

Supplemental Attachment 2

**McGraw-Hill Reading Wonders alignment to Common Core Standards – English Language Art
ELA/SLA Lesson Plan Template: 11/6/2017-11/08/2017**



Common Core State Standards Correlations

English Language Arts



Common Core State Standards Correlations

College and Career Readiness Anchor Standards for READING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Common Core State Standards English Language Arts

Grade 2

Each standard is coded in the following manner:

Strand	Grade Level	Standard
RL	2	1

Reading Standards for Literature

Key Ideas and Details

McGraw-Hill Reading Wonders

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

READING/Writing WORKSHOP: Unit 1: 29, 60 Unit 2: 171 Unit 3: 204, Unit 6: 410
LITERATURE ANTHOLOGY: Unit 1: 31, 71 Unit 2: 131, 159, 209 Unit 3: 251 Unit 4: 365, 385 Unit 5: 409, 439, 475 Unit 6: 507
LEVELED READERS: Unit 1, Week 1: *Cat and Dog* (A), *The Quest* (O), *Class Pets* (B); Unit 1, Week 3: *Too Many Pets?* (A), *A New Home for Henry* (O), *Hello, Koko!* (B); Unit 2, Week 5: *Amira's Petting Zoo* (A), *Alice's New Pet* (O), *Ava's Animals* (B); Unit 3, Week 2: *A Special Sunset* (A); *A Different Set of Stars* (O); *Shadows in the Sky* (B); Unit 3, Week 3: *City Communities* (A, O, B)
YOUR TURN PRACTICE BOOK: 3, 5, 93–95, 138
READING WORKSTATION ACTIVITY CARDS: 1
TEACHER'S EDITION: Unit 1: T34, T39, T47A–T47L, T58, T64, T72, T73, T74, T77, T131, T139C, T150, T195, T211, T216–T217, T231A–T231L, T237A, T242, T248, T258, T262, T266 Unit 2: T145A–T145B, T148, T400–T401, T404–T405, T443, T447 Unit 3: T124–T125, T145A–T145B, T156–T157, T166–T167, T174–T175, T237A–T237B Unit 4: T315C, T321A–T321B, T397, T411A–T411B, T422, T432, T436, T439, T440, T442 Unit 5: T30–T31, T56–T57, T120–T121, T147, T326 Unit 6: T30–T31, T321A–T321B, T397, T411A–T411B

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

READING/Writing WORKSHOP: Unit 2: 126 Unit 4: 309, 310 Unit 5: 338 Unit 6: 411, 412
LITERATURE ANTHOLOGY: Unit 2: 159 Unit 3: 278–279 Unit 4: 379, 385 Unit 5: 409, 475 Unit 6: 507, 576–577
LEVELED READERS: Unit 2, Week 2: *The Cat and the Mice* (A), *The Dog and the Bone* (O), *The Spider and the Honey Tree* (B); Unit 3, Week 3: *City Communities*, pp. 17–18 (A) *City Communities*, pp. 16–18 (O, B); Unit 4, Week 4: *Why Turtles Live in Water* (A), *How Butterflies Came to Be* (O), *Why Spider Has 8 Thin Legs* (B); Unit 4, Week 5: *A Hike in the Woods* (A), *A Little World* (O), *Star Party* (B); Unit 6, Week 1: *The Apples of Idun* (A), *Hercules and the Golden Apples* (O), *Demeter and Persephone* (B)
YOUR TURN PRACTICE BOOK: 183–185, 203–204, 253–254, 293–294
READING WORKSTATION ACTIVITY CARDS: 14, 27
TEACHER'S EDITION: Unit 2: T103, T110–T113, T118–T119, T136–T137, T139M–T139N, T145A–T145B, T150, T156–T157, T166–T167, T170–T171 Unit 3: T237A–T237B Unit 4: T295, T302–T303, T306, T312–T313, T315A–T315F, T321A–T321B, T327, T332, T340–T341, T342, T346, T350–T351, T352, T378, T392–T393, T405A, T430, T432, T436, T439, T440, T442 Unit 5: T30–T31, T37, T45I, T315K–T315L Unit 6: T32–T33, T42–T43, T45A–T45L, T62–T63, T70, T71, T72–T73, T80–T81, T82, T321A–T321B, T396–T397, T423, T435

Reading Standards for Literature

Key Ideas and Details

RL.2.3 Describe how characters in a story respond to major events and challenges.

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READING/WRITING WORKSHOP: Unit 1: 45, 61, Unit 2: 109, 125 Unit 4: 295 Unit 5: 339, 381 Unit 6: 411
LITERATURE ANTHOLOGY: Unit 1: 55, 79 Unit 2: 131, 159 Unit 3: 251 Unit 4: 365 Unit 5: 409, 475 Unit 6: 507
LEVELED READERS: Unit 1, Week 2: *Music in My Family* (A), *Happy New Year!* (O), *I'm Down Under* (B); Unit 1, Week 3: *Too Many Pets?* (A), *A New Home For Henry* (O), *Hello, Koko!* (B); Unit 2, Week 1: *Hippos at the Zoo* (A), *Where Are They Going?* (O), *An Arctic Life for Us* (B); Unit 2, Week 2: *The Cat and the Mice* (A), *The Dog and the Bone* (O), *The Spider and the Honey Tree* (B); Unit 3, Week 2: *A Special Sunset* (A), *A Different Set of Stars* (O), *Shadows in the Sky* (B); Unit 4, Week 3: *Sharing Cultures* (A), *A New Life in India* (O), *Akita and Carlo* (B); Unit 5, Week 1: *Fixing the Playground* (A), *The Food Crew* (O), *How Many Greats?* (B); Unit 5, Week 4: *Let's Carpool* (A), *Our Beautiful Tree* (O), *Family Night Unplugged* (B); Unit 6, Week 1: *The Apples of Idun* (A), *Hercules and the Golden Apples* (O), *Demeter and Persephone* (B)
YOUR TURN PRACTICE BOOK: 23–24, 63–64, 173–174, 183–184, 253–254, 283–284
READING WORKSTATION ACTIVITY CARDS: 2, 3, 5, 6, 13
TEACHER'S EDITION: Unit 1: 54, 510, T126–T127, T139A–T139L, T156–T157, T165, T166–T167, T169, T170–T171, T173, T174–T175, T218–T219, T231A–T231L, T248–T249, T256–T257, T258–T259 Unit 2: T34–T35, T47A–T47L, T64–T65, T72–T73, T74–T75, T77, T78–T79, T80, T82–T83, T126, T139A–T139L, T156–T157, T164–T165, T166, T169, T170–T171, T173, T174–T177, T443 Unit 3: T131, T139A–T139L Unit 4: T212–T213, T216, T225A–T225F, T237, T242–T243, T250–T251, T252–T253, T255, T295, T302–T303, T306, T315A–T315F, T345, T349 Unit 5: T32–T33, T45A–45L, T302–T303, T315A–T315L, T327, T332, T340–T341, T345, T346, T352 Unit 6: T32–T33, T62–T63, T70–T71, T72–T73, T75, T76–T77, T79

Craft and Structure

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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READING/WRITING WORKSHOP: Unit 2: 165, 170, 172 Unit 4: 317, 324, 325 Unit 6: 461, 466, 468
LITERATURE ANTHOLOGY: Unit 2: 209 Unit 4: 385 Unit 6: 581
LEVELED READERS: Unit 2, Week 5: *Amira's Petting Zoo*, pp. 17–20(A), *Alice's New Pet*, pp. 17–20(O), *Ava's Animals*, pp. 17–20(B); Unit 4, Week 5: *A Hike in the Woods*, pp. 17–20(A), *A Little World*, pp. 17–20(O), *Star Party*, pp. 17–20(B); Unit 6, Week 5: *Matt's Journey*, pp. 17–19(A), *A Fantastic Day!*, pp. 17–19(O), *A Day in Ancient Rome*, pp. 17–19(B)
YOUR TURN PRACTICE BOOK: 98, 293–294, 298
READING WORKSTATION ACTIVITY CARDS: 24
TEACHER'S EDITION: Unit 1: T53A–T53B, T231J, T237A–T237B Unit 2: T386–T387, T398–T399, T410–T411, T413A–T413D, T419A–T419B, T425, T440–T441, T444, T449, T450–T451 Unit 4: T378–379, T390–T391, T396, T402–T403, T405A–T405D, T411A–T411B, T417, T433, T437 Unit 6: T45C, T376, T379, T390–T391, T402–T403, T405A–T405D, T411A–T411B, T423, T433, T437, T440–T441, T442

