reread for Comprehension</i> 209 <i>Comprehension</i> 210 <i>Think and Compare</i> 247 #3</p> <p>Teacher’s Edition: Unit 1 DC 84/85; ES 46/47, 92/93, 124/125; RMS 70/71 Unit 3 C 329A-B, 357A-B; DC 418/419; ELL 344/345, 374/375; OL 353Y;TE 336/337, 372/373 Unit 4 ES 20/21, 66/67 Unit 5 C 175K, 209A-B, 243A-B; DC 180/181, 188/189, 226/227; ELL 222/223; RET 202/203; TE 220/221</p>
<p>1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).</p>	<p>Student Edition: Unit 4 53, 63 <i>Reread for Comprehension</i> 45 <i>Comprehension</i> 46 <i>Think and Compare</i> 71 #2</p> <p>Teacher’s Edition: Unit 1 AC 26, 60, 138 Unit 2 AC 188, 230, 278; ELL 272/273 Unit 3 AC 380, 428 Unit 4 AC 154; C 37N, 45A-B; DC 48/49, 54/55, 64/65; ELL 58/59, 60/61; TE 56/57 Unit 5 AC 200, 232, 278, 310; RIT 282/283 Unit 6 AC 354, 388</p>

STANDARDS	PAGE REFERENCES
<p>1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.</p>	<p>Student Edition: Unit 1 <i>Connect and Compare</i> 31 #1, 143 #1 Unit 2 <i>Connect and Compare</i> 193 #1, 233 #1, 313 #1 Unit 3 <i>Connect and Compare</i> 433 #1 Unit 4 <i>Connect and Compare</i> 39 #1, 75 #1 Unit 5 <i>Connect and Compare</i> 203 #1, 283 #1 Unit 6 <i>Connect and Compare</i> 359 #1</p> <p>Teacher’s Edition: Unit 1 RIT 28/29, 140/141 Unit 2 RIT 190/191, 232/233, 282/283, 312/313 Unit 3 M xvii; RIT 430/431, 432/433 Unit 4 RIT 38/39, 74/75 Unit 5 RET 202/203; RIT 280/281 Unit 6 RIT 358/359</p>
<p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p>	
<p>Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.</p>	
<p>A. Understand how literary elements and techniques are used to convey meaning.</p>	
<p>2.A.1a Identify the literary elements of theme, setting, plot and character within literary works.</p>	<p>Student Edition: Unit 1 15, 58 <i>Reread for Comprehension</i> 9 <i>Comprehension</i> 10 Unit 2 167, 182 <i>Think and Compare</i> 279 #4</p> <p>Teacher’s Edition: Unit 1 C 139N; DC 9A-B, 12/13, 20/21, 44/45, 48/49, 54/55, 118/119; RA S5; TE 16/17 Unit 2 C 159A-B, 195G, 231N; DC 162/163, 166/167, 174/175, 180/181, 210/211, 256/257; ELL 168/169 Unit 4 DC 30/31; G 36, 154</p>

STANDARDS	PAGE REFERENCES
<p>2.A.1b Classify literary works as fiction or nonfiction.</p>	<p>Teacher’s Edition: Unit 1 C 103N; DC 14/15, 42/43, 90/91, 120/121; G 60, 102; RIT 30/31 Unit 2 DC 170/171; G 188; RIT 192/193 Unit 3 DC 332/333, 362/363 Unit 4 C 85N; DC 60/61, 96/97; G 70 Unit 5 DC 178/179, 216/217, 294/295; G 232; RIT 234/235, 280/281, 314/315; RMS 244/245 Unit 6 DC 336/337, 368/369, 416/417; RIT 356/357</p>
<p>2.A.1c Describe differences between prose and poetry.</p>	<p>Student Edition: Unit 1 <i>Poetry</i> 62, 104 Unit 3 <i>Poetry</i> 350, 458 <i>Language Arts</i> 382 <i>Connect and Compare</i> 459 #3 Unit 4 <i>Poetry</i> 116 Unit 6 <i>Poetry</i> 434 Teacher’s Edition: Unit 1 OL 27D; RP 62/63, 116/117; P 61W, 103W, 115W Unit 2 OL 243D Unit 3 P 349W, 381X, 457W; RP 350/351 Unit 6 OL 355D, 401D, 457D; P 433W</p>
