



Macmillan/McGraw-Hill

Reading
Grade-Level
Expectations
Grade 2



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Grade 2

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STANDARDS

PAGE REFERENCES

Reading — Grade 2

In second grade, students become fluent as readers and apply comprehension and vocabulary strategies to a wide variety of literary and informational text. They demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. Reading for pleasure continues to be an enjoyable habit.

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

1.1.4 Apply understanding of phonics.

- Use knowledge of phonics to read unfamiliar words in grade-level text.
- Read words in isolation and in context containing complex letter patterns/word families (e.g., -ought, -aught).
- Use multi-syllabic decoding when reading two and three syllable words in isolation and in context (e.g., *super* follows v/cv pattern; *supper* follows vc/cv).

Teacher's Edition:

- Unit 1 D 20/21, 44/45
- Unit 2 D 166/167, 206/207, 258/259, 294/295
- Unit 3 D 340/341, 362/363, 412/413
- Unit 4 D 14/15, 50/51
- Unit 5 D 186/187, 214/215, 262/263; P 207C-D, 241C-D, 253C-D, 287C-D, 302/303; TMW 175H
- Unit 6 D 338/339, 374/375, 416/417; P 329C-D, 363C-D, 407C-D; TMW 397H

STANDARDS	PAGE REFERENCES
Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.	
<p>1.2.1 Apply reference skills to determine word meanings</p> <ul style="list-style-type: none"> Use glossaries and dictionaries to find word meanings. 	<p>Student Edition: Unit 1 <i>Dictionary</i> 8, 80</p> <p>Teacher’s Edition: Unit 1 DC 18/19, 86/87; ELL S28; PWS 6K, 34K, 78K; V 7G, 27J, 79G, 103J Unit 2 RSS 243O Unit 3 M xvii; PWS 388K, 436K Unit 4 V 79G, 85J Unit 6 PWS 394K; V 395G, 401J</p>
<p>1.2.2 Apply <u>vocabulary strategies</u> in grade-level text.</p> <ul style="list-style-type: none"> Use <u>prefixes</u>, <u>suffixes</u>, <u>inflectional endings</u>, and abbreviated words to determine the meaning of unknown words in grade-level text. Re-read to clarify, read on, ask for help, adjust reading rate, use knowledge of <u>print conventions</u>, and/or attempt alternative pronunciation for unknown words to determine meaning of unknown words; substitute familiar words for unknown. Use <u>prior knowledge</u> and context to <u>predict</u> and confirm meanings of unknown words. Use pictures, illustrations, and diagrams to clarify/expand word meaning. 	<p>Student Edition: Unit 1 <i>Word Parts</i> 36, 110 Unit 2 <i>Vocabulary</i> 158 <i>Word Parts</i> 250 Unit 4 <i>Word Parts</i> 122 Unit 6 <i>Word Parts</i> 364, 440</p> <p>Teacher’s Edition: Unit 1 DC 114/115; V 35G, 61J, 109G Unit 2 D 296/297; DC 266/267; V 157G, 249G Unit 3 DC 416/417; V 389G, 395J, 432/433 Unit 4 DC 130/131; V 121G, 155J, 158/159 Unit 5 RET 202/203; V 241G, 282/283, 287G Unit 6 DC 370/371; RIT 358/359; V 363G, 389J; 439G, 457J</p>
Component 1.3 Build vocabulary through wide reading.	
<p>1.3.1 Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> Use new vocabulary from <u>informational/expository text</u> and <u>literary/narrative text</u>, including text from a variety of cultures and communities, in own oral and written communication. 	<p>Teacher’s Edition: Unit 1 BL 33N; V 30/31; WAI 33F, 65F Unit 2 V 192/193; WAI 195F Unit 3 BL 353N, 387N, 399R; V 432/433; WAI 387F, 435F Unit 4 BL 77N; V 74/75; WAI 41F, 77F Unit 5 BL 205N; V 236/237; WAI 205F, 239F Unit 6 BL 361N; V 358/359; WAI 361F</p>

