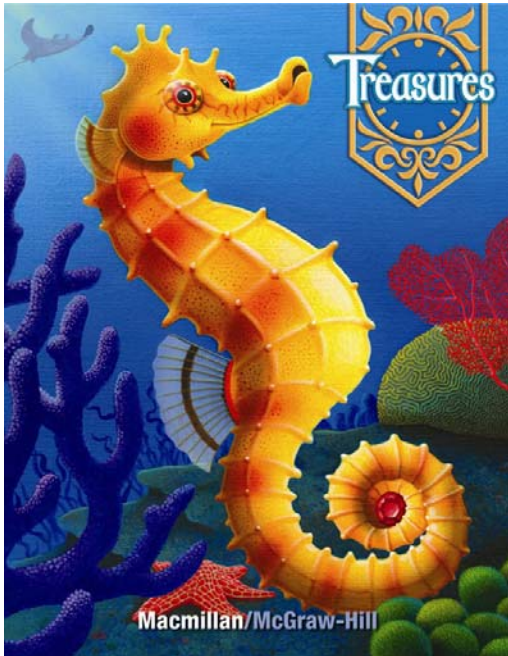
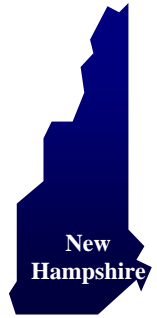




Macmillan/McGraw-Hill

Reading Grade Level Expectations  
Grade 2



# Treasures

Grade 2  
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STANDARDS	PAGE REFERENCES
<p align="center"><b>Early Reading Strategies (R-9)</b> All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</p>	
<p align="center"><b>End of Grade 2 LOCAL ONLY</b></p>	
<p><b>R-2-9</b> <b>Demonstrates phonemic awareness by...</b></p>	
<ul style="list-style-type: none"> <li>R—2—9.1 Blending and segmenting phonemes <u>in more complex one-syllable words</u> (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) (Local)</li> </ul>	<p><b>Teacher Edition:</b> Unit 1 PA 31F, 37B, 65F, 69B, 77F Unit 2 PA 183F, 187B, 191F, 213O, 233F Unit 3 PA 335F, 361F, 361O, 403F, 407B Unit 4 ALO 123K; PA 37F, 45F, 79B, 93A Unit 5 PA 187F, 225F, 267F, 289F, 289O Unit 6 PA 333F, 339B, 343F, 361O, 369F</p>

STANDARDS	PAGE REFERENCES
<b>READING FLUENCY and ACCURACY (R-11)</b>	
<b>R-2-11</b> <b>Reads grade-level appropriate material with...</b>	
<ul style="list-style-type: none"> <li>• <b>R—2—11.1 Accuracy:</b> reading material appropriate <u>for the end of grade 2</u> with at least 90- 94% accuracy (See Appendix F for sample titles.) (Local)</li> </ul>	<b>Teacher Edition:</b> Unit 1 ELL 77I; F 77A Unit 2 CF 285I; F 213I, 225I, 257I Unit 3 F 403I Unit 4 ALO 79X, 91BB, 123X; BLO 41V; CF 123X; ELL 123Y; F 87I, 119I Unit 5 ALO 229BB; CF 213I, 289I; F 225A, 289A Unit 6 F 333I, 373A, 403I
<ul style="list-style-type: none"> <li>• <b>R—2—11.2 Fluency:</b> reading <u>grade-appropriate text</u> with oral fluency rates of <u>at least 80-100 words correct per minute</u> (See Appendix C for suggested rates.) (Local)</li> </ul>	<b>Teacher Edition:</b> Unit 1 F 31I, 65I, 77I, 107I, 143I; R 82I Unit 2 F 183I, 213I, 225I, 257I, 285I Unit 3 F 327I, 361I, 375I, 403I, 437I Unit 4 DC 24/25, 102/103; F 37I, 73I, 87I, 119I, 149I Unit 5 ALO 229P; DC 180/181; F 187I, 213I, 289I; R 194I Unit 6 F 333I, 361I, 373I, 403I
<ul style="list-style-type: none"> <li>• <b>R—2—11.3 Fluency:</b> reading grade-appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention to <u>punctuation (including commas and quotation marks)</u> (Local)</li> </ul>	<b>Teacher Edition:</b> Unit 1 F 31I, 65A, 65I, 77I, 107I, 143I Unit 2 F 183I, 213I, 225I, 257I, 285I Unit 3 F 327I, 361I Unit 4 DC 24/25, 102/103; F 37I, 73I Unit 5 DC 180/181; F 213A, 213I, 257A Unit 6 F 361A, 361I, 403I

STANDARDS	PAGE REFERENCES
<b>WORD IDENTIFICATION SKILLS and STRATEGIES (R-1.1 to R-1.3)</b>	
<b>R-2-1</b> <u>Applies word identification and decoding strategies by ...</u>	
<ul style="list-style-type: none"> <li>R-2-1.1 Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., <u>knot</u>, <u>catch</u>, <u>float</u>, <u>fight</u>; or common suffixes ) (State)</li> <li>EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., flower and shower)</li> <li>EXAMPLES (multi-syllabic words): happiness, shower, sunshine</li> </ul>	<b>Teacher Edition:</b> Unit 2 P 231A-B, 233G-H, 257F, 265A-B, 285F; PSA 213Q Unit 3 P 381A-B, 383F-G, 403P; PA 403O; PSA 403Q Unit 4 PSA 37Q, 87R Unit 5 P 161A-B, 187F, 193B, 231A-B, 233F-G, 257F, 257P, 263B; PA 219A, 225P, 231A Unit 6 P 299A-B, 301F-G, 333P, 339B; VS T13, T15
