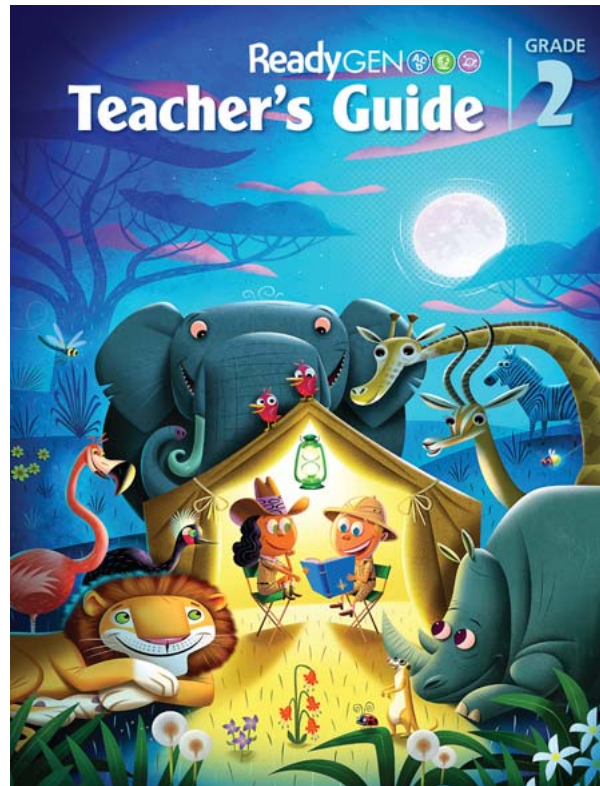


A Correlation of

**ReadyGEN**

Grade 2, ©2016



To the

**California**

**English Language Development Standards**

## Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the California English Language Development Standards (ELD). Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit and page references.

**ReadyGEN © 2016** is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

### **Authentic Text at the Core of Instruction**

- The only elementary literacy program that puts a library of 12 authentic trade books in the hands of every child
- Cohesive text sets that provide a springboard into the exploration of language, literacy, and collaboration
- Digital access to every trade book to shift students' behavior from passive to active learning

### **Supportive, Flexible, and Customizable**

- Foundational skills instruction and practice built into every lesson
- An Interactive Teacher's Guide for point-of-use access to close reading support, note-sharing, and modeling videos
- A variety of scaffolding strategies promoting instructional equity and access to rigorous text for all students
- Meaningful Center Activities aligned to ReadyGEN texts, writing modes, and Enduring Understandings
- Ability to rearrange content, add links and information, upload resources, and build your own tests for a personalized experience
- Professional development for customization and instructional support

### **Assessment for Responsive Teaching**

- Various assessment opportunities for you to use with students to monitor their progress toward college and career readiness
- Baseline Assessments
- Formative checkpoints throughout instruction
- Performance-Based Assessments at the end of every module
- Access to technology-enhanced items
- Summative, End-of-Unit assessments

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

**Savvas™** and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

## Table of Contents

|  |           |
|--|-----------|
| <b>PART I: INTERACTING IN MEANINGFUL WAYS.....</b>       | <b>4</b>  |
| <b>PART II: LEARNING ABOUT HOW ENGLISH WORKS .....</b>   | <b>18</b> |
| <b>Part III: Using Foundational Literacy Skills.....</b> | <b>27</b> |

**Part 2 – Standards Map for Program 2 Basic ELA/ELD, Kindergarten Through Grade Eight  
Grade Two – California English Language Development Standards**

The California English Language Development Standards (CA ELD Standards) describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content, with particular alignment to the key knowledge, skills, and abilities for achieving college- and career-readiness described in the Common Core State Standards for ELA. However, the CA ELD Standards do not repeat the Common Core State Standards for ELA, or represent ELA content at lower levels of achievement or rigor. Rather, the CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. The CA ELD Standards are not intended to replace the Common Core State Standards for ELA but instead to amplify the language knowledge, skills and abilities of those Common Core State Standards that are critical in order for ELs to simultaneously be successful in school while they are developing English.

| Standard  | Standard Language   | Publisher Citations   | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|-----------|---|---|----------------|---|---|
|           |   |   | Y              | N |   |
|           | <b>PART I: INTERACTING IN MEANINGFUL WAYS</b>   |   |                |   |   |
|           | <b>A. Collaborative</b>   |   |                |   |   |
|           | <b>1. Exchanging information and ideas</b>  |   |                |   |   |
| PI.2.1.Em | Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and learned phrases. | <b>TG U1:</b> 12, 32, 72, 82, 172, 242, 252, 262<br><b>TG U2:</b> 42, 62, 82, 162, 172, 182, 192, 202, 212, 252, 262, 272<br><b>TG U3:</b> 52, 112, 242, 252, 262, 272<br><b>TG U4:</b> 42, 192, 202, 212<br><b>TG U5:</b> 12, 22, 32, 82, 102, 132<br><b>TG U6:</b> 72, 82, 102, 112, 122, 132, 262, 272 |                |   |   |