STANDARDS	PAGE REFERENCES
<p>1.3.2 Understand and apply <u>content/academic vocabulary</u>.</p> <ul style="list-style-type: none"> Identify and define unfamiliar words that would be important to know in order to read a new text with teacher guidance. Use new vocabulary in oral and written communication. 	<p>Teacher’s Edition:</p> <p>Unit 1 BL 33N; V 30/31; WAI 33F, 65F Unit 2 V 192/193; WAI 195F Unit 3 BL 353N, 387N, 399R; V 432/433; WAI 387F, 435F Unit 4 BL 77N; V 74/75; WAI 41F, 77F Unit 5 BL 205N; V 236/237; WAI 205F, 239F Unit 6 BL 361N; V 358/359; WAI 361F</p>
<p>Component 1.4 Apply word recognition skills and strategies to read fluently.</p>	
<p>1.4.1 Know <u>common sight words</u> appropriate to grade-level.</p> <ul style="list-style-type: none"> Read with <u>automaticity</u> an increasing number of common sight words. 	<p>Teacher’s Edition:</p> <p>Unit 1 HFW S9, S15, S21, S27, S33, 61I, 103I Unit 2 HFW 189I, 231I, 279I Unit 3 HFW 349I, 381I, 395I, 429I Unit 4 HFW 37I, 71I, 85I, 115I, 155I Unit 5 HFW 201I, 233I, 279I Unit 6 HFW 389I, 401I, 433I, 457I</p>
<p>1.4.2 Apply <u>fluency</u> to enhance comprehension.</p> <ul style="list-style-type: none"> Read grade-level text aloud fluently with expression. Read aloud unpracticed grade-level text with fluency in a range of 90–100+ words correct per minute. 	<p>Teacher’s Edition:</p> <p>Unit 1 DC 18/19, 124/125; F 27L-M, 65B, 73L-M Unit 2 DC 180/181; F 195B Unit 3 DC 334/335; F 381L-M, 429L-M, 435B Unit 4 DC 28/29, 134/135, 146/147; F 41B, 71L-M, 89F Unit 5 F 205B, 233L-M, 251F, 279L-M, 285B, 317B Unit 6 DC 446/447; F 355L-M, 361B, 389L-M, 433L-M</p>
<p>1.4.3 Apply <u>different reading rates</u> to match text.</p> <ul style="list-style-type: none"> Adjust reading rate to match purpose (e.g., speed up for pleasure reading, slow down to practice new skills or read <u>unfamiliar text</u>). 	<p>Student Edition:</p> <p>Unit 5 <i>Reread for Comprehension</i> 289</p> <p>Teacher’s Edition:</p> <p>Unit 2 C 239A, 239K; DC 172/173, 176/177, 296/297; RIT 192/193, 232/233; RMS 240/241 Unit 4 DC 50/51, 56/57; RIT 38/39, 72/73 Unit 5 C 243A, 289A, 317G; DC 186/187, 292/293, 298/299; DR T6; RET 202/203; RIT 312/313; RMS 244/245 Unit 6 DC 448/449</p>