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

READING/WRITING WORKSHOP: Unit 1: 46, 62 Unit 2: 109, 126 Unit 3: 205 Unit 4: 295 Unit 5: 354, 382 Unit 6: 405
LITERATURE ANTHOLOGY: Unit 2: 131, 159 Unit 3: 251 Unit 5: 475
LEVELED READERS: Unit 3, Week 2: *A Special Sunset* (A), *A Different Set of Stars* (O, ELL), *Shadows in the Sky* (B); Unit 2, Week 1 (A), (O), (B); Unit 5, Week 2 (A) (O), (B)
YOUR TURN PRACTICE BOOK: 18, 28, 183–184, 253–254, 293–294
READING WORKSTATION ACTIVITY CARDS: 6, 9, 13
TEACHER'S EDITION: Unit 1: 54, 510, T136–T137, T139A–T139L, T151, T228, T243 Unit 2: T34–T35, T47A–T47L, T126–T127, T136–T137, T139A–T139L, Unit 3: T126–T127, T130–T131, T136–T137, T139A–T139L, T151, T156–T157, T164–T165, T166–T167, T169, T170–T171, T173, T174–T175, T176–T177 Unit 4: T212, T216–T217, T237 Unit 5: T18–T19, T132–T133, T312–T313, T315B–T315E, T315H Unit 6: T42–T43

Reading Standards for Literature

<p>RL.2.6</p>	<p>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>READING/WRITING WORKSHOP: Unit 4: 296, 304–307, 310 Unit 5: 339, 340, 353, 382 Unit 6: 467 LITERATURE ANTHOLOGY: Unit 4: 370–377 Unit 5: 409, 439 Unit 6: 581 LEVELED READERS: Unit 4, Week 4: <i>Why Turtles Live in Water</i> (A), <i>How Butterflies Came to Be</i> (O), <i>Why a Spider Has 8 Thin Legs</i> (B); Unit 5, Week 1: <i>Fixing the Playground</i> (A), <i>The Food Crew</i> (O), <i>How Many Greats?</i> (B); Unit 5, Week 2: <i>Rainy Day</i> (A), <i>Thirteen Is a Crowd</i> (O), <i>Partners</i> (B); Unit 6, Week 5: <i>Matt's Journey</i> (A), <i>A Fantastic Day!</i> (O), <i>A Day in Ancient Rome</i> (B) YOUR TURN PRACTICE BOOK: 178, 205, 293–294 TEACHER'S EDITION: Unit 2: T139G, T139L Unit 3: T139C, T237A, Unit 4: T222–T223, T225A–T225P, T228–T229, T312–T313, T315A–T315F Unit 5: T18–T19, T32–T33, T42–T43, T45A–T45L, T56–T57, T62–T63, T71–T72, T75, T76–T77, T79, T80–T83, T147, T307, T315C, T315G Unit 6: T45E, T392–T393, T405A–T405C, T411A, T417, T422, T430–T431, T432, T436, T439, T440–T441, T442</p>
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Integration of Knowledge and Ideas

McGraw-Hill Reading Wonders

<p>RL.2.7</p>	<p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>READING/WRITING WORKSHOP: Unit 1: 28, 29, 30, 44, 45, 61 Unit 2: 110, 171 Unit 4: 294, 308 LITERATURE ANTHOLOGY: Unit 1: 55, 79 Unit 2: 131 YOUR TURN PRACTICE BOOK: 3–4, 5, 8, 13–14, 15, 25, 58, 173–174 READING WORKSTATION ACTIVITY CARDS: 3 LEVELED READERS: Unit 1, Week 1: <i>Cat and Dog</i> (A), <i>The Quest</i> (O), <i>Class Pets</i> (B); Unit 1, Week 2: <i>Music in My Family</i> (A), <i>Happy New Year!</i> (O), <i>I'm Down Under</i> (B); Unit 1, Week 3: <i>Too Many Pets?</i> (A), <i>A New Home for Henry</i> (O), <i>Hello, Koko!</i> (B); Unit 4, Week 3: <i>Sharing Cultures</i> (A), <i>A New Life in India</i> (O, ELL), <i>Akita and Carlo</i> (B); Unit 4, Week 4: <i>Why Turtles Live in Water</i> (A), <i>How Butterflies Came to Be</i> (O), <i>Why Spider Has 8 Thin Legs</i> (B) TEACHER'S EDITION: Unit 1: S4, S10, T32–T33, T34–T35, T38–T39, T44–T45, T47A–T47L, T53A–T53B, T64, T74, T82, T84, T124, T126, T130, T139A–T139L, T156, T166, T170, T174, T218, T223, T231A–T231L, T240, T258, T261, T262, T265, T266 Unit 2: T34–T35, T38–T39, T44–T45, T47A–T47L, T59, T131, T139A–T139N, T223 Unit 3: T124–T125, T39A–T139L, Unit 4: T210–T211, T215–T216, T225A–T225L, T242, T252, T256, T260–T261, T262, T300–T301, T315A–T315F, T321A–T321B, T332, T342, T346, T350–T351, T352 Unit 6: T321A</p>
<p>RL.2.8</p>	<p>(Not applicable to literature.)</p>	
<p>RL.2.9</p>	<p>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>READING/WRITING WORKSHOP: Unit 2: 118–123 LITERATURE ANTHOLOGY: Unit 2: 136–159, 160–163 READING WORKSTATION ACTIVITY CARDS: 23 TEACHER'S EDITION: Unit 2: T139B, T45A–T45B, T150–T151, T95, T467</p>

Range of Reading and Level of Text Complexity

McGraw-Hill Reading Wonders

<p>RL.2.10</p>	<p>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>READING/WRITING WORKSHOP: These units reflect the range of text complexity found throughout the book. Unit 1: 54–59 Unit 2: 118–123 Unit 3: 198–203 Unit 4: 318–321 Unit 5: 376–379 Unit 6: 406–409 LITERATURE ANTHOLOGY: These units reflect the range of text complexity found throughout the book. Unit 1: 34–55 Unit 2: 206–208, Unit 3: 232–249 Unit 4: 336–363 Unit 5: 456–473 Unit 6: 486–506 LEVELED READERS: Unit 1, Week 2: <i>Music in My Family</i> (A), <i>Happy New Year!</i> (O), <i>I'm Down Under</i> (B); Unit 2, Week 5: <i>Amira's Petting Zoo</i> (A), <i>Alice's New Pet</i> (O, ELL), <i>Ava's Animals</i> (B); Unit 3, Week 2: <i>A Special Sunset</i> (A), <i>A Different Set of Stars</i> (O), <i>Shadows in the Sky</i> (B); Unit 4, Week 3: <i>Sharing Cultures</i> (A), <i>A New Life in India</i> (O), <i>Akita and Carlo</i> (B); Unit 5, Week 1: <i>Fixing the Playground</i> (A), <i>The Food Crew</i> (O), <i>How Many Greats?</i> (B); Unit 6, Week 5: <i>Matt's Journey</i> (A), <i>A Fantastic Day!</i> (O), <i>A Day in Ancient Rome</i> (B) TEACHER'S EDITION: Unit 1: T53A–T53B, T472–T475 Unit 2: T472–T475 Unit 3: T472–T475, Unit 4: T464–T467 Unit 5: T464–T467 Unit 6: T390, T464–T467</p>
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Reading Standards for Informational Text

Key Ideas and Details

McGraw-Hill Reading Wonders

RI.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

READING/WRITING WORKSHOP: Unit 1: 76, 77, 90, 91 Unit 2: 141, 156, 157 Unit 3: 188, 220, 236, 237, 246–249, 250, 251 Unit 4: 265, 266 Unit 6: 409, 410, 423, 424
LITERATURE ANTHOLOGY: Unit 1: 90, 99, 101, 105, 107 Unit 2: 183, 203 Unit 3: 263, 285, 286, 291, 293, 295, 297 Unit 4: 316, 319 Unit 6: 553, 575
LEVELED READERS: Unit 1, Week 4: *People Helping Whales* (A, O, B); Unit 1, Week 5: *Families at Work* (A, O, B); Unit 2, Week 3: *A Tree Full of Life* (A, O, B); Unit 2, Week 4: *Animal Families* (A, O, B); Unit 3, Week 1: *Forces at Work* (A, O, B); Unit 3, Week 3: *City Communities* (A, O, B); Unit 3, Week 4: *Weather All Around* (A, O, B); Unit 3, Week 5: *The Sounds of Trash* (A, O, B); Unit 4, Week 1: *Rocky Mountain National Park* (A, O, B); Unit 6, Week 2: *Wind Power* (A, O, B)
YOUR TURN PRACTICE BOOK: 33, 35, 43, 45, 73–74, 83–85, 103–104, 113–114, 123–124, 133–134, 143–144, 153–154, 253–254, 263–264
READING WORKSTATION ACTIVITY CARDS: 7, 10
TEACHER'S EDITION: Unit 1: T308–T309, T310–T311, T321A–T321I, T334–T335, T398–399, T400–T401, T413A–T413I, T430, T438, T440, T448, T450 Unit 2: T218–T219, T231A–T231I, T308–T309, T310–T311, T323A–T323I, T340–T341, T350–T351, T358–T359, T360–T361, T419A Unit 3: T32–T33, T47A–T47J, T53A–T53B, T145A–T145B, T216–T217, T237A–T237B, T308–T309, T310–T311, D43, T398–T399, T400–T401, T413A–T413D, T419A, T424–T425 Unit 4: T30–T31, T45F, T45G, T51A, T135E, T146, T231A–T231B Unit 5: T51A–T51B, T141A–T141B, T321A–T321B, T411A–T411B Unit 6: T120–T121, T141A–T141B, T152, T164, T166, T170–T171, T231A

RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

READING/WRITING WORKSHOP: Unit 2: 141, 157 Unit 3: 230–235, 237, 246–249, 251 Unit 4: 265, 279 Unit 6: 439
LITERATURE ANTHOLOGY: Unit 2: 183, 203 Unit 3: 291, 297 Unit 6: 553
LEVELED READERS: Unit 2, Week 3: *A Tree Full of Life* (A, O, B); Unit 2, Week 4: *Animal Families* (A, O, B); Unit 3, Week 4: *Weather All Around* (A, O, B); Unit 3, Week 5: *The Sounds of Trash* (A, O, B); Unit 6, Week 3: *Digging for Sue* (A, O, B)
YOUR TURN PRACTICE BOOK: 73–75, 83–85, 113–114, 133–134, 143–145, 273–275
READING WORKSTATION ACTIVITY CARDS: 7, 10
TEACHER'S EDITION: Unit 2: T218–T219, T231A–T231K, T248–T249, T256–T257, T258–T259, T262–T263, T265, T266–T267, T310–T311, T321A–T321I, T335 Unit 3: T39, T47D, T310–T311, T323A–T323I, T400–T401, T413A–T413D, T430–T431, T44–T441, T442–T443, T444–T445 Unit 4: T36–T37, T45D, T127–T128, T135D Unit 6: T212–T213, T225A–T225I, T242–T243, T250–T251, T252–253, T256–T257, T258–T259, T306–T307

RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

READING/WRITING WORKSHOP: Unit 4: 262–265, 267, 276–279, 280, 281 Unit 5: 362–365, 367, 390–393, 395 Unit 6: 448–451, 453
LITERATURE ANTHOLOGY: Unit 4: 319, 333 Unit 5: 453, 481, 483 Unit 6: 575
LEVELED READERS: Unit 4, Week 1: *Rocky Mountain National Park* (A, O, B); Unit 4, Week 2: *Earthquakes* (A, O, B); Unit 5, Week 3: *Rudy Garcia–Tolson* (A, O, B); Unit 5, Week 5: *Government Rules* (A, O, B); Unit 6, Week 4: *How to Be a Smart Shopper* (A, O, B)
YOUR TURN PRACTICE BOOK: 153–155, 163–165, 173–175, 243–245, 283–285
READING WORKSTATION ACTIVITY CARDS: 11, 12, 16, 17
TEACHER'S EDITION: Unit 4: T32–T33, 45A–T45L, T62–T63, T70–T71, T72–T73, T74–T75, T79, T122–T123, T135A–T135H Unit 5: T212–T213, T225A–T225H, T242–T243, T250–T251, T252–T253, T256–T257, T258–T259 Unit 6: T127, T217, T302–T203, T315A–T315L, T332–T33, T340–T241, T342–T343, T344–T345, T346–T347, T348–T349

Reading Standards for Informational Text

Craft and Structure

McGraw-Hill Reading Wonders

RI.2.4

Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

READING/Writing WORKSHOP: Unit 1: 68–69, 70–75, 79, 84–85, 86–89, 93 Unit 2: 132–133; 134–139, 143, 148–149, 150–155, 159 Unit 3: 180–181, 182–187, 191, 212–213, 214–219, 223, 228–229, 230–235, 239, 244–245, 246–249, 253 Unit 4: 260–261, 262–265, 269, 274–275, 276–279, 283 Unit 5: 360–361, 362–365, 369, 388–389, 390–393, 397 Unit 6: 418–419, 420–423, 427, 432–433, 434–437, 441, 446–447, 448–451, 455
LITERATURE ANTHOLOGY: Unit 1: 101, 107 Unit 2: 183, 203 Unit 3: 229, 277, 291, 297 Unit 4: 319, 333 Unit 5: 453, 483 Unit 6: 531, 553, 575
LEVELED READERS: Unit 1, Week 4: *People Helping Whales* (A, O, B); Unit 1, Week 5: *Families at Work* (A, O, B); Unit 2, Week 3: *A Tree Full of Life* (A, O, B); Unit 2, Week 4: *Animal Families* (A, O, B); Unit 3, Week 1: *Forces at Work* (A, O, B); Unit 3, Week 3: *City Communities* (A, O, B); Unit 3, Week 4: *Weather All Around* (A, O, B); Unit 3, Week 5: *The Sounds of Trash* (A, O, B); Unit 4, Week 1: *Rocky Mountain National Park* (A, O, B); Unit 4, Week 2: *Earthquakes* (A, O, B); Unit 5, Week 3: *Rudy Garcia-Tolson* (A, O, B); Unit 5, Week 5: *Government Rules* (A, O, B); Unit 6, Week 2: *Wind Power* (A, O, B); Unit 6, Week 3: *Digging For Sue* (A, O, B); Unit 6, Week 4: *How to Be a Smart Shopper* (A, O, B)
YOUR TURN PRACTICE BOOK: 31, 41, 71, 81, 101, 121, 131, 141, 151, 161, 221, 231, 241, 261, 271, 281
TEACHER'S EDITION: Unit 1: T292–T293, T322–T323, T347, T 362, T384–T385, T396–T397, T437, T452 Unit 2: T200–T201, T230–T231, T255, T270, T292–T293 T322–T323, T347, T362 Unit 3: T16–T17, T71, T86, T200–T201, T255, T270, T292–T293, T347, T362, T384–T385, T437, T452 Unit 4: T16–T17, T69, T84, T106–T107, T159, T174 Unit 5: T196–T197, T249, T264; T286–T287, T339, T355, T376–377, T429, T445 Unit 6: T106–T107, T159, T174, T196–T197, T249, T265, T286–T287, T339, T354

RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

READING/Writing WORKSHOP: Unit 1: 70–75, 77, 78, 86–89, 91, 92 Unit 2: 102–107, 110, 136–139, 142, 158 Unit 3: 182–187, 190, 230–235, 238, 248, 252 Unit 4: 262–265, 268, 276–279, 282 Unit 5: 362–365, 368, 390–393, 396 Unit 6: 420–423, 426, 434–437, 440, 448–451, 454
LITERATURE ANTHOLOGY: Unit 1: 56–59, 82–89, 90, 102–103, 104–109 Unit 2: 132–135, 164–181, 184–185, 186–201, 204–205 Unit 3: 212–227, 230–231, 252–255, 280–291, 292–293, 294–297, 298–299 Unit 4: 300–317, 320–321, 322–333, 334–335, 366–369 Unit 5: 410–411, 440–441, 443–453, 454, 476–479, 480–483, 484–485 Unit 6: 508–511, 512–529, 533, 536–551, 556–573
LEVELED READERS: Unit 1, Week 4: *People Helping Whales* (A, O, B); Unit 2, Week 3: *A Tree Full of Life* (A, O, B); Unit 3, Week 1: *Forces at Work* (A, O, B); Unit 4, Week 1: *Rocky Mountain National Park* (A, O, B); Unit 5, Week 5: *Government Rules* (A, O, B); Unit 6, Week 2: *Wind Power* (A, O, B)
YOUR TURN PRACTICE BOOK: 38, 48, 78, 108, 169, 225, 243–244, 247
TEACHER'S EDITION: Unit 1: T310–T311, T320–T321, T323A–T323I, T329A, T340, T350, T354, T358, T360, T405, T410, T413A–T413D, T419A, T464 Unit 2: T228–T229, T320–T321, T323AT323I, T464–T465 Unit 3: T53A–T53B, T228–T229, T320, T329B, T410–T411, T419A, T464–T465 Unit 4: T42–T43, T51A–T51B, T132–T133, T141A–T141B, T222–T223, T225A–T225N, T231A–T231B Unit 5: T222–T223, T402–T403, T411A–T411B, T456–T457 Unit 6: T132–T133, T141A–T141B, T222–T223, T231A–T231B, T237, T312–T313, T456–T457

RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

READING/Writing WORKSHOP: Unit 3: 189, 221 Unit 6: 425, 439
LITERATURE ANTHOLOGY: Unit 3: 229 Unit 5: 452 Unit 6: 531, 553
LEVELED READERS: Unit 3, Week 1: *Forces at Work* (A, O, B); Unit 3, Week 3: *City Communities* (A, O, B); Unit 6, Week 2: *Wind Power* (A, O, B); Unit 6, Week 3: *Digging for Sue* (A, O, B, ELL); Unit 6, Week 4: *How to Be a Smart Shopper* (A, O, B)
YOUR TURN PRACTICE BOOK: 105, 115, 123–125, 263–264, 273–274
READING WORKSTATION ACTIVITY CARDS: 8, 20
TEACHER'S EDITION: Unit 3: T33–T34, T47A–T47J, T218–T219, T231A–T231J, T256–T257, T258–T259, T261, T262–T263, T265, T266–T267, T322C, T405, T413B Unit 5: T216–T217, T225D Unit 6: T122–T123, T135A–T135L, T152, T160, T161, T162, T165, T166, T169, T170–T171, T172, T212–T213, T225A–T225J, T242, T250, T251, T253, T255, T256, T259, T262, T332, T342, T346, T349, T350–T351, T352

CCSS

CORRELATIONS

Reading Standards for Informational Text

Integration of Knowledge and Ideas

McGraw-Hill Reading Wonders

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

READING/WRITING WORKSHOP: Unit 2: 150–155, 158 Unit 3: 182–187, 190, 246–249, 252 Unit 4: 262–265, 268 Unit 5: 390–393, 396 Unit 6: 420–423, 426, 434–437, 440, 448–451, 454
LITERATURE ANTHOLOGY: Unit 1: 56–59, 106–107, 109 Unit 2: 133–135, 184–185, 186–201, 204–205 Unit 3: 212–227, 230–231, 252–255, 280–291, 292–293, 294–297, 298–299 Unit 4: 300–317, 320–321, 322–333, 335, 366–369 Unit 5: 410–411, 443–451, 454, 476–479, 480–483, 484–485 Unit 6: 508–511, 512–529, 533, 546, 547, 556–573
TEACHER'S EDITION: Unit 2: T320–T321, T323A–T323H, T329A–T329B Unit 3: T44–T45, T335, T410, T419A Unit 4: T42–T43, T51A–T51B Unit 5: T222–T223, T402–T403, T411B Unit 6: T132–T133, T141A–T41B, T222–T223, T225F, T312–T313, T315A–T315I

RI.2.8 Describe how reasons support specific points the author makes in a text.

READING/WRITING WORKSHOP: Unit 3: 189, 221 Unit 6: 425, 439
LITERATURE ANTHOLOGY: Unit 3: 229, 277 Unit 6: 531
LEVELED READERS: Unit 3, Week 3: *City Communities* (A, O, B); Unit 6, Week 2: *Wind Power* (A, O, B); Unit 6, Week 3: *Digging for Sue* (A, O, B)
YOUR TURN PRACTICE BOOK: 105, 125, 263–265, 275, 283–284
TEACHER'S EDITION: Unit 1: T335 Unit 3: T33–T34, T72–T73, T77, T82–T83, T218–T219, T243, T256–T257, T258–T259, T261, T262, T413B–T413C Unit 5: T216–T217 Unit 6: T122–T123, T152, T161, T162, T165, T166, T169, T170–T171, T172, T212–T213, T225B, T250, T251, T255, T288–T289, T315A–T315I, T349

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

READING/WRITING WORKSHOP: Unit 4: 262–265
LITERATURE ANTHOLOGY: Unit 1: 103, 109 Unit 2: 185, 205 Unit 3: 231, 293, 299 Unit 4: 321, 355 Unit 5: 455, 485 Unit 6: 535, 555
LEVELED READERS: Unit 4, Week 1: *Rocky Mountain National Park* (A, O, B)
READING WORKSTATION ACTIVITY CARDS: 22
TEACHER'S EDITION: Unit 1: T334, T424 Unit 2: T242, T334 Unit 3: T58, T329A–T329B, T334, T424 Unit 4: T51A–T51B, T56–T57, T62–T63, T72–T73, T76–T77 Unit 5: T236, T416 Unit 6: T146, T236

Range of Reading and Level of Text Complexity

McGraw-Hill Reading Wonders

RI.2.10 By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING/WRITING WORKSHOP: These units reflect the range of text complexity found throughout the book.
 Unit 1: 70–75 Unit 2: 134–139 Unit 3: T182–T187 Unit 4: T262–T265 Unit 5: 362–365 Unit 6: 434–437
LITERATURE ANTHOLOGY: These units reflect the range of text complexity found throughout the book.
 Unit 1: 82–99 Unit 2: 186–201 Unit 3: 294–297 Unit 4: 322–331 Unit 5: 442–451 Unit 6: 536–551
LEVELED READERS: Unit 1, Week 4: *People Helping Whales* (A, O, B,); Unit 2, Week 4: *Animal Families* (A, O, B); Unit 3, Week 3: *City Communities* (A, O, B,); Unit 4, Week 2: *Earthquakes* (A, O, B,); Unit 5, Week 3: *Rudy Garcia–Tolson* (A, O, B); Unit 6, Week 4: *How To Be a Smart Shopper* (A, O, B)
TEACHER'S EDITION: Unit 1: T472–T475 Unit 2: T472–T475 Unit 3: T472–T475, Unit 4: T464–T467 Unit 5: T464–T467 Unit 6: T464–T467

Reading Standards: Foundational Skills

Phonics and Word Recognition

McGraw-Hill Reading Wonders

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p>YOUR TURN PRACTICE BOOK: 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142 PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 1, 2, 4, 5, 6, 7, 11, 12, 13, 14, 15 TEACHER'S EDITION: Unit 1: S24, S25, S30, T200, T209, T304, T305, T306, T316, T327, T336, T344, T352, T380, T381, T394, T395, T396, T406, T417, T426, T434, T435, T442, T454 Unit 2: T12, T13, T128, T29, T30, T40, T41, T51, T60, T60, T69, T76, T88, T104, T105, T120, T121, T122, T132, T133, T143, T144, T153, T160, T161, T168, T180, T199, T212, T214, T224, T288, T289, T304, T305, T306 Unit 3: T12, T13, T28, T29, T40, T41, T51, T60, T104, T105, T120, T121, T132, T143, T196, T197, T212, T213, T253, T272, T288, T289, T302, T380, T382, T394, T396, T406, T417, T426, T434, T435, T442, T454 Unit 5: T372, T373, T386, T387, T398, T409, T418 DECODABLE READERS: Unit 1, Week 4: <i>You Can Bake a Cake!</i>; Unit 1, Week 5: <i>Mike's Big Bike!</i>; Unit 2, Week 1: <i>At Home in Home!</i>; Unit 2, Week 2: <i>Duke and Bud's Run!</i>; Unit 3, Week 2: <i>High in the Sky!</i>; Unit 3, Week 3: <i>Three Goats and a Troll!</i>; Unit 3, Week 5: <i>Luke's Tune</i> www.connected.mcgraw-hill.com: RESOURCES Phonics/Spelling PRACTICE BOOK: 17, 18, 22, 23, 27, 28, 32, 33</p>
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	<p>YOUR TURN PRACTICE BOOK: 102, 112, 122, 132, 202, 232 TEACHER'S EDITION: Unit 3: T12, T13, T14, T28, T29, T40, T41, T68, T69, T76, T152, T153, T160, T161, T168, T196, T197, T198, T213, T214, T224, T225, T244, T253, T260, T288, T289, T304, T305, T306, T316, T317, T336, T344, T345, T352 Unit 4: T282, T283, T284, T296, T297, T298, T372, T373, T374, T386, T387, T388 Unit 5: T12, T13, T14, T26, T27, T28, T38, T39, T49, T50, T58, T59, T102, T103, T104, T116, T117, T118, T148, T149, T192, T193, T194, T206, T207, T208, T218, T219, T229, T246, T247, T254, T282, T283, T284, T296, T297, T298, T308, T309, T336, T344, T388 Unit 6: T282, T283, T284, T296, T297, T298, T308, T309, T319, T328, T336, T337, T344 DECODABLE READERS: Unit 3, Week 1: <i>Ray Saves the Play!</i>; Unit 3, Week 2: <i>High in the Sky!</i>; Unit 3, Week 3: <i>Three Goats and a Troll!</i>; Unit 3, Week 4: <i>It Won't Be Easy!</i>; Unit 4, Week 2: <i>Shiki and Her Tern!</i>; Unit 4, Week 3: <i>More Fun Than a Hat!</i>; Unit 5, Week 4: <i>Paul Saw Arctic Foxes!</i>; Unit 6, Week 4: <i>The Rainy Day</i> www.connected.mcgraw-hill.com: RESOURCES Phonics/Spelling PRACTICE BOOK: 52, 53, 57, 58, 62, 63, 67, 68, 72, 73, 87, 88, 92, 93, 97, 98, 102, 103, 107, 108</p>
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	<p>YOUR TURN PRACTICE BOOK: 272 PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 11, 12, 13, 14, 15, 16, 26 TEACHER'S EDITION: Unit 2: T121, T133, T143, T152, T162 Unit 3: T121, T133, T143, T152, T162, T396, T406, T417, T426, T434–T435, T442 Unit 5: T129, T139, T297, T309, T328 Unit 6: T12, T13, T26, T27, T28, T38, T39, T49, T102, T103, T116, T117, T118, T128, T139, T148, T156, T157, T164, T192, T193, T206, T218, T238, T246, T254, T282, T283, T296, T298, T308, T319, T328, T336, T337, T338, T340, T344, T356 DECODABLE READERS: Unit 3, Week 5: <i>Luke's Tune!</i>; Unit 6, Week 1: <i>Clever Doggie!</i>; Unit 6, Week 2: <i>Tadpole Decides!</i>; Unit 6, Week 3: <i>Jamal and Rachel's Camping Trip!</i>; Unit 6, Week 4: <i>The Rainy Day</i> www.connected.mcgraw-hill.com: RESOURCES Phonics/Spelling PRACTICE BOOK: 127, 128, 132, 133, 137, 138, 142, 143</p>