| Standard  | Standard Language  | Publisher Citations   | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|-----------|--|---|----------------|---|---|
|           |  |   | Y              | N |   |
| PI.2.1.Ex | Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.  | <b>TG U1:</b> 12, 52, 82, 112, 122, 162, 172, 232, 242, 262<br><b>TG U2:</b> 42, 72, 102, 132, 162, 182, 192, 202, 242, 252, 262, 272<br><b>TG U3:</b> 22, 32, 62, 92, 112, 122, 172, 212, 222, 232, 242, 252<br><b>TG U4:</b> 32, 62, 72, 92, 172, 182, 192, 202, 210, 222, 242, 272<br><b>TG U5:</b> 12, 22, 52, 74, 92, 102, 104, 132, 162, 212, 242, 262<br><b>TG U6:</b> 32, 42, 52, 62, 72, 82, 102, 112, 122, 162, 192, 252, 272                     |                |   |   |
| PI.2.1.Br | Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback. | <b>TG U1:</b> 12, 52, 82, 112, 122, 162, 172, 232, 242, 262<br><b>TG U2:</b> 42, 72, 102, 132, 162, 182, 192, 202, 242, 252, 262, 272<br><b>TG U3:</b> 22, 32, 62, 92, 112, 122, 172, 212, 222, 232, 242, 252<br><b>TG U4:</b> 32, 62, 72, 92, 130, 172, 182, 192, 202, 210, 222, 242, 272<br><b>TG U5:</b> 12, 22, 52, 74, 92, 102, 104, 130, 132, 162, 212, 242, 262<br><b>TG U6:</b> 32, 42, 52, 62, 72, 82, 102, 112, 122, 162, 170, 192, 252, 270, 272 |                |   |   |

| Standard  | Standard Language  | Publisher Citations   | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|-----------|--|---|----------------|---|---|
|           |  |   | Y              | N |   |
|           | <b>2. Interacting via written English</b>  |   |                |   |   |
| PI.2.2.Em | Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.  | <b>TG U1:</b> 18-20, 168-170, 188-190, 248-250<br><b>TG U2:</b> 18-20, 28-30, 38-40, 168-170, 278-280<br><b>TG U3:</b> 18-20, 28-30, 38-40, 68-70, 168-170, 178-180, 218-220<br><b>TG U4:</b> 18-20, 28-30, 38-40, 168-170<br><b>TG U5:</b> 78-80, 168-170, 178-180, 198-200<br><b>TG U6:</b> 28-30, 168-170  |                |   |   |
| PI.2.2.Ex | Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. | <b>TG U1:</b> 28-30, 68-70, 78-80, 98-100, 108-110, 178-180, 208-210<br><b>TG U2:</b> 48-50, 58-60, 118-120, 128-130, 178-180, 198-200, 218-220<br><b>TG U3:</b> 48-50, 98-100, 188-190, 228-230, 278-280<br><b>TG U4:</b> 48-50, 98-100, 178-180, 208-210<br><b>TG U5:</b> 18-20, 28-30, 38-40, 48-50, 88-90, 128-130<br><b>TG U6:</b> 18-20, 38-40, 48-50, 58-60, 178-180, 198-200, 228-230 |                |   |   |

| Standard                    | Standard Language  | Publisher Citations  | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|-----------------------------|--|--|----------------|---|---|
|                             |  |  | Y              | N |   |
| PI.2.2.Br                   | Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.  | <b>TG U1:</b> 38-40, 48-50, 58-60, 88-90, 138-140, 198-200, 218-220<br><b>TG U2:</b> 68-70, 78-80, 88-90, 98-100, 108-110, 188-190, 228-230<br><b>TG U3:</b> 58-60, 78-80, 88-90, 118-120, 208-210, 248-250<br><b>TG U4:</b> 58-60, 68-70, 78-80, 108-110, 188-190, 218-220, 238-240<br><b>TG U5:</b> 98-100, 108-110, 188-190, 238-240, 248-250, 268-270<br><b>TG U6:</b> 68-70, 78-80, 88-90, 208-210, 218-220, 238-240, 248-250 |                |   |   |
| <b>3. Offering opinions</b> |  |  |                |   |   |
| PI.2.3.Em                   | Offer opinions and negotiate with others in conversations using learned phrases (e.g., <i>I think X.</i> ), as well as open responses, in order to gain and/or hold the floor.   | For related content, please see:<br><b>TG U2:</b> 19, 170, 190, 192, 200, 210, 250, 260, 270, 288<br><b>TG U3:</b> 240<br><b>TG U4:</b> 36<br><b>TG U5:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 148<br><b>TG U6:</b> 40, 50, 80, 90, 120, 130, 140, 148, 170, 180, 190, 200, 210, 230, 288  |                |   |   |
| PI.2.3.Ex                   | Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but X.</i> ), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, etc. | For related content, please see:<br><b>TG U2:</b> 19, 170, 190, 192, 200, 210, 250, 260, 270, 288<br><b>TG U3:</b> 240<br><b>TG U4:</b> 36<br><b>TG U5:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 148<br><b>TG U6:</b> 40, 50, 80, 90, 120, 130, 140, 148, 170, 180, 190, 200, 210, 230, 288  |                |   |   |