STANDARDS	PAGE REFERENCES
<p>EALR 2: The student understands the meaning of what is read.</p>	
<p>Component 2.1 Demonstrate evidence of reading comprehension.</p>	
<p>2.1.3 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: determine importance using <u>theme, main idea, and supporting details in informational/expository text and/or literary/narrative text.</u> W</p> <ul style="list-style-type: none"> Identify the main idea of an informational/expository passage and support with text-based evidence with teacher guidance. Identify the theme/message in <u>culturally relevant literary/narrative text</u> and support with text-based evidence with teacher guidance. Complete <u>graphic organizers</u> with teacher guidance to organize main ideas and supporting details. 	<p>Student Edition:</p> <p>Unit 1 98 <i>Comprehension</i> 70, 82 <i>Think and Compare</i> 73 #3 <i>Reread for Comprehension</i> 81</p> <p>Unit 2 <i>Think and Compare</i> 279 #4</p> <p>Teacher’s Edition:</p> <p>Unit 1 C 69A-B, 81A-B, 81K; DC 84/85, 94/95; ELL 96/97; RIT 142/143; TE 98/99</p> <p>Unit 2 C 239K, 311N; DC 242/243, 296/297; TE 274/275</p> <p>Unit 3 C 395N</p> <p>Unit 4 DC 26/27, 30/31, 72/73; G 36, 154</p> <p>Unit 6 C 355N; DC 350/351</p>
<p>2.1.4 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: use <u>prior knowledge/schema.</u></p> <ul style="list-style-type: none"> Explain connections between self and characters and events encountered in <u>culturally relevant text.</u> Activate <u>prior knowledge</u> about a topic and organize information into a <u>graphic organizer</u> to aid in comprehension of text. 	<p>Teacher’s Edition:</p> <p>Unit 1 MC 27A, 61A; OL 34M, 78M; RA S17</p> <p>Unit 2 CC 172/173; MC 189A, 231A, 243A; OL 196M</p> <p>Unit 3 MC 349A, 381A, 395A; OL 354M, 400M</p> <p>Unit 4 MC 71A; OL 42M</p> <p>Unit 5 MC 201A, 233A, 247A, 279A, 311A; OL 240M, 252M</p> <p>Unit 6 MC 355A, 401A, 433A, 457A</p>

STANDARDS	PAGE REFERENCES
<p>2.1.5 Apply <u>comprehension monitoring strategies before, during, and after reading: predict and infer.</u></p> <ul style="list-style-type: none"> Predict text content using <u>prior knowledge</u> and <u>text features</u>. Use text and prior knowledge to make <u>inferences</u> about characters and/or predict events; confirm or reject <u>predictions</u>. Organize information that supports a prediction or inference in a <u>graphic organizer</u> to enhance comprehension of text. 	<p>Student Edition:</p> <p>Unit 1 122, 134 <i>Reread for Comprehension 111</i> <i>Comprehension 112</i></p> <p>Unit 2 267 <i>Think and Compare 231 #3, 279 #3</i> <i>Reread for Comprehension 251</i> <i>Comprehension 252</i></p> <p>Unit 3 <i>Think and Compare 429 #3</i></p> <p>Unit 4 <i>Think and Compare 37 #3, 71 #3</i></p> <p>Unit 5 <i>Think and Compare 233 #3</i> <i>Reread for Comprehension 255</i></p> <p>Unit 6 <i>Think and Compare 457 #3</i></p> <p>Teacher’s Edition:</p> <p>Unit 1 C 111A-B; DC 116/117; ELL 132/133; OL 145S; TE 118/119</p> <p>Unit 2 C 251A-B; DC 178/179, 260/261; TE 274/275</p> <p>Unit 3 ES 416/417</p> <p>Unit 5 C 255A-B; DC 266/267, 294/295; ELL 272/273; ES 304/305; TE 298/299</p>
<p>2.1.6 Apply <u>comprehension monitoring strategies.</u></p> <ul style="list-style-type: none"> Use monitoring strategies to increase comprehension, including work recognition strategies, re-reading, and looking forward in the text. 	<p>Teacher’s Edition:</p> <p>Unit 1 C 27N; DC 126/127</p> <p>Unit 2 C 159A, 159K, 199A, 239A; DC 172/173, 184/185, 206/207, 220/221; RIT 192/193, 232/233; RMS 240/241</p> <p>Unit 3 RMS 392/393</p> <p>Unit 4 C 9A, 45A; DC 14/15, 20/21, 52/53</p> <p>Unit 5 C 255A; DC 214/215, 262/263, 292/293; RIT 282/283</p> <p>Unit 6 DC 342/343; RIT 358/359; RMS 398/399</p>