CCSS

CORRELATIONS

Reading Standards: Foundational Skills

Phonics and Word Recognition

McGraw-Hill Reading Wonders

RF.2.3d Decode words with common prefixes and suffixes.

READING/WRITING WORKSHOP: Unit 2: 111 Unit 3: 253
LITERATURE ANTHOLOGY: Unit 2: 131 Unit 3: 297
YOUR TURN PRACTICE BOOK: 2, 12, 63–65, 82
TEACHER'S EDITION: Unit 1: T51, T53, T120, T133, T143, T152, T346 Unit 2: T46–T47, T138–T139, T145, T172, T213, T219, T225, T230–T231, T235, T244, T254, T305, T317, T327, T336, T346 Unit 3: T412–T413 Unit 4: T27, T38–T39, T49, T51, T58, T68, T321 Unit 5: T44–T45 Unit 6: T117, T129, T139, T148, T158, T266, T321
DECODABLE READERS: Unit 2, Week 3: *Animal Places and Spaces*; Unit 4, Week 1: *The Thumbs-Up Rain Forest*; Unit 6, Week 2: *Tadpole Decides*

RF.2.3e Identify words with inconsistent but common spelling–sound correspondences.

YOUR TURN PRACTICE BOOK: 152, 162, 172, 182
PHONICS/WORD STUDY WORKSTATION ACTIVITY CARDS: 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
TEACHER'S EDITION: Unit 1: T305, T317, T327, T336 Unit 2: T29, T41, S1, T60, T288, T289, T304, T305, T316 Unit 3: T12, T30, T122, T290 Unit 4: T12–T13, T14, T27, T28, T38–T39, T48, T59, T74, T86, T156, T176, T192–T193, T206–T207, T238, T254, T282, T296, T308, T336–T337, T338, T344, T356, T386, T426–T427, T446 Unit 5: T372, T386, T398, T409, T418, T426–T427, T434 Unit 6: T74, T372, T386
DECODABLE READERS: Unit 2, Week 5: *Mrs. Sprig's Spring Flowers*; Unit 4, Week 2: *Shirt and Her Tern*; Unit 4, Week 3: *More Fun Than a Hat*; Unit 4, Week 4: *Cheer Up, Dot*; Unit 4, Week 5: *The Caring King's Fair Wish*; Unit 6, Week 1: *Clever Doggie*

RF.2.3f Recognize and read grade–appropriate irregularly spelled words.

YOUR TURN PRACTICE BOOK: 3, 152
TEACHER'S EDITION: Unit 1: S8, S14, S20, S26, S31, T107, T199, T291, T306, T383, Unit 2: T15, T69, T69 (Decodable Reader), T76, T76 (Decodable Reader), T107, T199, T396 Unit 3: T15, T107, T199, T291, T383 Unit 4: T28, T105, T118, T195, T208, T285, T375 Unit 5: T15, T28, T105, T118, T195, T285, T298, T375 Unit 6: T15, T67, T67 (Decodable Reader), T74, T74 (Decodable Reader), T105, T195, T208, T285, T375
DECODABLE READERS: *Start Smart: I Can Plant*; Unit 1, Week 1: *Pot and Tim*; Unit 1, Week 2: *Len and Gus*; Unit 2, Week 3: *Animal Places and Spaces*; Unit 2, Week 5: *Mrs. Sprig's Spring Flower*; Unit 4, Week 1: *The Thumbs-Up Rain Forest*; Unit 6, Week 5: *How Bird Was Lured Away from Fire*

Reading Standards: Foundational Skills

Fluency

McGraw-Hill Reading Wonders

RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

RF.2.4a

Read on-level text with purpose and understanding.

READING/WRITING WORKSHOP: Unit 1: 22, 38, 54, 70 Unit 2: 102–107, 118–123, 134–139, 150–155 Unit 3: 182–187, 198–203, 214–219, 230–235 Unit 4: 262–265, 276–279 Unit 5: 334–337, 362–365 Unit 6: 406–409, 420–423
LEVELED READERS: Unit 1, Week 1: *Cat and Dog* (A), *The Quest* (O), *Class Pets* (B); Unit 1, Week 3: *Too Many Pets?* (A), *A New Home for Henry* (O), *Hello, Kokoi!* (B); Unit 1, Week 4: *People Helping Whales* (A); Unit 1, Week 5: *Families at Work* (A, O, B); Unit 2, Week 1: *An Arctic Life for Us* (B); Unit 2, Week 2: *The Dog and the Bone* (O); Unit 2, Week 3: *A Tree Full of Life*, (A, O, B); Unit 2, Week 4: *Animal Families* (A, O, B); Unit 3, Week 1: *Forces at Work* (A, O, B); Unit 3, Week 2: *A Special Sunset* (A), *A Different Set of Stars* (O), *Shadows in the Sky* (B); Unit 3, Week 3: *City Communities* (A, O, B); Unit 3, Week 5: *The Sounds of Trash* (A, O, B); Unit 4, Week 2: *Earthquakes* (A, O, B); Unit 4, Week 4: *Why Turtles Live in Water* (A), *How Butterflies Came to Be* (O), *Why Spider Has 8 Thin Legs* (B); Unit 5, Week 4: *Let's Carpool!* (A), *Our Beautiful Tree* (O), *Family Night Unplugged!* (B); Unit 5, Week 5: *Government Rules* (A, O, B); Unit 6, Week 1: *The Apples of Idun* (A), *Hercules and the Golden Apples* (O), *Demeter and Persephone* (B)
YOUR TURN PRACTICE BOOK: 3, 13, 33, 73, 103, 113, 123, 133, 143, 153, 163, 173, 183, 203, 253, 263
TEACHER'S EDITION: Unit 1: T18, T124, T165, T353, T398, T438, T462 Unit 2: T18–T21, T164–T165, T340–T341, T438–T439, Unit 3: T18, T42, T64–T65, T164–T165, T294–T297, T438–T439 Unit 4: T30, T170–T171, T251, T350–T351 Unit 5: T230–T231, T249, T250–T251, T340–T341, T342, T345, T346, T350–T351, T442, T454 Unit 6: T30, T165, T169, T249, T250–T251, T349, T454, T435, T439