<ul style="list-style-type: none"> <li>R-2-1.2 Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</li> </ul>	<b>Teacher Edition:</b> Unit 2 P 231A-B, 233G-H, 257F Unit 3 P 381A-B, 383F-G, 403P Unit 4 P 125A-B, 127F-G, 149O-P, 155B Unit 5 P 161A-B, 187F, 193B, 231A-B, 233F-G, 257F, 257P, 263B Unit 6 P 299A-B, 301F-G, 333P, 339B
<ul style="list-style-type: none"> <li>R-2-1.3 Reading grade-level appropriate words (in connected_text) <u>with automaticity</u> (Local)</li> </ul>	<b>Teacher Edition:</b> Unit 1 PS 41H, 65R, 77S, 107R Unit 2 PS 213R, 225R Unit 3 PS 327R, 375S, 403R, 437Q Unit 4 PS 73Q, 87S, 119P, 149Q Unit 5 PS 187Q, 213R, 225S, 289P Unit 6 PS 333Q, 361P, 403R

STANDARDS	PAGE REFERENCES
<b>WORD IDENTIFICATION SKILLS and STRATEGIES (R-1.4 to R-1.6)</b>	
<ul style="list-style-type: none"> <li>R—2—1.4 Reading grade- appropriate, high-frequency words (including irregularly spelled words) (Local)</li> </ul>	<p><b>Teacher Edition:</b>            Unit 1 HFW S6, S10, S14, S18, S22, T1; PS 11C, 71C            Unit 2 HFW T1; PS 155C, 189C, 219C            Unit 3 HFW T1; PS 381C, 409C            Unit 4 HFW T1; PS 11C            Unit 5 HFW T1; PS 195C, 219C, 231C, 265C            Unit 6 HFW T1; PS 341C, 379C, 409C</p>
<ul style="list-style-type: none"> <li>R-2-1-1.5 No GLE at this grade level</li> </ul>	
<ul style="list-style-type: none"> <li>R-2-1.6 No GLE at this grade level</li> </ul>	
<b>VOCABULARY STRATEGIES (R-2)</b>	
<p><b>R-2-2</b>  <b>Students identify the meaning of unfamiliar vocabulary by...</b></p>	
<ul style="list-style-type: none"> <li>R—2—2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as “thick-est,” “hope-ful;” or context clues, including illustrations and diagrams; or prior knowledge) (State)</li> </ul>	<p><b>Student Edition:</b>            Unit 3  <i>Vocabulary</i> 298            Unit 6  <i>Vocabulary</i> 342, 380</p> <p><b>Teacher Edition:</b>            Unit 2 DC 172/173; ELL 198/199            Unit 3 DC 314/315; PSA 327Q; V 327H, 369E, 375H; WW 368I            Unit 5 DC 204/205, 248/249; RIT 190/191            Unit 6 DC 312/313, 316/317, 348/349, 398/399; V 341E, 361H, 379E, 403H; WW 340I, 378I</p>

STANDARDS	PAGE REFERENCES
<b>BREADTH of VOCABULARY (R-3)</b>	
<b>R-2-3</b> <b>Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by ...</b>	
<ul style="list-style-type: none"> <li>R-2-3.1 Identifying synonyms or antonyms; or <u>categorizing words</u> (State)</li> <li>EXAMPLES (of categorizing): Given a T-chart with two “categories” of words listed (e.g., shapes and sizes), students would identify another word to add to the chart that describes shapes or sizes; or in a multiple choice item, select the best category title for the words listed</li> </ul>	<p><b>Student Edition:</b> Unit 2 <i>Vocabulary</i> 232</p> <p><b>Teacher Edition:</b> Unit 2 DC 236/237, 246/247; V 189E, 213H, 231E, 257H; VS T11, T13; WW 188I, 230I Unit 3 DC 344/345, 348/349, 390/391, 424/425; V 333E, 361H, 403H, 409E; WW 332I, 380I Unit 5 SA 187P Unit 6 G 411C, 441B, 447F, 411C, 441B, 445B, 447F; WW 408I</p>
<ul style="list-style-type: none"> <li>R-2-3.2 Selecting appropriate words to use in context, <u>including words specific to the content of the text</u> (State)</li> <li>EXAMPLE: In a short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them.</li> </ul>	<p><b>Teacher Edition:</b> Unit 1 IT 65S, 143R; V 31Q, 65R, 77S, 107R Unit 2 IT 183S, 257R, 285R Unit 3 IT 327S, 361R, 437R Unit 4 IT 149R; NA 73R; V 37R, 73Q, 87S Unit 5 IT 187R, 213S, 257R Unit 6 IT 333R, 403S, 441R</p>