| Standard  | Standard Language  | Publisher Citations   | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|-----------|--|---|----------------|---|---|
|           |  |   | Y              | N |   |
| PI.2.3.Br | Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That’s a good idea, but X</i> ), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc. | For related content, please see:<br><b>TG U2:</b> 19, 170, 190, 192, 200, 210, 250, 260, 270, 288<br><b>TG U3:</b> 240<br><b>TG U4:</b> 36<br><b>TG U5:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 148<br><b>TG U6:</b> 40, 50, 80, 90, 120, 130, 140, 148, 170, 180, 190, 200, 210, 230, 288 |                |   |   |
|           | <b>4. Adapting language choices</b>  |   |                |   |   |
| PI.2.4.Em | Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.   | <b>TG U2:</b> 83, 223<br><b>TG U3:</b> 274<br><b>TG U4:</b> 257<br><b>TG U6:</b> 83   |                |   |   |
| PI.2.4.Ex | Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults) with moderate support from peers or adults.  | <b>TG U1:</b> 259<br><b>TG U3:</b> 239, 240, 241, 250, 251, 270, 271, 279, 280, 281<br><b>TG U6:</b> 218-220  |                |   |   |
| PI.2.4.Br | Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.   | <b>TG U1:</b> 259<br><b>TG U3:</b> 239, 240, 241, 250, 251, 270, 271, 279, 280, 281<br><b>TG U6:</b> 218-220  |                |   |   |



| Standard  | Standard Language   | Publisher Citations  | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|-----------|---|--|----------------|---|---|
|           |   |  | Y              | N |   |
|           | <b>B. Interpretive</b>  |  |                |   |   |
|           | <b>5. Listening actively</b>  |  |                |   |   |
| PI.2.5.Em | Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with oral sentence frames and substantial prompting and support.   | For related content, please see:<br><b>TG U1:</b> 93, 120, 148, 213, 288<br><b>TG U2:</b> 192, 193, 213, 223, 224, 226, 227, 233, 288<br><b>TG U3:</b> 83, 133, 183, 203, 273<br><b>TG U4:</b> 53, 83, 93, 113, 133, 173, 233, 234<br><b>TG U5:</b> 13, 43, 73, 113, 163, 183, 203, 253<br><b>TG U6:</b> 13, 52, 53, 54, 56, 57, 62, 73, 123, 163, 223, 273, 288 |                |   |   |
| PI.2.5.Ex | Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support. | For related content, please see:<br><b>TG U1:</b> 93, 120, 148, 213, 288<br><b>TG U2:</b> 192, 193, 213, 223, 224, 226, 227, 233, 288<br><b>TG U3:</b> 83, 103, 133, 193, 203, 233<br><b>TG U4:</b> 53, 83, 93, 113, 133, 173, 233, 234<br><b>TG U5:</b> 13, 43, 73, 113, 163, 183, 203, 253<br><b>TG U6:</b> 52, 53, 54, 56, 57, 62, 93, 123, 193, 273, 288     |                |   |   |

| Standard  | Standard Language   | Publisher Citations  | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|-----------|---|--|----------------|---|---|
|           |   |  | Y              | N |   |
| PI.2.5.Br | Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.   | This objective is addressed throughout the text. See the following:<br><b>TG U1:</b> 93, 120, 148, 213, 288<br><b>TG U2:</b> 192, 193, 213, 223, 224, 226, 227, 233, 288<br><b>TG U3:</b> 83, 103, 133, 183, 193, 203, 233, 273<br><b>TG U4:</b> 53, 83, 93, 113, 133, 173, 233, 234<br><b>TG U5:</b> 13, 43, 73, 113, 163, 183, 203, 253<br><b>TG U6:</b> 13, 52, 53, 54, 56, 57, 62, 73, 93, 123, 163, 193, 223, 273, 288  |                |   |   |
|           | <b>6. Reading/viewing closely</b>   |  |                |   |   |
| PI.2.6.Em | Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support. | <b>TG U1:</b> 13, 14, 15, 16, 18-20, 23, 53, 83, 85, 86, 95, 223<br><b>TG U2:</b> 18, 19, 38, 39, 72, 74, 76, 77, 103, 108-110, 123, 125, 128-130, 242, 243, 244, 246, 247<br><b>TG U3:</b> 102, 104, 108-110, 112, 114, 116, 117, 172, 174, 176, 177, 222, 224, 226, 227<br><b>TG U4:</b> 22, 23, 25, 26, 27, 33, 42, 44, 46, 47, 102, 106, 107, 192, 233<br><b>TG U5:</b> 42, 44, 46, 47, 62, 74, 199, 202, 203, 204, 206, 207<br><b>TG U6:</b> 72, 74, 76, 77, 103, 113 |                |   |   |

| Standard  | Standard Language   | Publisher Citations  | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|-----------|---|--|----------------|---|---|
|           |   |  | Y              | N |   |
| PI.2.6.Ex | Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.     | <b>TG U1:</b> 34, 72, 92, 93, 95, 117, 192, 193, 213, 246, 272<br><b>TG U2:</b> 32, 33, 46, 56, 84, 86, 87<br><b>TG U3:</b> 43, 172, 174, 222, 223, 273<br><b>TG U4:</b> 33, 46, 104, 142, 143, 146, 204, 206, 207<br><b>TG U5:</b> 202, 204, 206, 242, 243, 260, 282, 283, 286<br><b>TG U6:</b> 93, 113, 114, 116, 117, 223   |                |   |   |
| PI.2.6.Br | Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support. | <b>TG U1:</b> 34, 72, 92, 93, 95, 117, 192, 193, 213, 246, 272<br><b>TG U2:</b> 32, 33, 46, 56, 84, 86, 87<br><b>TG U3:</b> 43, 172, 174, 222, 223, 273<br><b>TG U4:</b> 33, 46, 72, 74, 76, 77, 104, 142, 143, 146, 204, 206, 207<br><b>TG U5:</b> 202, 204, 206, 232, 233, 234, 242, 243, 252, 253, 254, 256, 257, 260, 282, 283, 286<br><b>TG U6:</b> 93, 113, 114, 116, 117, 223 |                |   |   |