<p>B. Read and interpret a variety of literary works.</p>	
<p>2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.</p>	<p>Student Edition: Unit 1 <i>Author’s Purpose</i> 26, 102 Unit 2 <i>Author’s Purpose</i> 188, 230, 278 Unit 3 <i>Author’s Purpose</i> 348, 428, 456 Unit 4 <i>Author’s Purpose</i> 70, 114 Unit 5 <i>Author’s Purpose</i> 154, 232 Unit 6 <i>Author’s Purpose</i> 432, 456 Teacher’s Edition: Unit 1 MC 73A, 103A, 139A Unit 2 MC 189A, 243A Unit 3 MC 429A Unit 4 C 37N; MC 85A, 155A Unit 6 MC 401A, 457A</p>

STANDARDS	PAGE REFERENCES
<p>2.B.1b Identify common themes in literature from a variety of eras.</p>	<p>Student Edition: Unit 2 <i>Think and Compare</i> 279 #4</p> <p>Teacher’s Edition: Unit 1 RA S5, S29 Unit 2 C 189N, 279N Unit 3 OL 381D Unit 4 C 71N, 155N; DC 26/27, 30/31; G 36, 154 Unit 5 C 233N, 279N</p>
<p>2.B.1c Relate character, setting and plot to real-life situations.</p>	<p>Student Edition: Unit 1 <i>Author’s Purpose</i> 26 <i>Connect and Compare</i> 143 #2 Unit 2 <i>Author’s Purpose</i> 230, 278 Unit 3 <i>Author’s Purpose</i> 428 Unit 4 <i>Author’s Purpose</i> 154 Unit 6 <i>Author’s Purpose</i> 354</p> <p>Teacher’s Edition: Unit 1 C 27N, 139N; MC 139A Unit 2 C 189N; ELL 168/169, 180/181; MC 189A Unit 3 C 429N; MC 429A Unit 4 MC 37A Unit 5 C 233N, 311N; MC 279A Unit 6 MC 457A</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 3: Write to communicate for a variety of purposes.	
<p>Why This Goal Is Important: The ability to write clearly is essential to any person’s effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today’s world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>	
A. Use correct grammar, spelling, punctuation, capitalization and structure.	
<p>3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.</p>	<p>Student Edition: Unit 1 <i>Writer’s Checklist</i> 65 Unit 2 <i>Writer’s Checklist</i> 195 Unit 3 <i>Writer’s Checklist</i> 387 Unit 5 <i>Writer’s Checklist</i> 239 Unit 6 <i>Writer’s Checklist</i> 361</p> <p>Teacher’s Edition: Unit 1 G 27O, 61O; W 77D Unit 2 G 193C, 247D Unit 3 G 351C, 385B-C, 399A-B, 433B-C; W 399D Unit 4 G 39B-C, 75B-C, 89A-B; W 71Q, 89D, 90L Unit 5 G 237B-C, 247P-Q, 311B, 315B-C; W 251C-D Unit 6 G 401P-Q, 405D</p>
B. Compose well-organized and coherent writing for specific purposes and audiences.	
<p>3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).</p>	<p>Teacher’s Edition: Unit 1 W 27C, 61C, 73C, 103C, 139C Unit 2 W 189C, 279C, 311C Unit 3 W 349C, 381C, 429C Unit 4 W 9D, 37C, 71C, 78L, 85C, 115C, 155C Unit 5 W 233C, 279C, 311C Unit 6 W 355C</p>
<p>3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).</p>	<p>Teacher’s Edition: Unit 1 W 27P-Q, 61P-Q, 63D, 73R-S, 77C-D, 103P-Q, 139P-Q Unit 2 W 189P-Q, 243R-S, 279P-Q, 311P-Q Unit 3 W 381P-Q, 395R-S, 400L, 429P-Q Unit 4 W 37P-Q, 71C, 71P-Q, 85R-S Unit 5 W 233P-Q, 279P-Q, 311P-Q Unit 6 W 355P-Q, 389P-Q, 401R-S</p>