<ul style="list-style-type: none"> <li>R-2-3.3 This GLE is subsumed under R-2-3.1</li> </ul>	

STANDARDS	PAGE REFERENCES
<p align="center"><b>INITIAL UNDERSTANDING of LITERARY TEXTS (R-4)</b></p> <p align="center">All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. A list of suggested literary texts for instructional and assessment purposes is included in the Appendix A.</p>	
<p><b>R-2-4</b>  <u>Demonstrate initial understanding of elements of literary texts by...</u></p>	
<ul style="list-style-type: none"> <li>R-2-4.1 <u>Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text</u> (State)</li> </ul>	<p><b>Student Edition:</b>  Unit 1  <i>Reread for Comprehension</i> 13  <i>Comprehension</i> 14  Unit 5  <i>Think and Compare</i> 213 #1  Unit 6  <i>Reread for Comprehension</i> 411</p> <p><b>Teacher Edition:</b>  Unit 1 C 31J, 107J, T7; DC 16/17, 50/51, 58/59, 122/123, 134/135; ELL 18/19  Unit 2 DC 194/195  Unit 3 DC 386/387, 420/421  Unit 4 DC 58/59  Unit 5 DC 204/205, 206/207; ELL 208/209  Unit 6 DC 304/305, 414/415, 418/419, 426/427</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R—2—4.2a <u>Sequencing key events in order, as appropriate to text</u> (Local)</li> <li>R—2—4.2b <u>Retelling the key elements of a story</u> (Local)</li> </ul>	<p><b>Student Edition:</b>  Unit 1  <i>Retell the Story</i> 31, 65, 107, 143  <i>Reread for Comprehension</i> 41  Unit 2  <i>Retell the Story</i> 183, 213, 257  <i>Reread for Comprehension</i> 191  <i>Comprehension</i> 192  <i>Strategy Skill</i> 207  Unit 4  <i>Retell the Story</i> 73  Unit 6  <i>Retell the Story</i> 333</p> <p><b>Teacher Edition:</b>  Unit 2 C 191A-B, 285J, T8; DC 176/177, 224/225; ELL 208/209, 260/261, 280/281; ES 204/205  Unit 5 DC 168/169; ELL 246/247; ES 252/253  Unit 6 R 408I</p>
<ul style="list-style-type: none"> <li>R—2—4.3 <u>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.</u>(Local)</li> </ul>	<p><b>Student Edition:</b>  Unit 2  <i>Reread for Comprehension</i> 233, 267</p> <p><b>Teacher Edition:</b>  Unit 1 C 143J; DC 130/131; ES 26/27  Unit 2 C 233A, 233J, 291J; DC 236/237, 240/241, 270/271, 274/275, 276/277; ELL 242/243  Unit 4 C 79E; DC 48/49, 56/57, 62/63; ELL 87E  Unit 5 ES 202/203  Unit 6 DC 420/421; ES 422/423</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R—2—4.4 <u>Distinguishing among a variety of types of text (e.g., literary texts: poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)</u> (Local)</li> </ul>	<p><b>Student Edition:</b>  Unit 1  <i>Genre</i> 14  Unit 6  <i>Reread for Comprehension</i> 301</p> <p><b>Teacher Edition:</b>  Unit 1 AC 106; DC 22/23, 46/47, 88/89, 124/125; IT 31R, 143R; R 74/75  Unit 2 AC 284; DC 166/167, 194/195, 238/239; ELL 217E, 229I, 291E; IT 183S, 285R; P 213S  Unit 3 DC 306/307, 414/415; P 403S  Unit 4 DC 48/49  Unit 5 DC 200/201; P 289Q  Unit 6 C 301A-B; DC 306/307, 310/311, 318/319, 416/417; ELL 312/313; ES 320/321; P 361Q</p>
<ul style="list-style-type: none"> <li>R—2—4.5 Identifying literary devices as appropriate to genre: rhyme, repeated language <u>or dialogue</u> (e.g., “When I was young in the mountains...” ) (Local)</li> </ul>	<p><b>Student Edition:</b>  Unit 1  <i>Connect and Compare</i> 109 #1  Unit 2  <i>Connect and Compare</i> 215 #1  Unit 3  <i>Connect and Compare</i> 405 #1  Unit 4  <i>Connect and Compare</i> 121 #1  Unit 5  <i>Connect and Compare</i> 291 #1  Unit 6  <i>Connect and Compare</i> 363 #1</p> <p><b>Teacher Edition:</b>  Unit 1 AC 30, 142; P 107S; RP 108/109  Unit 2 P 213S; RP 214/215  Unit 3 AC 326, 436; P 403S; RP 404/405  Unit 4 AC 148; DC 32/33; P 119Q; RP 120/121  Unit 5 AC 186; P 289Q; RP 290/291  Unit 6 AC 440; P 361Q; RI 405A; RP 362/363</p>