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<p>2.1.7 Apply <u>comprehension monitoring strategies during and after reading: summarize informational/expository text and literary/narrative text.</u></p> <ul style="list-style-type: none"> Summarize the events or information in <u>informational/expository text</u> with teacher guidance (e.g., the important characteristics of certain animals or plants presented in text). Summarize the plot/message in <u>culturally relevant literary/narrative text</u> with teacher guidance. Organize <u>summary</u> information from <u>informational/expository text</u> and/or <u>literary/narrative text</u> into a teacher-provided <u>graphic organizer</u> to enhance text comprehension. 	<p>Student Edition:</p> <p>Unit 1 <i>Reread for Comprehension</i> 81</p> <p>Unit 3 333, 342, 377 <i>Reread for Comprehension</i> 329 <i>Comprehension</i> 330</p> <p>Unit 5 <i>Comprehension</i> 244</p> <p>Teacher’s Edition:</p> <p>Unit 1 C 69A, 81A, 111A; DC 84/85, 130/131; ES 92/93; RMS 70/71</p> <p>Unit 3 C 329A-B, 357A-B; DC 334/335, 364/365; ELL 344/345; TE 336/337, 372/373</p> <p>Unit 4 ES 20/21, 66/67</p> <p>Unit 5 C 175A, 209A, 243A-B; DC 180/181, 216/217, 224/225, 246/247; R 240K; RET 202/203; RIT 234/235</p>
<p>Component 2.2 Understand and apply knowledge of text components to comprehend text.</p>	
<p>2.2.1 Understand <u>story sequence.</u></p> <ul style="list-style-type: none"> Retell text focusing on the problem or events in sequence. (Note: Differences in story telling order exist between cultures. For example, some cultures tell the end of the story first.) 	<p>Student Edition:</p> <p>Unit 1 <i>Retell the Story</i> 27, 61</p> <p>Unit 2 <i>Retell the Story</i> 189, 231, 311</p> <p>Unit 3 <i>Retell the Story</i> 381</p> <p>Unit 4 <i>Retell the Story</i> 37 <i>Reread for Comprehension</i> 93 <i>Comprehension</i> 94</p> <p>Unit 5 <i>Reread for Comprehension</i> 209 <i>Comprehension</i> 210 <i>Retell the Story</i> 233, 279</p> <p>Unit 6 <i>Retell the Story</i> 355, 389</p> <p>Teacher’s Edition:</p> <p>Unit 2 OL 311D</p> <p>Unit 4 C 81A-B, 93A-B; DC 84/85, 98/99, 134/135; ELL 110/111; ES 106/107; RIT 72/73; TE 102/103</p> <p>Unit 5 C 209A-B; DC 212/213; ELL 222/223; ES 226/227; R 206K, 252K; TE 220/221</p> <p>Unit 6 R 362K</p>

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<p>2.2.2 Understand and apply features of printed and <u>electronic text</u> to locate and comprehend text.</p> <ul style="list-style-type: none"> Identify and use grade-level-appropriate <u>text features</u> with teacher guidance. Interpret information from graphs and charts with teacher guidance. Identify and use <u>icons</u> and <u>pull-down menus</u>. 	<p>Student Edition:</p> <p>Unit 1 <i>Connect and Compare</i> 31 #1, 143 #1</p> <p>Unit 2 <i>Connect and Compare</i> 193 #1, 233 #1, 283 #1, 313 #1</p> <p>Unit 3 <i>Connect and Compare</i> 433 #1</p> <p>Unit 4 <i>Connect and Compare</i> 39 #1, 75 #1, 159 #1</p> <p>Unit 5 <i>Connect and Compare</i> 203 #1, 237 #1</p> <p>Unit 6 <i>Connect and Compare</i> 359 #1</p> <p>Teacher’s Edition:</p> <p>Unit 1 CL 151i; RIT 28/29, 140/141</p> <p>Unit 2 RIT 190/191</p> <p>Unit 3 RIT 430/431</p> <p>Unit 4 RIT 38/39, 156/157; SIT 37W</p> <p>Unit 5 RIT 280/281, 312/313</p>
<p>2.2.3 Understand <u>story elements</u>.</p> <ul style="list-style-type: none"> Describe physical traits of characters and tell how they act. Retell the important events of a story. Describe the setting of a story. Identify the speaker/narrator in a story. 	<p>Student Edition:</p> <p>Unit 1 <i>Reread for Comprehension</i> 9 <i>Think and Compare</i> 27 #3, 61 #3</p> <p>Unit 2 182 <i>Think and Compare</i> 189 #4</p> <p>Unit 3 <i>Retell the Story</i> 381, 429</p> <p>Unit 4 <i>Retell the Story</i> 37, 155</p> <p>Unit 5 <i>Think and Compare</i> 233 #2 <i>Retell the Story</i> 279</p> <p>Unit 6 <i>Connect and Compare</i> 391 #1</p> <p>Teacher’s Edition:</p> <p>Unit 1 C 9A-B, 9K, 61N ; DC 12/13, 20/21, 44/45; ELL 18/19; RA S11; TE 16/17</p> <p>Unit 2 C 159A-B, 159K, 231N, 279N; DC 162/163, 210/211, 256/257; ELL 168/169; TE 176/177</p> <p>Unit 4 DC 134/135</p> <p>Unit 5 DC 218/219; ELL 222/223; ES 226/227; TE 220/221</p> <p>Unit 6 AC 456</p>