| Standard  | Standard Language  | Publisher Citations   | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|-----------|--|---|----------------|---|---|
|           |  |   | Y              | N |   |
|           | <b>7. Evaluating language choices</b>  |   |                |   |   |
| PI.2.7.Em | Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.  | <b>TG U1:</b> 53, 116, 173, 233<br><b>TG U2:</b> 47, 63, 93, 96, 247, 255<br><b>TG U3:</b> 117, 194, 223, 272, 273, 274, 275, 276, 277<br><b>TG U4:</b> 23, 24, 25, 26, 33, 53, 57, 116, 117, 133, 163, 252, 253, 254, 255<br><b>TG U5:</b> 63, 117, 185, 243, 244, 245<br><b>TG U6:</b> 82, 83, 84, 85, 86, 87, 207, 244, 245, 247 |                |   |   |
| PI.2.7.Ex | Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people) with prompting and moderate support. | <b>TG U1:</b> 53, 116, 173, 233<br><b>TG U2:</b> 47, 63, 93, 96, 247, 255<br><b>TG U3:</b> 117, 194, 223, 272, 273, 274, 275, 276, 277<br><b>TG U4:</b> 23, 24, 25, 26, 33, 53, 57, 116, 117, 133, 163, 252, 253, 254, 255<br><b>TG U5:</b> 63, 117, 185, 243, 244, 245<br><b>TG U6:</b> 82, 83, 84, 85, 86, 87, 207, 244, 245, 247 |                |   |   |
| PI.2.7.Br | Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough) with light support.          | <b>TG U3:</b> 204, 205, 206, 207<br><b>TG U4:</b> 182, 183, 242, 243<br><b>TG U5:</b> 42, 43, 44, 45, 46, 47, 63, 64, 65, 66, 92, 94, 96, 97<br><b>TG U6:</b> 182, 183, 184, 185, 186, 187, 232, 233, 234, 236  |                |   |   |

| Standard  | Standard Language  | Publisher Citations   | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|-----------|--|---|----------------|---|---|
|           |  |   | Y              | N |   |
|           | <b>8. Analyzing language choices</b>   |   |                |   |   |
| PI.2.8.Em | Distinguish how two different frequently-used words (e.g., describing a character as <i>happy</i> versus <i>angry</i> ) produce a different effect on the audience.  | <b>TG U1:</b> 39<br><b>TG U2:</b> 103, 123, 172<br><b>TG U6:</b> 120, 121, 130, 131, 140, 141, 181, 259   |                |   |   |
| PI.2.8.Ex | Distinguish how two different words with similar meaning (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i> ) produce shades of meaning and different effects on the audience.   | <b>TG U1:</b> 39<br><b>TG U2:</b> 103, 123, 173<br><b>TG U6:</b> 120, 121, 130, 131, 140, 141, 181, 259   |                |   |   |
| PI.2.8.Br | Distinguish how multiple different words with similar meaning (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i> , <i>heard</i> or <i>knew</i> versus <i>believed</i> ) produce shades of meaning and different effects on the audience. | <b>TG U1:</b> 39<br><b>TG U2:</b> 103, 123, 173<br><b>TG U6:</b> 120, 121, 130, 131, 140, 141, 181, 259   |                |   |   |
|           | <b>C. Productive</b>   |   |                |   |   |
|           | <b>9. Presenting</b>   |   |                |   |   |
| PI.2.9.Em | Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).  | <b>TG U1:</b> 103, 241<br><b>TG U2:</b> 76, 137, 246, 277<br><b>TG U3:</b> 123, 171<br><b>TG U4:</b> 55, 113, 221<br><b>TG U5:</b> 46, 199, 204, 229<br><b>TG U6:</b> 77, 131, 201, 267 |                |   |   |

| Standard   | Standard Language  | Publisher Citations  | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|------------|--|--|----------------|---|---|
|            |  |  | Y              | N |   |
| PI.2.9.Ex  | Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).  | <b>TG U1:</b> 20, 50, 80, 100, 120, 140, 170, 200, 220, 250, 280<br><b>TG U2:</b> 40, 60, 70, 90, 110, 130, 140, 180, 190, 200, 240, 260<br><b>TG U3:</b> 20, 50, 80, 90, 100, 140, 170, 210, 220, 250, 260, 280<br><b>TG U4:</b> 40, 60, 80, 90, 100, 110, 130, 140, 190, 200, 220, 240, 250, 270<br><b>TG U5:</b> 30, 50, 60, 90, 120, 170, 180, 200, 210, 230, 250, 270<br><b>TG U6:</b> 20, 40, 70, 80, 110, 130, 170, 180, 200, 220, 260, 280 |                |   |   |
| PI.2.9.Br  | Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).   | <b>TG U1:</b> 148, 288<br><b>TG U2:</b> 148, 288<br><b>TG U3:</b> 148, 288<br><b>TG U4:</b> 148, 288<br><b>TG U5:</b> 148, 288<br><b>TG U6:</b> 148, 288   |                |   |   |
|            | <b>10. Writing</b>   |  |                |   |   |
| PI.2.10.Em | Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently. | <b>TG U1:</b> 18-20, 38-40, 168-170, 188-190<br><b>TG U2:</b> 18-20, 28-30, 38-40, 208-210, 238-240, 258-260<br><b>TG U3:</b> 18-20, 28-30, 38-40, 68-70, 178-180, 218-220<br><b>TG U4:</b> 18-20, 88-90, 98-100, 168-170, 208-210, 218-220, 228-230<br><b>TG U5:</b> 58-60, 178-180, 218-220, 228-230<br><b>TG U6:</b> 28-30, 38-40, 168-170, 178-180, 238-240  |                |   |   |