STANDARDS	PAGE REFERENCES
<p><b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.1 to R-5.4)</b>  All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix A for a list of suggested literary texts for instructional and assessment purposes.</p>	
<p><b>R-2-5</b>  <u>Analyze and interpret elements of literary texts, citing evidence where appropriate by...</u></p>	
<ul style="list-style-type: none"> <li>R-2-5.1 Making logical predictions (State)</li> <li>EXAMPLE: What might happen next?</li> </ul>	<p><b>Student Edition:</b>  Unit 1  <i>Reread for Comprehension</i> 115  <i>Comprehension</i> 116  <i>Strategy Skill</i> 138</p> <p><b>Teacher Edition:</b>  Unit 1 C 115A-B; DC 24/25, 48/49, 52/53, 102/103, 120/121, 138/139, T10; ELL 136/137; R 112I  Unit 2 C 225J; DC 162/163, 208/209, 244/245, 250/251, 276/277; ES 178/179  Unit 3 DC 318/319, 426/427  Unit 4 DC 98/99  Unit 5 ELL 172/173; ES 168/169  Unit 6 C 333J; DC 308/309, 314/315, 322/323, 428/429</p>
<ul style="list-style-type: none"> <li>R-2-5.2 Identifying <u>relevant</u> physical characteristics or personality traits of main characters (State)</li> </ul>	<p><b>Teacher Edition:</b>  Unit 1 ALO 37P, 37T; BLO 37N, 37R, 37V; C 13I, 31J; DC 16/17, 20/21, 122/123, 134/135; OLO 37M; R 112I  Unit 3 DC 416/417, 420/421  Unit 4 BLO 155V; DC 134/135  Unit 6 ALO 447P; DC 418/419, 424/425, 426/427, 430/431</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R–2–5.3 <u>Making basic inferences about problem or solution</u> (State)</li> <li>EXAMPLES: What helped Luke to solve his problem in the story? What was Jane’s problem?</li> </ul>	<p><b>Student Edition:</b>  Unit 2  <i>Think and Compare</i> 285 #1  Unit 5  <i>Reread for Comprehension</i> 197  <i>Comprehension</i> 198</p> <p><b>Teacher Edition:</b>  Unit 2 ELL 280/281  Unit 3 DC 420/421  Unit 4 DC 58/59, 140/141; R 38/39  Unit 5 ALO 217P, 217T; BLO 217N, 217V; C 197A-B, 257J, T8; DC 178/179, 204/205, 208/209, 242/243; DR T20, T23; OLO 217M, 217Q</p>
<ul style="list-style-type: none"> <li>R–2—5.4  No GLE at this grade level</li> </ul>	
<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.5 to R-5.7, and R-6)</b>	
<ul style="list-style-type: none"> <li>R–2–5.5 <u>Identifying the author’s basic message</u> (Local)</li> </ul>	<p>Students determine the main idea of text in the following examples.</p> <p><b>Student Edition:</b>  Unit 1  <i>Comprehension</i> 74, 86  <i>Think and Compare</i> 77 #1  Unit 5  <i>Think and Compare</i> 187 #1  <i>Comprehension</i> 222</p> <p><b>Teacher Edition:</b>  Unit 1 ALO 81T, 81X, 81BB; BLO 81V, 81Z, 111N; C 73A-B, 73I, 77J, 85A-B; DC 76/77, 94/95, 100/101, 102/103; ELL 81U; OLO 81Q, 81Y, 111M; R 70I; RIT 66/67  Unit 5 BLO 229V, 229Z; C 221A-B; DC 224/225; OLO 229Y</p>