RF.2.4b

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

LEVELED READERS: Unit 1, Week 1: *Cat and Dog* (A), *The Quest* (O), *Class Pets* (B); Unit 2, Week 3: *A Tree Full of Life*, (A, O, B); Unit 2, Week 4: *Animal Families* (A, O, B); Unit 3, Week 2: *A Special Sunset* (A), *A Different Set of Stars* (O), *Shadows in the Sky* (B); Unit 3, Week 3: *City Communities* (A, O, B); Unit 4, Week 2: *Earthquakes* (A, O, B); Unit 4, Week 4: *Why Turtles Live in Water* (A), *How Butterflies Came to Be* (O), *Why Spider Has 8 Thin Legs* (B)
YOUR TURN PRACTICE BOOK: 14, 103–104, 113–114, 123–124, 133–134, 143–144, 163–164, 173–174, 183–184, 253–254, 293–294
TEACHER'S EDITION: Unit 1: S32, T42, T53, T134, T145, T226, T237, T318, T329, T408, T438, T462 Unit 2: T42, T53, T71, T134, T145, T167, T226, T248, T258, T262, T340–T341, T408, T438–T439, T462 Unit 3: T30, T42, T53, T72, T78–T79, T134, T145, T164, T170–T171, T226, T237, T248, T256, T318, T348, T408, T437, T439, T462–T463 Unit 4: T40, T140, T152, T160–T161, T220, T230, T249, T250, T321, T332, T339, T340, T346, T400, T411, T430–T431, T454 Unit 5: T40, T51, T250, T340, T400, T430, T454 Unit 6: T40, T51, T69, T70, T141, T160, T144, T221, T250, T321, T340, T400, T411, T430, T454

RF.2.4c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

READING/WRITING WORKSHOP: Unit 2: 155; Unit 3: 188, 204; Unit 4: 266, 280 Unit 6: 410, 424;
LEVELED READERS: Unit 2, Week 5: *Amira's Petting Zoo* (A), *Alice's New Pet* (O, ELL), *Ava's Animals* (B)
YOUR TURN PRACTICE BOOK: 83–85, 103–105, 153–155, 163–165, 263–265
TEACHER'S EDITION: Unit 1: T237, T408, T462 Unit 2: T318, T430–T431, T440–T441, T448–T449, T450–T451, T462–T463 Unit 3: T408, T462–T463 Unit 4: T18, T130, T454 Unit 5: T400, T454 Unit 6: T62, T72, T76, T315, T355, T454

CCSS

CORRELATIONS

College and Career Readiness Anchor Standards for WRITING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core State Standards English Language Arts

Grade 2

Each standard is coded in the following manner:

Strand	Grade Level	Standard
W	2	1

Writing Standards

Text Types and Purposes

McGraw-Hill Reading Wonders

W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

READING/WRITING WORKSHOP: Unit 3: 225
WRITING WORKSTATION ACTIVITY CARDS: 11, 18, 24, 25
TEACHER'S EDITION: Unit 3: T220, T388, T414, T480–T485, T486–491

W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

READING/WRITING WORKSHOP: Unit 1: 80–81, 94–95 Unit 2: 144–145, 160–161
 Unit 3: 192–193, 224–225, 240–241 Unit 4: 270–271, 284–285 Unit 5: 370–371,
 398–399 Unit 6: 428–429, 442–443, 456–457
YOUR TURN PRACTICE BOOK: 137, 277
WRITING WORKSTATION ACTIVITY CARDS: 14, 27
TEACHER'S EDITION: Unit 1: T298, T324, T388, T414 Unit 2: T206, T220, T298, T324,
 T330 Unit 3: T22–T23, T48, T298, T312, T324, T338 Unit 4: T20, T46, T110, T136 Unit 5:
 T200–T201, T214, T226 T232, T472–T477, T478–T483 Unit 6: T110, T136, T200, T214, T226,
 T290, T304, T316, T330, T472–T477, T478–T483

W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

READING/WRITING WORKSHOP: Unit 1: 32–33, 48–49 Unit 2: 112–113, 128–129
 Unit 3: 208–209 Unit 4: 298–299, 312–313, 326–327 Unit 5: 342–343, 356–357,
 384–385 Unit 6: 414–415
WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 12
TEACHER'S EDITION: Unit 1: S9, T22, T114, T480–T482, T486–T491 Unit 2: T22, T36, T48,
 T114–T115 Unit 3: T114, T128, T140, T146–T147 Unit 4: T200, T226, T291, T316, T472–
 T477 Unit 5: T20–T21, T46–T47, T316 Unit 6: T20–T21, T46

Writing Standards

Production and Distribution of Writing

McGraw-Hill Reading Wonders

W.2.4 (Begins in grade 3.)

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

READING/Writing WORKSHOP: Unit 1: 32–33, 80–81, 94–95 Unit 2: 112–113, 160–161 Unit 3: 192–193, 208–209, 224–225 Unit 4: 270–271, 298–299, 312–313, 326–327 Unit 5: 342–343, 356–357, 370–371, 384–385 Unit 6: 414–415, 428–429, 442–443, 456–457

YOUR TURN PRACTICE BOOK: 7, 17, 27, 37, 47, 87, 157, 167, 177, 187, 257, 267, 297

TEACHER'S EDITION: Unit 1: T36, T54, T128, T146, T220, T312, T330, T338, T364, T402, T420, T484–T485, T490–T491 Unit 2: T36, T53, T128, T140, T146–T147, T220, T298, T312, T324, T364, T388, T402–T403, T420, T454 Unit 3: T36, T54–T55, T107, T128, T146–T147, T220, T238, T246, T330–T331, T338 Unit 4: T34, T52, T124, T142–T143, T214, T232–T233, T291, T304, T316, T322–T323, T330, T394, T406, T412–T413, T446 Unit 5: T34, T52–T53, T60, T124, T142, T150–T151, T232–T233, T304, T394, T406, T412 Unit 6: T34, T52–T53, T124, T142, T149, T232–T233, T322–T323, T394, T406, T412–T413

TEACHER'S EDITION: Unit 1: T148, T240, T332, T420, T422, T428, T484, T490 Unit 2: T56, T148, T240, T332, T420, T422, T428, T466–T469, T471, T484, T490 Unit 3: T54, T56, T148, T240, T332, T420–T421, T422, T466, T484, T490 Unit 4: T54, T144, T234, T324, T414, T420, T458, T476, T482 Unit 5: T54, T144, T234, T324, T414, T420, T458, T476, T482 Unit 6: T54, T144, T234, T420, T324, T326, T414, T420, T458, T476, T482

www.connected.mcgraw-hill.com: **DIGITAL RESOURCES AND TOOLS:** WRITER'S WORKSPACE; GRAPHIC ORGANIZERS; MY BINDER (My Work, My Portfolio); COLLABORATE (PROJECTS)

Writing Standards

Research to Build and Present Knowledge

McGraw-Hill Reading Wonders

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

TEACHER'S EDITION: Unit 1: T56–T57, T58–T59, T148–T149, T150–T151, T240–T241, T242–T243, T332, T335, T422, T425, T466 **Unit 2:** T56–T57, T58–T59, T148–T149, T150–T151, T240–T241, T242–T243, T232–T233, T335, T422, T425, T464–T465, T466–T469 **Unit 3:** T56–T57, T58–T59, T148–T149, T150–T151, T240–T241, T242–T243, T335, T422, T425, T466 **Unit 4:** T54–T55, T56–T56, T144–T145, T146–T147, T234–T235, T236–T237, T237, T414–T415, T417, T456, T458 **Unit 5:** T54–T55, T56–T56, T144–T145, T146–T147, T234–T235, T236–T237, T237, T414–T415, T417, T456, T458 **Unit 6:** T54–T55, T56–T56, T144–T145, T146–T147, T234–T235, T236–T237, T237, T414–T415, T417, T456, T458

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

TEACHER'S EDITION: Unit 1: T59, T243, T422, T466–T468, T480–T485, T486–T491 **Unit 2:** T422, T425, T466–T468, T480–T485, T486–T491 **Unit 3:** T298, T422, T467–T468, T480–T485, T486–T491 **Unit 4:** T110, T136, T200, T226, T417 **Unit 5:** T20, T54, T56, T144, T147, T226, T413, T458 **Unit 6:** T54, T147, T200, T234–T235, T414–T415, T417, T458–T461, T472–T483

W.2.9 (Begins in grade 4.)

Range of Writing

McGraw-Hill Reading Wonders

W.2.10 (Begins in grade 3.)