| Standard   | Standard Language   | Publisher Citations  | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|------------|---|--|----------------|---|---|
|            |   |  | Y              | N |   |
| PI.2.10.Ex | Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence. | <b>TG U1:</b> 28-30, 58-60, 68-70, 178-180, 208-210, 228-230, 248-250<br><b>TG U2:</b> 48-50, 68-70, 88-90, 108-110, 168-170, 178-180, 278-280<br><b>TG U3:</b> 48-50, 98-100, 108-110, 168-170, 208-210, 228-230<br><b>TG U4:</b> 28-30, 78-80, 178-180, 198-200, 258-260<br><b>TG U5:</b> 18-20, 48-50, 88-90, 168-170, 198-200, 238-240<br><b>TG U6:</b> 18-20, 48-50, 88-90, 188-190, 198-200, 228-230   |                |   |   |
| PI.2.10.Br | Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.                         | <b>TG U1:</b> 88-90, 98-100, 108-110, 118-120, 128-130, 138-140, 142-149, 198-200, 238-240, 282-289<br><b>TG U2:</b> 78-80, 98-100, 118-120, 138-140, 142-149, 198-200, 218-220, 228-230, 282-289<br><b>TG U3:</b> 58-60, 78-80, 88-90, 118-120, 138-140, 142-149, 198-200, 248-250, 268-270, 282-289<br><b>TG U4:</b> 38-40, 48-50, 58-60, 68-70, 108-110, 128-130, 138-140, 238-240, 268-270, 282-289<br><b>TG U5:</b> 28-30, 68-70, 98-100, 118-120, 142-149, 188-190, 248-250, 258-260, 278-280<br><b>TG U6:</b> 58-60, 78-80, 108-110, 128-130, 142-149, 208-210, 248-250, 268-270, 282-289 |                |   |   |

| Standard   | Standard Language   | Publisher Citations  | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|------------|---|--|----------------|---|---|
|            |   |  | Y              | N |   |
|            | <b>11. Supporting opinions</b>  |  |                |   |   |
| PI.2.11.Em | Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).                          | <p><b>TG U2:</b> 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 258-260, 268-270, 282-289</p> <p><b>TG U5:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 118-120, 128-130, 142-149</p> <p><b>TG U6:</b> 38-40, 58-60, 68-70, 88-90, 108-110, 128-130, 142-149, 138-140, 188-190, 208-210, 228-230, 268-270, 282-289</p> |                |   |   |
| PI.2.11.Ex | Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.            | <p><b>TG U2:</b> 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 258-260, 268-270, 282-289</p> <p><b>TG U5:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 118-120, 128-130, 142-149</p> <p><b>TG U6:</b> 48-50, 68-70, 78-80, 98-100, 118-120, 138-140, 168-170, 218-220, 238-240, 282-289</p>                           |                |   |   |
| PI.2.11.Br | Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content. | <p><b>TG U2:</b> 168-170, 178-180, 188-190, 198-200, 208-210, 218-220, 228-230, 238-240, 258-260, 268-270, 282-289</p> <p><b>TG U5:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 118-120, 128-130, 142-149</p> <p><b>TG U6:</b> 38-40, 48-50, 78-80, 108-110, 118-120, 138-140, 188-190, 218-220, 268-270, 282-289</p>                          |                |   |   |



| Standard   | Standard Language  | Publisher Citations   | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|------------|--|---|----------------|---|---|
|            |  |   | Y              | N |   |
|            | <b>12. Selecting language resources</b>  |   |                |   |   |
| PI.2.12.Em | a) Retell texts and recount experiences using key words.<br>b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>generous</i> to describe a character, using the word <i>lava</i> to explain volcanic eruptions) while speaking and writing.   | <b>TG U1:</b> 39, 78-80, 98-100, 218-220<br><b>TG U2:</b> 76, 118-120, 138-140<br><b>TG U3:</b> 112<br><b>TG U4:</b> 55, 110<br><b>TG U5:</b> 229<br><b>TG U6:</b>  |                |   |   |
| PI.2.12.Ex | a) Retell texts and recount experiences using complete sentences and key words.<br>b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i> ) while speaking and writing. | <b>TG U1:</b> 39, 78-80, 98-100, 218-220<br><b>TG U2:</b> 76, 118-120, 138-140<br><b>TG U3:</b> 112, 231, 261<br><b>TG U4:</b> 55, 110, 171, 181, 191, 198-200, 201, 221, 231, 241, 251<br><b>TG U5:</b> 81, 91, 229<br><b>TG U6:</b> 121, 131, 141, 171, 181, 188-190, 191, 201, 211 |                |   |   |
| PI.2.12.Br | a) Retell texts and recount experiences using increasingly detailed complete sentences and key words.<br>b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was <i>as quick as a cricket</i> .) to create an effect, precision, and shades of meaning while speaking and writing.     | <b>TG U1:</b> 39, 78-80, 98-100, 218-220<br><b>TG U2:</b> 76, 118-120, 138-140<br><b>TG U3:</b> 112, 231, 261<br><b>TG U4:</b> 55, 110, 171, 181, 191, 198-200, 201, 221, 231, 241, 251<br><b>TG U5:</b> 81, 91, 229<br><b>TG U6:</b> 121, 131, 141, 171, 181, 188-190, 191, 201, 211 |                |   |   |