<ul style="list-style-type: none"> <li>R–2—5.6 <u>Identifying possible motives of main characters</u> (Local)</li> <li>EXAMPLE: Why did the wolf want to blow the house down?</li> </ul>	<p><b>Teacher Edition:</b>  Unit 4 DC 142/143  Unit 6 DC 310/311, 426/427, 430/431</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R—2—5.7 <u>Recognizing explicitly stated causes or effects</u> (Local)</li> </ul>	<p><b>Student Edition:</b>  Unit 3  <i>Reread for Comprehension</i> 299, 411  <i>Comprehension</i> 300, 412  <i>Think and Compare</i> 327 #1  Unit 4  <i>Reread for Comprehension</i> 45  <i>Comprehension</i> 46</p> <p><b>Teacher Edition:</b>  Unit 2 RIT 288/289  Unit 3 C 299A-B, 299J, 331E, 411A-B, 437J;  DC 302/303, 304/305, 308/309, 312/313, 316/317,  416/417, 418/419, 424/425, 428/429; ELL 316/317,  322/323  Unit 4 DC 52/53, 54/55, 68/69, 106/107; ELL 54/55;  RIT 76/77  Unit 5 DC 278/279  Unit 6 DC 328/329</p>
<p><b>R—2—6</b>  No GLE at this grade level</p>	
<p><b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-16)</b></p>	
<p><b>R—2—16</b>  Generates a personal response <u>to what is read</u> through a variety of means by...</p>	
<ul style="list-style-type: none"> <li>R—2—16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other texts (Local)</li> </ul>	<p><b>Student Edition:</b>  Unit 1  <i>Think and Compare</i> 31 #5  <i>Connect and Compare</i> 147 #2  Unit 2  <i>Connect and Compare</i> 215 #2, 289 #2  Unit 3  <i>Connect and Compare</i> 329 #2  Unit 6  <i>Think and Compare</i> 403 #5</p> <p><b>Teacher Edition:</b>  Unit 1 BLO 37BB; C 37E, 69E, 111E; ELL 31E, 65E,  77E, 146/147; R 38I  Unit 2 BLO 291BB; OLO 263BB  Unit 3 C 331E; ELL 414/415; OLO 331BB  Unit 4 C 41E  Unit 5 C 193E; DC 238/239; ELL 240/241  Unit 6 C 339E; ELL 308/309, 432/433</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R—2—16.2</li> </ul> No GLE at this grade level	
<p style="text-align: center;"><b>INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.1 to R-7.2)</b></p> <p style="text-align: center;"><b>All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.</b></p>	
<p style="text-align: center;"><b>R-2-7</b></p> <p style="text-align: center;"><b>Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p>	
<ul style="list-style-type: none"> <li>R-2-7.1 Obtaining information, from text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, or illustrations) (State)</li> <li>EXAMPLE: On what page would you find information about snakes?</li> </ul>	<p><b>Student Edition:</b></p> <p>Unit 1 <i>Connect and Compare</i> 35 #1</p> <p>Unit 2 <i>Connect and Compare</i> 261 #1, 289 #1</p> <p>Unit 3 <i>Connect and Compare</i> 329 #1, 441 #1</p> <p>Unit 4 <i>Comprehension</i> 77 #1</p> <p>Unit 5 <i>Connect and Compare</i> 191 #1</p> <p>Unit 6 <i>Connect and Compare</i> 405 #1, 445 #1</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 IT 31R, 143R; RIT 32/33; SS 77K</p> <p>Unit 2 IT 183S, 257R, 285R; RIT 184/185, 258/259, 286/287; SS T16</p> <p>Unit 3 IT 327S; RIT 328/329</p> <p>Unit 4 DC 110/111; NA 73R; RIT 76/77; SS 87K</p> <p>Unit 5 RIT 190/191</p> <p>Unit 6 IT 403S, 441R; RIT 404/405, 442/443</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R–2–7.2 Using explicitly stated information to answer questions (State)</li> <li>EXAMPLE: According to this report, what do dolphins eat?</li> </ul>	<p><b>Student Edition:</b>  Unit 1  <i>Connect and Compare</i> 147 #1  Unit 2  <i>Connect and Compare</i> 185 #1  <i>Think and Compare</i> 225 #1, 261 #1  Unit 3  <i>Connect and Compare</i> 365 #1  Unit 4  <i>Connect and Compare</i> 77 #1, 153 #1  Unit 5  <i>Connect and Compare</i> 261 #1  Unit 6  <i>Connect and Compare</i> 337 #1, 445 #1</p> <p><b>Teacher Edition:</b>  Unit 2 DC 206/207; RIT 184/185, 286/287  Unit 3 RIT 362/363  Unit 4 DC 24/25, 28/29, 100/101; RIT 76/77, 150/151  Unit 5 RIT 260/261  Unit 6 RIT 334/335, 336/337, 442/443</p>