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<p>2.2.4 Understand text organizational structures.</p> <ul style="list-style-type: none"> Recognize and use sentences, paragraphs, and chapter structure to understand the organization in both <u>informational/expository text</u> and <u>literary/narrative text</u>. Identify text written in the text organizational structures of <i>simple listing</i> and <i>sequential order</i>. 	<p>Student Edition:</p> <p>Unit 4 <i>Reread for Comprehension</i> 93 <i>Comprehension</i> 94</p> <p>Unit 5 222</p> <p>Teacher’s Edition:</p> <p>Unit 1 G 9C, 27B, 27O, 31B, 33H, 61B, 63B, 65H, 69C; W 27C, 27P, 31B</p> <p>Unit 2 W 199D</p> <p>Unit 3 G 459B</p> <p>Unit 4 C 81K, 93A-B, 201N; DC 84/85, 96/97, 106/107; RIT 156/157; RMS 82/83; W 85R-S</p> <p>Unit 5 C 209A-B; DC 228/229; ES 226/227; RIT 236/237; SIT 233X</p>
<p>Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.</p>	
<p>2.3.1 Understand and analyze the relationship between and among <u>informational/expository text</u> and <u>literary/narrative text</u>.</p> <ul style="list-style-type: none"> Compare and contrast <u>literary/narrative text</u> elements in one story or between two stories. Compare and contrast facts in one text or between two <u>informational/expository texts</u>. Explain simple cause and effect relationships in <u>informational/expository text</u> and <u>literary/narrative text</u>. 	<p>Student Edition:</p> <p>Unit 1 <i>Think and Compare</i> 73 #4, 103 #5</p> <p>Unit 2 211, 301 <i>Reread for Comprehension</i> 199, 289 <i>Think and Compare</i> 231 #2, 243 #4, 311 #2</p> <p>Unit 3 <i>Think and Compare</i> 349 #5</p> <p>Unit 4 19, 30</p> <p>Unit 5 <i>Think and Compare</i> 201 #5, 247 #4, 279 #5</p> <p>Unit 6 <i>Think and Compare</i> 355 #5, 389 #2 <i>Connect and Compare</i> 359 #2</p> <p>Teacher’s Edition:</p> <p>Unit 1 C 107G</p> <p>Unit 2 C 195G, 199A-B, 235G, 289A-B; DC 204/205, 222/223; ELL 210/211, 302/303; ES 212/213, 306/307; TE 218/219, 304/305</p> <p>Unit 3 C 349N, 381N, 435G</p> <p>Unit 4 C 9A-B; DC 12/13; ELL 32/33</p> <p>Unit 5 C 251K, 285G, 317G</p> <p>Unit 6 C 365A-B; DC 370/371; ES 376/377; TE 378/379</p>