| Standard   | Standard Language   | Publisher Citations   | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|------------|---|---|----------------|---|---|
|            |   |   | Y              | N |   |
|            | <b>PART II: LEARNING ABOUT HOW ENGLISH WORKS</b>  |   |                |   |   |
|            | <b>A. Structuring Cohesive Texts</b>  |   |                |   |   |
|            | <b>1. Understanding text structure</b>  |   |                |   |   |
| PII.2.1.Em | Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently. | <p><b>TG U1:</b> 22, 23, 24, 25, 26, 27, 78-80, 88-90, 98-100, 132, 133, 142-149</p> <p><b>TG U2:</b> 14, 16, 17, 42, 43, 44, 45, 46, 47, 64, 67, 72, 74, 76, 77, 232, 234, 262, 263, 264, 265, 266, 267</p> <p><b>TG U3:</b> 72, 74, 76, 77, 222, 223, 224, 226, 227, 262, 263, 264, 265, 266, 267</p> <p><b>TG U4:</b> 58-60, 68-70, 142-149, 102, 103, 104, 105, 106, 107, 132, 133, 134, 135, 274, 276, 277</p> <p><b>TG U5:</b> 184, 188-190, 244, 246, 247, 282-289</p> <p><b>TG U6:</b> 102, 103, 104, 105, 106, 107</p> |                |   |   |

| Standard    | Standard Language  | Publisher Citations   | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|-------------|--|---|----------------|---|---|
|             |  |   | Y              | N |   |
| P.II.2.1.Ex | Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence. | <p><b>TG U1:</b> 22, 23, 24, 25, 26, 27, 78-80, 88-90, 98-100, 132, 133, 142-149, 174, 176, 184, 186</p> <p><b>TG U2:</b> 14, 16, 17, 42, 43, 44, 45, 46, 47, 64, 67, 72, 74, 76, 77, 174, 176, 184, 186, 232, 234, 262, 263, 264, 265, 266, 267</p> <p><b>TG U3:</b> 72, 74, 76, 77, 162, 164, 166, 167, 222, 223, 224, 226, 227, 262, 263, 264, 265, 266, 267</p> <p><b>TG U4:</b> 58-60, 68-70, 142-149, 102, 103, 104, 105, 106, 107, 132, 133, 134, 135, 168-170, 174, 176, 214, 216, 274, 276, 277, 282-289</p> <p><b>TG U5:</b> 14, 15, 16, 17, 184, 188-190, 194, 195, 196, 197, 244, 246, 247, 282-289</p> <p><b>TG U6:</b> 14, 16, 17, 102, 103, 104, 105, 106, 107, 124, 126, 174, 176</p> |                |   |   |

| Standard | Standard Language  | Publisher Citations   | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|----------|--|---|----------------|---|---|
|          |  |   | Y              | N |   |
| P.2.1.Br | Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently. | <p><b>TG U1:</b> 22, 23, 24, 25, 26, 27, 78-80, 88-90, 98-100, 132, 133, 142-149, 174, 176, 184, 186</p> <p><b>TG U2:</b> 14, 16, 17, 42, 43, 44, 45, 46, 47, 64, 67, 72, 74, 76, 77, 168-170, 174, 176, 178-180, 184, 186, 198-200, 232, 234, 262, 263, 264, 265, 266, 267, 268-270, 282-289</p> <p><b>TG U3:</b> 72, 74, 76, 77, 162, 164, 166, 167, 222, 223, 224, 226, 227, 262, 263, 264, 265, 266, 267</p> <p><b>TG U4:</b> 58-60, 68-70, 142-149, 102, 103, 104, 105, 106, 107, 132, 133, 134, 135, 168-170, 174, 176, 182, 183, 214, 216, 242, 243, 274, 276, 277, 282-289</p> <p><b>TG U5:</b> 14, 15, 16, 17, 42, 43, 44, 45, 46, 47, 62, 63, 64, 65, 66, 67, 184, 188-190, 194, 195, 196, 197, 244, 246, 247, 282-289</p> <p><b>TG U6:</b> 14, 16, 17, 102, 103, 104, 105, 106, 107, 124, 126, 174, 176, 182, 183, 232, 233, 234</p> |                |   |   |

| Standard | Standard Language  | Publisher Citations  | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|----------|--|--|----------------|---|---|
|          |  |  | Y              | N |   |
|          | <b>2. Understanding cohesion</b>   |  |                |   |   |
| P.2.2.Em | Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>today, then</i> ) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently. | <b>TG U1:</b> 78-80, 228-230, 268-270<br><b>TG U2:</b> 218-220, 228-230, 282-289<br><b>TG U3:</b> 42, 43, 44, 46, 47, 104, 106, 107, 172, 174, 176, 177<br><b>TG U4:</b> 62, 63, 64, 66, 67, 68-70, 188-190, 202, 203, 204, 206, 207, 232, 233, 262, 263, 264, 265, 266, 267, 268-270<br><b>TG U5:</b> 28-30, 128-130, 172, 174, 176, 177, 184, 186, 187, 188-190, 202, 203, 204, 206, 207<br><b>TG U6:</b> 32, 33, 38-40, 48-50, 122, 123, 124, 125, 126, 127, 208-210, 254, 256, 257 |                |   |   |
| P.2.2.Ex | Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>after a long time, first/next</i> ) to comprehending texts and writing texts with increasing independence.   | <b>TG U1:</b> 78-80, 228-230, 268-270<br><b>TG U2:</b> 218-220, 228-230, 282-289<br><b>TG U3:</b> 42, 43, 44, 46, 47, 104, 106, 107, 172, 174, 176, 177<br><b>TG U4:</b> 62, 63, 64, 66, 67, 68-70, 188-190, 202, 203, 204, 206, 207, 232, 233, 262, 263, 264, 265, 266, 267, 268-270<br><b>TG U5:</b> 28-30, 128-130, 172, 174, 176, 177, 184, 186, 187, 188-190, 202, 203, 204, 206, 207<br><b>TG U6:</b> 32, 33, 38-40, 48-50, 122, 123, 124, 125, 126, 127, 208-210, 254, 256, 257 |                |   |   |