<b>INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.3 to R-7.5)</b>	
<ul style="list-style-type: none"> <li>R–2–7.3 <u>Locating and recording information to show understanding, when given an organizational format (e.g., T-chart or Venn diagram)</u> (Local)</li> </ul>	<p><b>Student Edition:</b>  Unit 1  <i>Comprehension</i> 14, 86  Unit 2  <i>Reread for Comprehension</i> 157  <i>Research Inquiry</i> 185  <i>Comprehension</i> 192  Unit 3  <i>Reread for Comprehension</i> 299, 335, 383  <i>Comprehension</i> 300, 336, 384  Unit 6  <i>Comprehension</i> 302, 382</p> <p><b>Teacher Edition:</b>  Unit 1 ELL 31E  Unit 2 CCC 261A  Unit 3 BLO 331V, 367V, 379Z  Unit 4 ELL 76/77, 91I  Unit 5 ELL 263E, 293BB  Unit 6 ELL 301B</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R—2—7.4 Generating questions before, during, and after reading <u>to enhance recall</u>, expand understanding and/or gain new information. , (Local)</li> </ul>	<p><b>Teacher Edition:</b>  Unit 1 RIT 144/145  Unit 3 R 372/373  Unit 4 ALO 41P, 41T, 41X; BLO 41N, 41R; C 13A, 13J, 41E, 83A, 83I, 91I; DC 16/17, 28/29; DR T18, T19, T21, T23; OLO 41M, 41Q; R 84/85; RIT 74/75  Unit 6 RIT 442/443</p>
<ul style="list-style-type: none"> <li>R—2—7.5 <u>Distinguishing among a variety of types of text (e.g., <b>reference:</b> beginning dictionaries, glossaries, children’s magazines, content trade books, children’s newspapers; and <b>practical/functional/ texts:</b> procedures/instructions, announcements, book orders, invitations)</u> (Local)</li> </ul>	<p><b>Student Edition:</b>  Unit 2  <i>Genre</i> 158, 184, 286  Unit 3  <i>Genre</i> 362  Unit 6  <i>Genre</i> 334, 344</p> <p><b>Teacher Edition:</b>  Unit 1 AC 106; DC 88/89  Unit 2 ELL 217E, 229I; IT 183S, 285R  Unit 3 DC 388/389; IT 327S, 437R; R 372/373  Unit 4 DC 16/17; NA 73R; RIT 74/75, 150/151  Unit 5 DC 168/169  Unit 6 AC 360; DC 346/347, 386/387; IT 333R; SS 373K</p>

STANDARDS	PAGE REFERENCES
<p><b>ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8)</b>  All students need ongoing opportunities to apply and practice reading strategies with many different types of <b>INFORMATIONAL</b> texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.</p>	
<p><b>R-2-8</b>  <b>Analyze and interpret informational text, citing evidence as appropriate by...</b></p>	
<ul style="list-style-type: none"> <li>R-2-8.1 <u>Connecting information <i>within</i> a text</u> (State)</li> <li>EXAMPLE: Combining or comparing facts and details presented - What food is eaten by both kinds of fish?</li> </ul>	<p><b>Student Edition:</b>  Unit 4  <i>Reread for Comprehension</i> 13  <i>Comprehension</i> 14  <i>Think and Compare</i> 37  Unit 6  <i>Reread for Comprehension</i> 381  <i>Comprehension</i> 382  <i>Strategy Skill</i> 400  <i>Think and Compare</i> 403 #1</p> <p><b>Teacher Edition:</b>  Unit 3 ES 394/395  Unit 4 C 13A-B; DC 18/19, 20/21, 22/23, 26/27, 114/115; ELL 30/31; ES 22/23; RIT 150/151  Unit 5 C 187J; DC 180/181; RIT 260/261  Unit 6 C 381A-B, 407E; DC 392/393, 394/395, 398/399; ELL 394/395; ES 398/399</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R–2–8.2 <u>Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)</u> (State)</li> </ul>	<p><b>Student Edition:</b>  Unit 1  <i>Comprehension</i> 74, 86  <i>Think and Compare</i> 77 #1  Unit 5  <i>Think and Compare</i> 187 #1  <i>Comprehension</i> 222  Unit 6  <i>Think and Compare</i> 361 #1</p> <p><b>Teacher Edition:</b>  Unit 1 ALO 81T, 81X, 81BB; BLO 81V, 81Z, 111N; C 73A-B, 73I, 77J, 85A-B; DC 76/77, 94/95, 100/101, 102/103; ELL 81U; OLO 81Q, 81Y, 111M; R 70I; RIT 66/67  Unit 2 C 213J; DC 200/201, 276/277  Unit 3 C 375J  Unit 4 DC 24/25, 28/29, 112/113; ES 104/105  Unit 5 C 221A-B</p>