STANDARDS	PAGE REFERENCES
<p>2.3.2 Understand how to locate specific information.</p> <ul style="list-style-type: none"> Use alphabetical and numerical systems to locate information in dictionary or book. 	<p>Student Edition: Unit 1 <i>Vocabulary</i> 8</p> <p>Teacher’s Edition: Unit 1 D 33F; RSS 73O; V 7G, 27J; WR 151C Unit 2 RSS 243O Unit 3 M xvii Unit 5 RSS 247O</p>
<p>2.3.3 Understand <u>literary/narrative devices</u>.</p> <ul style="list-style-type: none"> Recognize <u>similes</u>, <u>alliteration</u>, and <u>onomatopoeia</u> in literary/narrative passages. 	<p>Student Edition: Unit 3 <i>Connect and Compare</i> 351 #1, 459 #1 Unit 4 <i>Connect and Compare</i> 117 #1 Unit 6 <i>Connect and Compare</i> 435 #1</p> <p>Teacher’s Edition: Unit 1 AC 26, 138 Unit 2 AC 188 Unit 3 AC 428; P 349W, 457W; RP 350/351, 458/459 Unit 4 P 115W; RP 116/117 Unit 5 AC 200, 232, 278, 310 Unit 6 AC 354, 388; P 433W; RP 434/435</p>
<p>Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.</p>	
<p>2.4.1 Understand how to draw simple conclusions and give a response to text.</p> <ul style="list-style-type: none"> Give a personal or text-based response to a passage using a teacher-generated prompt. Draw a simple conclusion from grade-level text with teacher guidance. 	<p>Student Edition: Unit 3 445 <i>Reread for Comprehension</i> 439 <i>Think and Compare</i> 457 #3 Unit 5 179 <i>Think and Compare</i> 201 #2</p> <p>Teacher’s Edition: Unit 1 C 73N, 139N Unit 2 C 231N, 279N Unit 3 C 349N, 381N, 439A-B; ELL 446/447; TE 450/451 Unit 4 C 37N, 115N; DC 26/27 Unit 5 C 175A-B, 233N, 247N; DC 192/193, 222/223; ELL 184/185; ES 196/197; TE 194/195 Unit 6 C 355N, 389N, 433N, 457N</p>

STANDARDS	PAGE REFERENCES
<p>2.4.2 Understand that there are purposes of writing.</p> <ul style="list-style-type: none"> Identify common types of <u>informational/expository text</u> and <u>literary/narrative text</u> and explain why they are read. 	<p>Student Edition:</p> <p>Unit 3 <i>Think and Compare</i> 349 #4, 381 #4, 395 #3 <i>Comprehension</i> 392</p> <p>Unit 4 <i>Think and Compare</i> 37 #4, 155 #4</p> <p>Unit 6 338, 349 <i>Reread for Comprehension</i> 331 <i>Think and Compare</i> 355 #4</p> <p>Teacher’s Edition:</p> <p>Unit 2 RIT 192/193</p> <p>Unit 3 AC 348; AL 399V; C 391A-B, 391K, 399K; DC 394/395; OL 399CC</p> <p>Unit 4 AC 70; RIT 74/75</p> <p>Unit 6 AL 361R; BL 361T; C 331A-B, 331J, 361G, 389N; DC 378/379; ELL 342/343; ES 346/347</p>
<p>2.4.3 Understand there are facts and opinions.</p> <ul style="list-style-type: none"> Explain the difference between a fact and an opinion with teacher guidance. 	<p>Teacher’s Edition:</p> <p>Unit 1 C 73N, 103N; G 102; ML 151J; SIT 27X</p> <p>Unit 2 RIT 280/281; SIT 189X; TC 321K; W 243C</p> <p>Unit 3 W 349C, 349Q, 395C, 403D, 429C, 467A-E</p> <p>Unit 4 W 71C</p> <p>Unit 5 RI xvi; W 247C</p>
<p>EALR 3: The student reads different materials for a variety of purposes.</p>	
<p>Component 3.1 Read to learn new information.</p>	
<p>3.1.1 Understand how to select and use appropriate resources.</p> <ul style="list-style-type: none"> Identify print and non-print resource materials available to complete a task (with teacher assistance), such as informational text and/or illustrations and graphics. Identify one resource and use it to answer a question with teacher assistance. 	<p>Student Edition:</p> <p>Unit 1 <i>Social Studies Activity</i> 143</p> <p>Unit 4 <i>Science Activity</i> 39</p> <p>Teacher’s Edition:</p> <p>Unit 1 S 34L; W 73C</p> <p>Unit 2 CC 233A; RI xvi, 233A; RSS 243O; W 239D, 243C</p> <p>Unit 3 RI xvi, 433A; RSS 395O; S 400L; W 395C</p> <p>Unit 4 RI xvi, 39A, 75A, 159A; RSS 85O; S 120L; W 85C</p> <p>Unit 5 RI xvi; S 252L; W 243D, 247C</p> <p>Unit 6 ELL 389C; RI xvi; W 401C</p>