College and Career Readiness Anchor Standards for SPEAKING AND LISTENING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Common Core State Standards English Language Arts

Grade 2

Each standard is coded in the following manner:

Strand	Grade Level	Standard
SL	2	1

Speaking and Listening Standards

Comprehension and Collaboration

McGraw-Hill Reading Wonders

SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	READING/Writing WORKSHOP: Unit 1: 18, 34, 50, 82 Unit 2: 146–147 Unit 3: 194–195, 242–243 Unit 4: 314–315 Unit 5: 330–331 TEACHER'S EDITION: Unit 1: T8, T118, T148, T192, T234, T240, T376, T416, T422 Unit 2: T8, T26, T142, T284, T332, T422 Unit 3: T8, T118, T148, T234, T284, T326, T332, T376, T422, T466 Unit 4: T48, T98, T100, T368, T414, T460 Unit 5: T8, T24, T36, T48, T54, T98, T100, T114, T126, T145 Unit 6: T8, T24, T36, T48, T54, T414, T460
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	READING/Writing WORKSHOP: Unit 1: 50, 66 Unit 3: 210–211 Unit 4: 272–273, 300–301, 304–307 Unit 5: 386–387 Unit 6: 402–403, 430–431, 462–465 TEACHER'S EDITION: Unit 1: T50, T56, T192, T284, T334 Unit 2: T100, T148, T416 Unit 3: T142, T192, T240, T416, T468 Unit 4: T98, T144, T188, T228, T234, T278, T324–T325, T326, T458 Unit 5: T8, T188, T228, T368, T414 Unit 6: T8, T188, T228, T234, T408, T416, T458
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	READING/Writing WORKSHOP: Unit 2: 162–163 Unit 5: 372–373 Unit 6: 444–445, 458–459 TEACHER'S EDITION: Unit 1: 529, T332, T468 Unit 2: T192, T376, T468 Unit 3: T56, T466 Unit 4: T8, T54, T278–T279 Unit 5: T278, T324, T460 Unit 6: T98, T278, T324

Speaking and Listening Standards

Comprehension and Collaboration

McGraw-Hill Reading Wonders

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

TEACHER'S EDITION: Unit 1: T27, T59, T119, T211, T303, T393; Unit 2: T27, T50, T59, T119, T211, T303, T393; Unit 3: T27, T119, T211, T303, T326, T393; Unit 4: T25, T115, T205, T295, T385; Unit 5: T25, T115, T205, T295, T385, T416, T458; Unit 6: T25, T115, T138, T205, T228, T281, T295, T385

INTERACTIVE READ-ALOUD CARDS: Unit 1, Week 4: "All Kinds of Vets"; Unit 2, Week 2: "The Fox and the Crane"; Unit 3, Week 3: "Color Your Community"; Unit 3, Week 4: "Clouds All Around"; Unit 3, Week 5: "Why People Drum"; Unit 4, Week 1: "Where Do You Live?"; Unit 4, Week 2: "Earth Changes"; Unit 4, Week 3: "My New School"; Unit 4, Week 4: "How Thunder and Lightning Came to Be"; Unit 4, Week 5: "Redwood National Forest," "The Amazing Meadow," and "The Sahara Desert"; Unit 5, Week 4: "Clean Water"; Unit 5, Week 5: "Town Rules"; Unit 6, Week 1: "The Bluebell"; Unit 6, Week 2: "How Does Energy Make Your Hair Stand Up?"

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

TEACHER'S EDITION: Unit 1: S29, T11, T103, T195, T287, T379, T468; Unit 2: T11, T103, T195, T287, T379, T468; Unit 3: T11, T103, T195, T287, T379, T468; Unit 4: T11, T101, T191, T281, T371; Unit 5: T11, T24-T25, T101, T191, T281, T371, T458; Unit 6: T11, T101, T191, T281, T371

INTERACTIVE READ-ALOUD CARDS: Unit 1, Week 4: "All Kinds of Vets"; Unit 2, Week 2: "The Fox and the Crane"; Unit 3, Week 2: "The Hidden Sun"; Unit 3, Week 5: "Why People Drum"; Unit 4, Week 2: "Earth Changes"; Unit 4, Week 3: "My New School"; Unit 4, Week 4: "How Thunder and Lightning Came to Be"; Unit 4, Week 5: "Redwood National Forest," "The Amazing Meadow," and "The Sahara Desert"; Unit 5, Week 4: "Clean Water"; Unit 6, Week 2: "How Does Energy Make Your Hair Stand Up?"; Unit 6, Week 5: "Give Me a Brown Box" and "Music Sends Me"

Speaking and Listening Standards

Presentation of Knowledge and Ideas

McGraw-Hill Reading Wonders

SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	WRITING WORKSTATION ACTIVITY CARDS: 1, 22, 26 TEACHER'S EDITION: Unit 1: T424–T425, T466, T470–T471 Unit 2: T424–T425, T470–T471 Unit 3: T424–T425, T470–T471 Unit 4: T416–T417, T462–T463 Unit 5: T416–T417, T462–T463 Unit 6: T416–T417, T462–T463
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	TEACHER'S EDITION: Unit 1: T466–T469, T470–T471 Unit 2: T466–T469, T470–T471 Unit 3: T422–T423, T424–T425, T470–T471 Unit 4: T414–T415, 416–T417, T462–T463 Unit 5: T414–T415, T416–T417, T462–T463 Unit 6: T414–T415, T416–T417, T462–T463
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	TEACHER'S EDITION: Unit 1: T59, T151, T243, T335, T425, T468 Unit 2: T24, T59, T151, T243, T335, T425, T468 Unit 3: T59, T151, T243, T335, T425 Unit 4: T8, T57, T147, T237, T327, T417 T460 Unit 5: T57, T147, T237, T278, T327, T417 Unit 6: T57, T147, T237, T278, T327, T417

CCSS

CORRELATIONS

College and Career Readiness Anchor Standards for LANGUAGE

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Common Core State Standards English Language Arts

Grade 2

Each standard is coded in the following manner:

Strand	Grade Level	Standard
L	2	1



Language Standards

Conventions of Standard English

McGraw-Hill Reading Wonders

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1a	Use collective nouns (e.g., <i>group</i>).	READING/Writing WORKSHOP: Grammar Handbook: 480 TEACHER'S EDITION: Unit 2: T221, T232, T233, T238 T239, T247 www.connected.mcgraw-hill.com RESOURCES Grammar PRACTICE BOOK: 37, 40
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	READING/Writing WORKSHOP: Unit 2: 161, Grammar Handbook: 479 YOUR TURN PRACTICE BOOK: 172, 202 TEACHER'S EDITION: Unit 2: T300, T313, T325, T339 Unit 4: T207, T219, T229, T238, T248 Unit 5: T27, T39, T49, T58 www.connected.mcgraw-hill.com RESOURCES Phonics/Spelling PRACTICE BOOK: 202, 203 Grammar PRACTICE BOOK: 41, 42, 45
L.2.1c	Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	READING/Writing WORKSHOP: Grammar Handbook: 489 TEACHER'S EDITION: Unit 5: T125, T137, T142, T150, T151 www.connected.mcgraw-hill.com RESOURCES Grammar PRACTICE BOOK: 107, 109, 110
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	READING/Writing WORKSHOP: Unit 4: 299, 313 Grammar Handbook: 486 TEACHER'S EDITION: Unit 4: T202, T215, T227, T233, T241, T292, T305, T317, T323, T331 www.connected.mcgraw-hill.com RESOURCES Grammar PRACTICE BOOK: 66, 68, 70
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	READING/Writing WORKSHOP: Unit 6: 415, 443, 457, 471 Grammar Handbook: 492, 494 TEACHER'S EDITION: Unit 3: T395, T407, T417, T426 Unit 6: T22, T35, T47, T53, T61, T202, T215, T227, T233, T241, T292, T297, T305, T309, T317, T319, T323, T328, T331, T380, T382, T394, T395, T406, T407, T413, T421 www.connected.mcgraw-hill.com RESOURCES Grammar PRACTICE BOOK: 146, 147, 150
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	READING/Writing WORKSHOP: Unit 1: 94–95 Unit 3: 254–255 Grammar Handbook: 476 YOUR TURN PRACTICE BOOK: 147 Writing WORKSTATION ACTIVITY CARDS: 16, 17 TEACHER'S EDITION: Unit 1: T388, T389, T390, T403, T415, T421, T429 Unit 3: T388, T389, T390, T402, T403, T414, T415, T421, T428, T429 www.connected.mcgraw-hill.com RESOURCES Grammar PRACTICE BOOK: 21–22, 24–25, 71–2, 74–75