<ul style="list-style-type: none"> <li>R–2–8.3 Making basic inferences or drawing basic conclusions (State)</li> <li>EXAMPLE: Based on this report, do turtles make good pets?</li> </ul>	<p><b>Student Edition:</b>  Unit 2  <i>Reread for Comprehension</i> 157  <i>Comprehension</i> 158  <i>Strategy Skill</i> 161, 179  Unit 4  <i>Reread for Comprehension</i> 127  Unit 6  <i>Reread for Comprehension</i> 343  <i>Comprehension</i> 344</p> <p><b>Teacher Edition:</b>  Unit 1 RIT 34/35  Unit 2 C 157A-B, 157I, 187E, T7; DC 160/161, 170/171, 178/179; ELL 166/167; RIT 184/185  Unit 6 C 343A-B, 361J; DC 348/349, 386/387, 396/397; ELL 350/351; ES 352/353</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>R–2–8.4 Identifying facts presented in text (Local)</li> </ul>	<p><b>Student Edition:</b>  Unit 2  <i>Connect and Compare</i> 185 #1  <i>Think and Compare</i> 225 #1, 261 #1  Unit 3  <i>Connect and Compare</i> 365 #1  Unit 4  <i>Connect and Compare</i> 77 #1, 153 #1  Unit 5  <i>Connect and Compare</i> 261 #1  Unit 6  <i>Connect and Compare</i> 337 #1, 445 #1</p> <p><b>Teacher Edition:</b>  Unit 2 DC 206/207; RIT 184/185  Unit 3 RIT 362/363  Unit 4 DC 24/25, 28/29, 100/101; RIT 76/77, 150/151  Unit 6 RIT 334/335, 336/337, 442/443</p>
<ul style="list-style-type: none"> <li>R–2–8.5 <u>Making inferences about causes or effects, when signal words are present</u> (State)</li> <li>EXAMPLE: “The sun came out. <i>Then</i> the puddle dried up.” What made the puddle dry up?</li> </ul>	<p><b>Student Edition:</b>  Unit 3  <i>Think and Compare</i> 437 #1  Unit 4  <i>Reread for Comprehension</i> 4  <i>Think and Compare</i> 73 #1</p> <p><b>Teacher Edition:</b>  Unit 3 C 443E; DC 356/357, 416/417, 418/419, 424/425, 428/429, 430/431, 432/433; DR T16, T21  Unit 4 DC 50/51, 52/53, 56/57, 60/61, 68/69; R 38/39; RIT 76/77  Unit 5 DC 278/279</p>

STANDARDS	PAGE REFERENCES
<p align="center"><b>READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12) and Reading Comprehension Strategies (R-12 and R-13)</b></p> <p align="center"><b>All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</b></p>	
<p><b>R-2-12</b>  <b>Demonstrates ability to monitor comprehension for different types of texts <u>and purposes</u> by...</b></p>	
<ul style="list-style-type: none"> <li>R—2—12.1 Using a range of self-monitoring and self-correction approaches (e.g., <u>predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues [e.g., pictures]</u>), etc.) (Local)</li> </ul>	<p><b>Teacher Edition:</b>  Unit 1 ES 50/51, 94/95; WCM 24/25, 60/61, 90/91  Unit 2 ELL 198/199; WCM 200/201, 270/271  Unit 3 WCM 308/309, 338/339, 386/387, 420/421  Unit 4 DC 32/33; WCM 24/25, 58/59  Unit 5 RIT 214/215, 258/259; WCM 176/177, 242/243, 272/273  Unit 6 DC 320/321; V 409E, 441H; WCM 310/311, 346/347, 390/391, 424/425</p>
<p>R-2-12.2 Subsumed in R-2-12.1</p>	
<p align="center"><b>READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12) and Reading Comprehension Strategies (R-12 and R-13)</b></p> <p align="center"><b>All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</b></p>	