STANDARDS	PAGE REFERENCES
Component 3.2 Read to perform a task.	
<p>3.2.1 Understand information gained from reading to perform a specific task.</p> <ul style="list-style-type: none"> Use signs, labels, and instructions to answer questions or complete a task using grade-level text. Identify and use important words in a text to perform a task (e.g., math problem solving, follow multi-step directions). 	<p>Student Edition:</p> <p>Unit 1 <i>Connect and Compare</i> 31 #1 <i>Social Studies Activity</i> 143</p> <p>Unit 2 <i>Social Studies Activity</i> 193, 233, 283 <i>Connect and Compare</i> 313 #1</p> <p>Unit 3 <i>Social Studies Activity</i> 433</p> <p>Unit 4 <i>Science Activity</i> 39 <i>Social Studies Activity</i> 75</p> <p>Unit 5 <i>Connect and Compare</i> 203 #1 <i>Science Activity</i> 237</p> <p>Unit 6 <i>Science Activity</i> 359</p> <p>Teacher’s Edition:</p> <p>Unit 1 RIT 28/29</p> <p>Unit 2 CC 193A; RI 193A, 233A, 313A</p> <p>Unit 3 CC 433A; RI 433A</p> <p>Unit 4 RI 39A, 75A, 159A</p> <p>Unit 5 CC 203A; RET 202/203; RI 237A</p> <p>Unit 6 RI 359A, 459A</p>
<p>3.2.2 Understand a variety of <u>functional documents</u>.</p> <ul style="list-style-type: none"> Read and explain the information in functional documents that are used in a home setting to communicate information (e.g., shopping lists, TV schedules, advertisements, telephone messages). 	<p>Student Edition:</p> <p>Unit 1 158-159</p> <p>Teacher’s Edition:</p> <p>Unit 3 ML 467J</p> <p>Unit 4 D 118/119; RIT 158/159</p> <p>Unit 6 ML 467J</p>
Component 3.4 Read for literary/narrative experience in a variety of genres.	
<p>3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.</p> <ul style="list-style-type: none"> Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response. 	<p>Student Edition:</p> <p>Unit 1 <i>Think and Compare</i> 61 #5, 139 #35 <i>Connect and Compare</i> 143 #2</p> <p>Unit 2 <i>Think and Compare</i> 189 #5, 243 #4 <i>Connect and Compare</i> 193 #2 <i>Social Studies Activity</i> 283</p> <p>Unit 4 <i>Think and Compare</i> 71 #4</p> <p>Unit 5 <i>Think and Compare</i> 279 #4, 311 #4</p> <p>Teacher’s Edition:</p> <p>Unit 1 BL 65II, 77MM, 77X; C 139N; MC 139A; OL 77W, 77CC, 139D; R 66K</p> <p>Unit 2 CC 283A</p> <p>Unit 4 CC 26/27, 146/147; MC 155A</p> <p>Unit 5 MC 233A, 279A</p>