| Standard                                  | Standard Language   | Publisher Citations  | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|---|---|--|----------------|---|---|
|   |   |  | Y              | N |   |
| PII.2.2.Br                                | Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, after that, suddenly</i> ) to comprehending and writing texts independently.  | <b>TG U1:</b> 78-80, 228-230, 268-270<br><b>TG U2:</b> 218-220, 228-230, 282-289<br><b>TG U3:</b> 42, 43, 44, 46, 47, 104, 106, 107, 172, 174, 176, 177<br><b>TG U4:</b> 62, 63, 64, 66, 67, 68-70, 188-190, 202, 203, 204, 206, 207, 232, 233, 262, 263, 264, 265, 266, 267, 268-270<br><b>TG U5:</b> 28-30, 128-130, 172, 174, 176, 177, 184, 186, 187, 188-190, 202, 203, 204, 206, 207<br><b>TG U6:</b> 32, 33, 38-40, 48-50, 122, 123, 124, 125, 126, 127, 208-210, 254, 256, 257 |                |   |   |
| <b>B. Expanding &amp; Enriching Ideas</b> |   |  |                |   |   |
| <b>3. Using verbs and verb phrases</b>    |   |  |                |   |   |
| PII.2.2.Em                                | a) Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.<br>b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently. | <b>TG U1:</b> 70, 71, 90, 91, 100, 101, 110, 111<br><b>TG U2:</b> 110, 111<br><b>TG U4:</b> 70, 71, 80, 81, 90, 91, 100, 101, 110, 111   |                |   |   |
| PII.2.2.Ex                                | a) Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.<br>b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.   | <b>TG U1:</b> 70, 71, 90, 91, 100, 101, 110, 111<br><b>TG U2:</b> 110, 111<br><b>TG U4:</b> 70, 71, 80, 81, 90, 91, 100, 101, 110, 111   |                |   |   |

| Standard                               | Standard Language   | Publisher Citations   | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|--|---|---|----------------|---|---|
|  |   |   | Y              | N |   |
| P.2.2.Br                               | a) Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.<br>b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) independently. | <b>TG U1:</b> 70, 71, 90, 91, 100, 101, 110, 111<br><b>TG U2:</b> 110, 111<br><b>TG U4:</b> 70, 71, 80, 81, 90, 91, 100, 101, 110, 111  |                |   |   |
| <b>4. Using nouns and noun phrases</b> |   |   |                |   |   |
| P.2.4.Em                               | Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.                      | <b>TG U1:</b> 171, 181, 191, 201, 211<br><b>TG U2:</b> 21, 31, 81<br><b>TG U3:</b> 71, 111, 121, 141, 231, 261<br><b>TG U4:</b> 171, 181, 191, 201, 211<br><b>TG U5:</b> 20, 21, 30, 31, 40, 41, 80, 81 |                |   |   |
| P.2.4.Ex                               | Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., with increasing independence.  | <b>TG U1:</b> 171, 181, 191, 201, 211<br><b>TG U2:</b> 21, 31, 81<br><b>TG U3:</b> 71, 111, 121, 141, 231, 261<br><b>TG U4:</b> 171, 181, 191, 201, 211<br><b>TG U5:</b> 20, 21, 30, 31, 40, 41, 80, 81 |                |   |   |
| P.2.4.Br                               | Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, etc., independently.  | <b>TG U1:</b> 171, 181, 191, 201, 211<br><b>TG U2:</b> 21, 31, 81<br><b>TG U3:</b> 71, 111, 121, 141, 231, 261<br><b>TG U4:</b> 171, 181, 191, 201, 211<br><b>TG U5:</b> 20, 21, 30, 31, 40, 41, 80, 81 |                |   |   |

| Standard | Standard Language   | Publisher Citations  | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|----------|---|--|----------------|---|---|
|          |   |  | Y              | N |   |
|          | <b>5. Modifying to add details</b>  |  |                |   |   |
| P.2.5.Em | Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as <i>at school, with my friend</i> ) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently. | <b>TG U1:</b> 220, 221, 230, 231, 240, 241, 250, 251, 260, 261<br><b>TG U2:</b> 90, 91<br><b>TG U3:</b> 170, 171, 180, 181<br><b>TG U4:</b> 220, 221, 230, 231, 240, 241, 250, 251<br><b>TG U5:</b> 90, 91, 180, 181, 190, 191, 200, 201, 210, 211, 250, 251, 270, 271, 280, 281 |                |   |   |
| P.2.5.Ex | Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.   | <b>TG U1:</b> 220, 221, 230, 231, 240, 241, 250, 251, 260, 261<br><b>TG U2:</b> 90, 91<br><b>TG U3:</b> 170, 171, 180, 181<br><b>TG U4:</b> 220, 221, 230, 231, 240, 241, 250, 251<br><b>TG U5:</b> 90, 91, 180, 181, 190, 191, 200, 201, 210, 211, 250, 251, 270, 271, 280, 281 |                |   |   |
| P.2.5.Br | Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.   | <b>TG U1:</b> 220, 221, 230, 231, 240, 241, 250, 251, 260, 261<br><b>TG U2:</b> 90, 91<br><b>TG U3:</b> 170, 171, 180, 181<br><b>TG U4:</b> 220, 221, 230, 231, 240, 241, 250, 251<br><b>TG U5:</b> 90, 91, 180, 181, 190, 191, 200, 201, 210, 211, 250, 251, 270, 271, 280, 281 |                |   |   |