<ul style="list-style-type: none"> <li>R—2—13 Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text. (Local)</li> <li>EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making text- based inferences; <u>determining importance</u>; generating <u>literal</u> and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); or <u>locating and using text features</u> (e.g. headings, parts of the book) (See also Appendix D)</li> </ul>	<p><b>Student Edition:</b>  Unit 1  <i>Text Feature</i> 144  Unit 2  <i>Reread for Comprehension</i> 233  <b>Teacher Edition:</b>  Unit 1 DC 18/19, 24/25, 52/53; RIT 32/33; SS 77K  Unit 2 DC 270/271, 276/277; RIT 184/185, 258/259, 286/287  Unit 3 RIT 438/439  Unit 4 DC 56/57, 110/111; RIT 76/77  Unit 5 ES 168/169; RIT 190/191, 214/215  Unit 6 DC 308/309, 384/385; ES 388/389</p>

STANDARDS	PAGE REFERENCES
<b>READING EXTENSIVELY* and IN DEPTH (R-14 and R-17)</b>	
<b>R-2-14</b> <b>Demonstrates the habit of reading widely and extensively* by...</b>	
<ul style="list-style-type: none"> <li>R—2—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local)</li> </ul>	<b>Teacher Edition:</b> Unit 1 R 10R, 38I, 70I, 112I Unit 2 BLO 263V; R 188I, 218I, 264I; RA 257E; RI 185A Unit 3 R 380I, 408I Unit 4 BLO 41V, 155V; RA 37E; RI 77A Unit 6 R 298R, 340I, 366I; RA 361E
<ul style="list-style-type: none"> <li>R—2—14.2 Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A)</li> </ul>	<b>Student Edition:</b> Unit 1 <i>Genre</i> 42, 74, 86, 116 Unit 2 <i>Genre</i> 158, 192, 214, 234, 268, 286 Unit 3 <i>Genre</i> 300, 404 Unit 4 <i>Genre</i> 14, 74, 96 Unit 5 <i>Genre</i> 188, 214 Unit 6 <i>Genre</i> 302, 344, 362, 382 <b>Teacher Edition:</b> Unit 1 AC 106; IT 143R Unit 2 AC 284; DC 238/239; IT 183S
<ul style="list-style-type: none"> <li>R—2—14.3 No GLE at this grade level</li> </ul>	

STANDARDS	PAGE REFERENCES
<b>READING EXTENSIVELY* and IN DEPTH (R-14 and R-17)</b> All students need ongoing opportunities to read many different types of texts. See Appendix A for list of suggested texts.	
<b>R-5-17</b> <b>Demonstrates participation in a literate community by...</b>	
<ul style="list-style-type: none"> <li>R—2—17.1 Self-selecting reading materials aligned with reading ability and personal interests (Local)</li> </ul>	<b>Teacher Edition:</b> Unit 1 R 10R, 38I, 70I, 112I Unit 2 BLO 263V; R 188I, 218I, 264I; RA 257E; RI 185A Unit 3 R 380I, 408I Unit 4 BLO 41V, 155V; RA 37E; RI 77A Unit 6 R 298R, 340I, 366I; RA 361E
<ul style="list-style-type: none"> <li>R—2—17.2 Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)</li> </ul>	<b>Teacher Edition:</b> Unit 1 AR T18, T20, T22; C 65J, 77J, 107J; CCC T22 Unit 2 AR T18, T20, T22; C 183J, 213J, 225J, 257J, 285J Unit 3 AR T17, T19, T21; C 327J, 361J; ELL 411D Unit 3 C 257J Unit 4 AR T19, T21, T23 Unit 5 AR T20, T22 T24 Unit 6 AR T20, T22, T24; C 333J, 361J, 373J; RA 403E, 441E; W 361L-M, 377C-D
<b>BREADTH OF READING: Reading for Research Across Content Areas (R-15)</b>	
<b>R-3-15</b> <b>Research* by reading multiple sources (including print and non-print texts) to report information by...</b>	
<ul style="list-style-type: none"> <li>R—2—15.1 No GLE at this grade level</li> </ul>	
<ul style="list-style-type: none"> <li>R—2—15.2 No GLE at this grade level</li> </ul>	
<ul style="list-style-type: none"> <li>R—2—15.3 No GLE at this grade level</li> </ul>	
<ul style="list-style-type: none"> <li>R—2—15.4 No GLE at this grade level</li> </ul>	