STANDARDS	PAGE REFERENCES
C. Communicate ideas in writing to accomplish a variety of purposes.	
<p>3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.</p>	<p>Student Edition: Unit 1 33, 107 Unit 2 235 Unit 3 387, 435 Unit 4 41, 77, 119 Unit 5 239, 317 Unit 6 393</p> <p>Teacher’s Edition: Unit 1 W 9D, 37D, 81D Unit 2 W 159D, 199D, 251D, 289D Unit 3 W 329D, 357D, 403D, 439D Unit 4 W 9D, 45D, 93D, 123D Unit 5 W 209D, 240L, 252L, 255D, 289D Unit 6 RI 359A; W 331D, 365D</p>
<p>3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.</p>	<p>Student Edition: Unit 2 <i>Social Studies Activity</i> 233 Unit 3 353 <i>Writing</i> 466 Unit 4 161 Unit 5 <i>Science Activity</i> 237</p> <p>Teacher’s Edition: Unit 2 BL 195Z; S 286L Unit 3 BL 353Z, 399DD; W 326L, 329D, 349C, 353I Unit 4 RI 75A; W 6L, 78L, 120L, 123D, 155C Unit 5 W 172L, 175D Unit 6 CC 359A; S 394L</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 4: Listen and speak effectively in a variety of situations.	
<p>Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person’s knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students’ repertoires.</p>	
A. Listen effectively in formal and informal situations.	
<p>4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.</p>	<p>Teacher’s Edition: Unit 1 SLV 33J, 65J, 77N Unit 2 SLV 195J, 235J, 247N, 285J Unit 3 SLV 353J, 387J, 399N, 435J Unit 4 SLV 41J, 77J, 89N, 119J, 161J Unit 5 LS xvii; SLV 239J, 251N, 285J Unit 6 M xvii; SLV 361J, 393J</p>
<p>4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.</p>	<p>Teacher’s Edition: Unit 1 SLV 33J, 65J, 77N Unit 2 LS xvii; SLV 195J, 235J, 247N, 285J Unit 3 LS xvii; SLV 353J, 387J, 399N, 435J Unit 4 LS xvii; RI 39A; SLV 41J, 77J, 89N, 119J, 161J Unit 5 LS xvii; SLV 239J, 251N, 285J Unit 6 LS xvii; SLV 361J, 393J</p>
<p>4.A.1c Follow oral instructions accurately.</p>	<p>Teacher’s Edition: Unit 1 CC 143A; S 78L Unit 2 CC 193A, 233A, 283A, 313A; RI 193A Unit 3 CC 433A; S 388L, 400L; SS 354L Unit 4 CC 39A, 159A; RI 39A, 75A; S 90L, 120L Unit 5 CC 237A, 315A; RI 237A, 283A; S 172L, 206L, 252L Unit 6 RI 359A</p>
<p>4.A.1d Use visually oriented and auditorily based media.</p>	<p>Teacher’s Edition: Unit 1 DL 9K, 37J; ML 151J Unit 2 DL 199J, 239K, 251J; ML 321J Unit 3 BL 399DD; DL 357J; ML 467J; SS 436L Unit 4 DL 9J, 45K, 123J; ELL 91C; ML 167J Unit 5 DL 209J, 255J, 289K; ML 323J Unit 6 CL 467I; DL 365J, 409J; ML 467J</p>