STANDARDS	PAGE REFERENCES
<p>3.4.2 Understand traditional and contemporary literature written in a variety of genres.</p> <ul style="list-style-type: none"> Identify and explain the characteristics of a variety of genres. Read and respond to literature from multiple genres using teacher prompts appropriate to the text and content. 	<p>Teacher’s Edition:</p> <p>Unit 1 AC 102; C 73N, 103N; DC 14/15; G 60; OL 27D, 61D, 73D, 103D</p> <p>Unit 2 DC 170/171; G 230, 310; OL 243D, 311D; RIT 192/193</p> <p>Unit 3 AC 456; C 429N, 457N; DC 332/333; OL 349D, 381D; RFT 384/385</p> <p>Unit 4 C 37N; DC 96/97; G 36, 70; OL 71D</p> <p>Unit 5 OL 233D, 311D; RIT 234/235</p> <p>Unit 6 DC 416/417, 444/445; G 456; OL 355D, 389D, 401D; RIT 356/357</p>
<p>3.4.3 Understand a variety of literature representing different cultures and traditions.</p> <ul style="list-style-type: none"> Identify and discuss the culture and/or traditions represented in a story with teacher guidance. 	<p>Student Edition:</p> <p>Unit 1 <i>Think and Compare</i> 139 #35 <i>Connect and Compare</i> 143 #2</p> <p>Unit 2 <i>Connect and Compare</i> 193 #2 <i>Think and Compare</i> 243 #4 <i>Social Studies Activity</i> 283</p> <p>Unit 3 <i>Author’s Purpose</i> 380</p> <p>Teacher’s Edition:</p> <p>Unit 1 C 139N; MC 139A; OL 77W, 77CC, 139D; SS 108L</p> <p>Unit 2 CC 283A</p> <p>Unit 3 BL 387T</p> <p>Unit 4 BL 161T, 161Z; CC 26/27, 146/147; MC 155A</p> <p>Unit 5 MC 233A</p>
<p>EALR 4: The student sets goals and evaluates progress to improve reading.</p>	
<p>Component 4.1 Assess reading strengths and need for improvement.</p>	
<p>4.1.1 Understand how to monitor own reading progress.</p> <ul style="list-style-type: none"> Explain what good readers do and identify own good reader behaviors. Graph progress (e.g., keep a fluency chart of rate and accuracy). 	<p>Teacher’s Edition:</p> <p>Unit 1 C 27N, 107G, 145G; D 134/135; DC 94/95</p> <p>Unit 2 C 195G, 235G, 247K; DC 174/175, 226/227</p> <p>Unit 3 C 353G, 387G, 399K, 435G</p> <p>Unit 4 C 41G, 45K, 77G</p> <p>Unit 5 C 205G, 239G, 251K, 285G</p> <p>Unit 6 C 361G, 393G, 405K</p>

STANDARDS	PAGE REFERENCES
<p>4.1.2 Understand how to set a grade-level appropriate reading goals.</p> <ul style="list-style-type: none"> Set a reading goal and create a plan to meet that goal with teacher assistance. 	<p>Teacher’s Edition:</p> <p>Unit 1 C 9K, 37J, 69K, 111J Unit 2 C 159K, 239K; OL 195EE Unit 3 C 329J, 403K, 439K Unit 4 BL 41EE; C 9J, 45K, 81K; OL 77EE Unit 5 BL 285EE; C 243K; OL 205EE Unit 6 BL 461EE; C 397K, 441J; OL 361EE</p>
<p>Component 4.2 Develop interests and share reading experiences.</p>	
<p>4.2.1 Understand that readers have favorite books.</p> <ul style="list-style-type: none"> Select favorite subjects, authors, and/or books to share with others. Self-select books at an instructional level and an independent level. 	<p>Teacher’s Edition:</p> <p>Unit 1 BL 65II, 77MM, 145II; OL 33II; R 66K Unit 2 AL 235HH, 285HH; BL 195II; R 236K Unit 3 BL 387II; OL 353II; R 388K, 400K Unit 4 OL 41II; R 78K Unit 5 BL 205II, 317II; OL 239II; R 240K Unit 6 BL 393II, 437ii; R 406K</p>