Language Standards

Conventions of Standard English

McGraw-Hill Reading Wonders

L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.2a	Capitalize holidays, product names, and geographic names.	<p>READING/Writing WORKSHOP: Unit 2: 144–145 TEACHER'S EDITION: Unit 2: T208, T209, T221, T233, T239, T247 Unit 4: T23, T35, T47, T53, T61 Unit 5: T203, T215, T227, T233, T241 Unit 6: T113, T125, T137, T143, T151, T293, T305, T317, T331 www.connected.mcgraw-hill.com: RESOURCES Grammar PRACTICE BOOK: 38, 40, 78</p>
L.2.2b	Use commas in greetings and closings of letters.	<p>READING/Writing WORKSHOP: Unit 1: 64–65 YOUR TURN PRACTICE BOOK: 61 TEACHER'S EDITION: Unit 1: T209, T221, T233, T239, T247, T480 Unit 3: T209, T221, T233, T239, T247 Unit 4: T292, T305, T317, T323, T331 www.connected.mcgraw-hill.com: RESOURCES Grammar PRACTICE BOOK: 13–14, 63–64, 93–94</p>
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	<p>READING/Writing WORKSHOP: Unit 4: 327 Unit 5: 385 Grammar Handbook: 480, 485, 491 YOUR TURN PRACTICE BOOK: 42, 102, 122, 222, 272 TEACHER'S EDITION: Unit 1: T395, T407, T417, T426, T436 Unit 2: T390, T391, T402, T403, T420, T421, T429 Unit 3: T29, T41, T51, T60, T213, T225, T244 Unit 4: T382, T383, T394, T395, T407, T413, T421 Unit 5: T292, T293, T305, T317, T331 Unit 6: T203, T207, T215, T219, T227, T229, T233, T238, T241 www.connected.mcgraw-hill.com: RESOURCES: Grammar PRACTICE BOOK: 46, 47, 48, 49, 50, 96, 97, 98, 99, 100, 116, 117, 118, 119, 120</p>
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	<p>TEACHER'S EDITION: Unit 1: T14, T41, T52, T61, T106, T133, T144, T153, T198, T225, T244, T290, T382 Unit 2: T14, T61, T106, T133, T153, T198, T225, T236, T245, T290, T306, T317, T336, T380, T407, T427 Unit 3: T14, T41, T106, T198, T236, T290, T306, T317, T337, T382, T396, T407, T416, T427, T436 Unit 4: T104, T129, T140, T149, T194, T208, T219, T230, T284, T298, T309, T328, T374, T388, T399, T410, T428, T434 Unit 5: T14, T28, T29, T50, T59, T104, T129, T140, T149, T208, T219, T230, T284, T309, T374, T398, T410 Unit 6: T14, T39, T50, T59, T129, T140, T149, T194, T219, T239, T309, T321, T328, T374, T386, T388, T399, T410, T428</p>
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<p>TEACHER'S EDITION: Unit 1: T16, T36, T54, T108, T128, T146, T200, T220, T238, T292, T312, T330, T384, T402, T420, T484, T490 Unit 2: T16, T36, T54, T108, T128, T146, T200, T220, T238, T292, T312, T330, T384, T402, T420, T484, T490 Unit 3: T16, T36, T54, T108, T128, T146, T200, T220, T238, T292, T312, T330, T384, T402, T420, T484, T490 Unit 4: T16, T34, T52, T106, T124, T142, T196, T214, T232, T286, T304, T322, T376, T394, T412, T476, T482 Unit 5: T16, T34, T52, T106, T124, T142, T196, T214, T232, T286, T304, T322, T376, T394, T412, T476, T482 Unit 6: T16, T34, T52, T106, T124, T142, T196, T214, T232, T286, T304, T322, T376, T394, T412, T476, T482 www.connected.mcgraw-hill.com: RESOURCES Visual Glossary: Units 1–6</p>

Language Standards

Knowledge of Language

McGraw-Hill Reading Wonders

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3a Compare formal and informal uses of English.

READING/WRITING WORKSHOP: Unit 4: 298, 299 Unit 5: 398, 399
YOUR TURN PRACTICE BOOK: 247
WRITING WORKSTATION ACTIVITY CARD: 20
TEACHER'S EDITION: Unit 4: T200, T201, T214, T226, T232, T240, T363 (Writing Workstation Activity Cards) Unit 5: T200, T201, T214, T226, T232, T240

Vocabulary Acquisition and Use

McGraw-Hill Reading Wonders

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

READING/WRITING WORKSHOP: Unit 1: 63 Unit 2: 143, 159 Unit 4: 283 Unit 5: 369, 383 Unit 6: 413, 427, 455
LITERATURE ANTHOLOGY: Unit 1: 79 Unit 2: 203, 209 Unit 4: 333 Unit 5: 439, 483 Unit 6: 507
LEVELED READERS: Unit 6, Week 1: *The Apples of Idun (A), Hercules and the Golden Apples (D), Demeter and Persephone (B)*
YOUR TURN PRACTICE BOOK: 29, 63–65, 89, 93–94, 99, 103–104, 113–114, 123–124, 133–134, 163–164, 169, 229, 239, 249, 253–254, 263–264, 283–284
TEACHER'S EDITION: Unit 1: T230, T231, T231G, T231L, T329 Unit 2: T322, T323, T323F, T323J, T412, T413 Unit 3: T135, T227, T319, T409, T419 Unit 4: T134, T135D, T135H, T231, T411 Unit 5: T134, T135, T135F, T135P, T224, T225, T231, T314, T315, T315F, T321, T404, T411, T438 Unit 6: T44, T45, T45G, T45L

L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

READING/WRITING WORKSHOP: Unit 2: 111 Unit 3: 253
LITERATURE ANTHOLOGY: Unit 2: 131 Unit 3: 297
YOUR TURN PRACTICE BOOK: 59, 69, 149
TEACHER'S EDITION: Unit 2: T46, T47, T47F, T53, T145, T213, T225, T235, T244 Unit 3: T412, T413 Unit 4: T27, T39, T49, T51, T58 Unit 6: T27, T39, T49, T58

L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

READING/WRITING WORKSHOP: Unit 1: 31, 47, 79, 93 Unit 4: 311 Unit 6: 441
LITERATURE ANTHOLOGY: Unit 1: 55, 101 Unit 4: 379
YOUR TURN PRACTICE BOOK: 9, 19, 39, 49, 73–74, 93–95, 183–184, 189, 209, 273–274, 279
TEACHER'S EDITION: Unit 1: T46, T47, T138, T139, T145, T215, T322, T323, T412, T419, T446, T453 Unit 2: T53, T123, T145, T237, T419 Unit 3: T53 Unit 4: T314, T315, T389 Unit 5: T44–T45, T389 Unit 6: T119, T209, T224, T225, T225D, T321, T389

L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

READING/WRITING WORKSHOP: Unit 3: 207 Unit 4: 269
LITERATURE ANTHOLOGY: Unit 3: 251 Unit 4: 319
YOUR TURN PRACTICE BOOK: 92, 113–114, 119, 153–154, 159
TEACHER'S EDITION: Unit 2: T395, T407, T417, T426, T436 Unit 3: T138, T172, T179, T235 Unit 4: T44, T45D, T45G, T78, T85, T141 Unit 6: T27, T38, T49, T58, T68

Language Standards

Vocabulary Acquisition and Use

L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

L.2.5b Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurt*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

McGraw-Hill Reading Wonders

LITERATURE ANTHOLOGY: Glossary: 584–599

TEACHER'S EDITION: Unit 1: T16, T36, T54, T108, T128, T146, T200, T220, T238, T292, T312, T330, T384, T402, T420, T484, T490 Unit 2: T16, T36, T54, T108, T128, T146, T200, T220, T238, T292, T312, T330, T384, T402, T412, T420, T484, T490 Unit 3: T16, T36, T54, T108, T128, T146, T200, T220, T238, T292, T312, T330, T384, T402, T412, T420, T484, T490 Unit 4: T16, T34, T52, T106, T124, T142, T196, T214, T232, T286, T304, T322, T376, T394, T412, T476, T482 Unit 5: T16, T34, T52, T106, T124, T142, T196, T214, T224, T232, T286, T304, T322, T376, T394, T412, T476, T482

www.connected.mcgraw-hill.com: **RESOURCES**

Visual Glossary: Units 1–6

READING/WRITING WORKSHOP: Unit 1: 20–21, 36–37, 52–53, 68–69, 84–85 Unit 2: 109, 132–133, 148–149, 164–165 Unit 3: 160–161, 196–197, 212–213, 244–245 Unit 4: 260–261, 274–275, 276–279, 288–289, 302–303, 316–317, 318–321, 325 Unit 5: 332–333, 346–347, 360–361, 374–375, 388–389 Unit 6: 418–419, 432–433, 446–447, 460–461

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