STANDARDS	PAGE REFERENCES
B. Speak effectively using language appropriate to the situation and audience.	
<p>4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).</p>	<p>Student Edition: Unit 2 <i>Social Studies Activity</i> 283 Unit 4 <i>Science Activity</i> 39 Unit 5 <i>Science Activity</i> 315</p> <p>Teacher’s Edition: Unit 1 CC 143A; SLV 33J, 65J, 77N Unit 2 CC 233A; RI 313A; SLV 195J, 235J, 247N, 285J Unit 3 RI 433A; SLV 353J, 387J, 399N, 435J Unit 4 CC 159A; RI 39A, 75A, 159A; SLV 41J, 77J, 89N, 119J, 161J Unit 5 CC 203A, 283A; RI 237A, 283A; SLV 239J, 251N Unit 6 RI 359A; SLV 361J, 393J</p>
<p>4.B.1b Participate in discussions around a common topic.</p>	<p>Student Edition: Unit 1 <i>Talk About It</i> 7 Unit 2 <i>Talk About It</i> 157, 197 Unit 3 <i>Talk About It</i> 327 Unit 4 <i>Talk About It</i> 78 Unit 5 <i>Talk About It</i> 207 Unit 6 <i>Talk About It</i> 329</p> <p>Teacher’s Edition: Unit 1 OL 34M, 66M, 78M Unit 2 OL 236M, 248M; SS 196L Unit 3 C 395N; OL 354M, 388M, 400M Unit 4 CC 75A; OL 6M, 42M, 90M, 120M Unit 5 OL 172M, 240M, 252M, 286M; SS 172L Unit 6 OL 362M, 394M; SS 362L</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.	
Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.	
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	
5.A.1a Identify questions and gather information.	Teacher’s Edition: Unit 1 W 69D, 73C Unit 2 M xvii; W 239D, 243C Unit 3 RI xvi , 433A; W 391D, 395C Unit 4 RI xvi, 39A, 159A; S 120L; W 81D, 85C Unit 5 RI xvi; W 243D Unit 6 ELL 365D, 389C; RI xvi; W 397D
5.A.1b Locate information using a variety of resources.	Student Edition: Unit 1 <i>Social Studies Activity</i> 143 Unit 4 <i>Science Activity</i> 39 Teacher’s Edition: Unit 1 S 34L; W 73C Unit 2 CC 233A; RI xvi, 233A; RSS 243O; W 239D, 243C Unit 3 RI xvi, 433A; RSS 395O S 400L; W 395C, 436L Unit 4 RI xvi, 39A, 75A, 159A; RSS 85O; S 120L; W 85C Unit 5 RI xvi; S 252L: SS 240L; W 243D, 247C Unit 6 ELL 389C; RI xvi; W 401C
B. Analyze and evaluate information acquired from various sources.	
5.B.1a Select and organize information from various sources for a specific purpose.	Student Edition: Unit 2 <i>Social Studies Activity</i> 283 Unit 5 <i>Science Activity</i> 315 Teacher’s Edition: Unit 1 W 73C, 73S, 243C Unit 2 CC 233A, 313A; RI xvi, 233A; W 243S Unit 3 RI xvi; W 395C Unit 4 RI xvi, 75A, 159A; W 85C, 85S Unit 5 RI 283A, 315A; S 252L; SS 240L; W 247C Unit 6 ELL 389C; RI xvi, 359A; W 401C, 401R-S

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5.B.1b Cite sources used.	Teacher’s Edition: Unit 2 RS xvi Unit 5 M xvii
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	
5.C.1a Write letters, reports and stories based on acquired information.	Student Edition: Unit 1 <i>Social Studies Activity</i> 143 Unit 2 <i>Social Studies Activity</i> 283 Unit 5 <i>Science Activity</i> 315 Teacher’s Edition: Unit 1 CC 143A; W 73C, 73S Unit 2 RI 233A, 283A Unit 3 RI xvi, 433A; W 395S Unit 4 RI 39A, 159A; W 85C, 85S Unit 5 RI 283A, 315A; S 240L; W 247C Unit 6 RI xvi, 359A; W 401C, 401R-S
5.C.1b Use print, nonprint, human and technological resources to acquire and use information.	Student Edition: Unit 1 <i>Social Studies Activity</i> 143 Unit 4 <i>Science Activity</i> 39 Teacher’s Edition: Unit 1 CC 143A; RI xvi; SS 34L; W 73C Unit 2 CC 233A; RI xvi, 233A; RSS 243O Unit 3 RI xvi, 433A; RSS 395O; S 400L; W 436L Unit 4 RI xvi, 39A, 75A, 159A; RSS 85O; W 81D, 85C Unit 5 RI 283A; SS 240L; W 243D, 247C Unit 6 ELL 389C; RI xvi; W 401C