| Standard   | Standard Language  | Publisher Citations   | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|------------|--|---|----------------|---|---|
|            |  |   | Y              | N |   |
|            | <b>C. Connecting &amp; Condensing Ideas</b>  |   |                |   |   |
|            | <b>6. Connecting ideas</b>   |   |                |   |   |
| PII.2.6.Em | Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ) in shared language activities guided by the teacher and sometimes independently.                                | <b>TG U1:</b> 120, 121, 130, 131, 140, 141, 190, 191, 218-220<br><b>TG U3:</b> 190, 191, 200, 201, 210, 211, 220, 221<br><b>TG U5:</b> 240, 241<br><b>TG U6:</b> 80   |                |   |   |
| PII.2.6.Ex | Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked</i> ) with increasing independence.   | <b>TG U1:</b> 120, 121, 130, 131, 140, 141, 190, 191, 218-220<br><b>TG U3:</b> 190, 191, 200, 201, 210, 211, 220, 221<br><b>TG U4:</b> 268<br><b>TG U5:</b> 48-50, 90, 120, 142, 146, 240, 241<br><b>TG U6:</b> 38-40, 48-50, 80, 142, 146, 208-210 |                |   |   |
| PII.2.6.Br | Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich. -&gt; The boy was hungry so he ate a sandwich.</i> ) independently. | <b>TG U1:</b> 120, 121, 130, 131, 140, 141, 190, 191, 218-220<br><b>TG U3:</b> 190, 191, 200, 201, 210, 211, 220, 221<br><b>TG U4:</b> 268<br><b>TG U5:</b> 48-50, 90, 120, 142, 146, 240, 241<br><b>TG U6:</b> 38-40, 48-50, 80, 142, 146, 208-210 |                |   |   |

| Standard   | Standard Language   | Publisher Citations  | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|------------|---|--|----------------|---|---|
|            |   |  | Y              | N |   |
|            | <b>7. Condensing ideas</b>  |  |                |   |   |
| PII.2.7.Em | Condense clauses in simple ways (e.g., changing: It's green. It's red. -> It's green and red.) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.  | <b>TG U2:</b> 100, 101<br><b>TG U3:</b> 190, 191, 200, 201, 210, 211, 220, 221<br><b>TG U5:</b> 100, 101, 110, 111   |                |   |   |
| PII.2.7.Ex | Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rainforest.</i> -> <i>It's a green and red plant that's found in the rainforest.</i> ) to create precise and detailed sentences with increasing independence.                                      | <b>TG U2:</b> 100, 101<br><b>TG U3:</b> 190, 191, 200, 201, 210, 211, 220, 221<br><b>TG U5:</b> 100, 101, 110, 111   |                |   |   |
| PII.2.7.Br | Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rainforest.</i> -> <i>It's a green and red plant that's found in the tropical rainforest.</i> ) to create precise and detailed sentences independently. | <b>TG U2:</b> 100, 101, 120, 121, 130, 131, 140, 141<br><b>TG U3:</b> 190, 191, 200, 201, 210, 211, 220, 221<br><b>TG U5:</b> 100, 101, 110, 111, 240, 241 |                |   |   |

| Standard        | Standard Language  | Publisher Citations  | Meets Standard |   | Reviewer Comments, Citations, and Questions |
|-----------------|--|--|----------------|---|---|
|                 |  |  | Y              | N |   |
|                 | <b>Part III: Using Foundational Literacy Skills</b>  |  |                |   |   |
|                 | <b>Foundational Literacy Skills (See Appendix A-Grade Two):</b>  |  |                |   |   |
|                 | Literacy in an Alphabetic Writing System <ul style="list-style-type: none"> <li>• Print concepts</li> <li>• Phonological awareness</li> <li>• Phonics &amp; word recognition</li> <li>• Fluency</li> </ul> | <b>TG U1:</b> 27, 67, 71, 83, 97, 117, 167, 197, 223, 227, 277<br><b>TG U2:</b> 17, 27, 67, 87, 97, 117, 127, 167, 177, 217, 263, 267, 277<br><b>TG U3:</b> 17, 27, 47, 67, 87, 117, 133, 177, 197, 217, 227, 267<br><b>TG U4:</b> 17, 63, 67, 87, 167, 177, 187, 217, 227, 243, 247, 277<br><b>TG U5:</b> 27, 47, 83, 93, 97, 117, 127, 167, 177, 187, 197, 227, 263<br><b>TG U6:</b> 13, 21, 31, 41, 47, 51, 61, 73, 77, 87, 127, 177, 217, 247, 267 |                |   |   |
| <b>Appendix</b> |  |  |                |   |   |