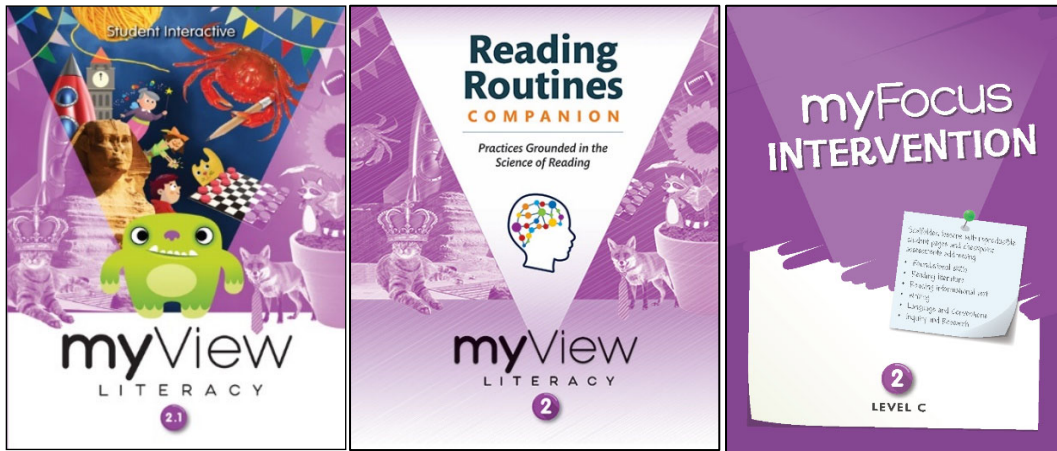


## Correlations of



**Grade 2**

To the

**Indiana Academic Standards  
English Language Arts  
SAT / IAS ELA Priorities**

**Grade 2**

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To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

**Table of Contents**

<b>2.RL Reading: Literature .....</b>	<b>3</b>
<b>2.RN Reading: Nonfiction.....</b>	<b>6</b>
<b>2.RV Reading: Vocabulary .....</b>	<b>9</b>
<b>2.W Writing .....</b>	<b>13</b>

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Reading Routines Companion, and myFocus Intervention  
To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p><b>2.RL Reading: Literature</b> There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.</p>	
<p>2.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<p><b>Unit 1</b> Book Club, T478–T495 Independent Reading Log, T11 Literary Text, T14–T77, T78–T141, T206–T261, T262–T323</p> <p><b>Unit 2</b> Book Club, T496–T513 Independent Reading Log, T11 Literary Text, T140–T209, T210–T279</p> <p><b>Unit 3</b> Book Club, T496–T513 Independent Reading Log, T11 Literary Text, T14–T73, T74–T143, T144–T213</p> <p><b>Unit 4</b> Book Club, T506–T523 Independent Reading Log, T11 Literary Text, T150–T219</p> <p><b>Unit 5</b> Book Club, T496–T513 Independent Reading Log, T11 Literary Text, T148–T211, T212–T279</p> <p><b>Reading Routines Companion – Grade 2</b> Prosody: Poetry, 137-138 Prosody: Narrative Texts, 139-140 Prosody: Drama, 141-142</p> <p><b>myFocus Intervention – Level C</b> Lesson 27 Genre: Traditional Tales, T157–T162 Lesson 28 Genre: Fiction and Narrative Nonfiction, T163–T168 Lesson 29 Genre: Poetry and Drama, T169–T174 Lesson 32 Monitor Comprehension, T189–T194</p>

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To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p><b>2.RL.2 Key Ideas and Textual Support</b></p>	
<p>2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.</p>	<p><b>Unit 1:</b>            Minilesson: Ask and Answer Questions, T101, T113, T115, T132–T133            Introduce the Text, T33–T34, T98–T99, T226–T227, T282–T283            Inquire: Introduce the Project (Generate Questions), T466–T467            First Read: Ask, T38, T40, T51, T101, T106, T167, T168, T171, T174, T178, T231, T285, T290</p> <p><b>Unit 2:</b>            First Read: Ask, T165, T168, T175, T179, T235, T237, T240, T244, T250            Introduce the Text, T34–T35, T100–T101, T300–T301            Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p><b>Unit 3:</b>            First Read: Ask, T37, T42, T46, T97, T100, T104, T114, T168, T176, T182            Introduce the Text, T34–T35, T94–T95, T164–T165, T178–T179            Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p><b>Unit 4:</b>            Introduce the Text, T170–T171            Inquire: Introduce the Project (Generate Questions), T494–T495</p> <p><b>Unit 5:</b>            Introduce the Text, T168–T169, T232–T233            Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p><b>Reading Routines Companion – Grade 2</b>            Ask and Answer Questions, 159-160</p> <p><b>myFocus Intervention – Level C</b>            Lesson 31 Apply Reading Strategies, T183–T188            Lesson 32 Monitor Comprehension, T189–T194            Lesson 33 Describe Characters and Setting, T197–T202            Lesson 35 Determine Theme, T209–T214</p>

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Reading Routines Companion, and myFocus Intervention  
To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>2.RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot.</p>	<p><b>Unit 1:</b> Analyze Characters, T92, T105, T107, T110, T124–T125</p> <p><b>Unit 2:</b> Analyze Characters, T224, T234, T238, T241, T242, T251, T262–T263</p> <p><b>Unit 4:</b> Main Characters, T390–T391, T394–T395</p> <p><b>Reading Routines Companion – Grade 2</b> Prosody: Narrative Texts, 139-140</p> <p><b>myFocus Intervention – Level C</b> Lesson 27 Genre: Traditional Tales, T157–T162 Lesson 28 Genre: Fiction and Narrative Nonfiction, T163–T168 Lesson 33 Describe Characters and Setting, T197–T202 Lesson 34 Story Structure, T203–T208</p>

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<p><b>2.RN Reading: Nonfiction</b> There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.</p>	
<p><b>2.RN.2 Key Ideas and Textual Support</b></p>	
<p>2.RN.2.1 Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.</p>	<p><b>Unit 1:</b> Introduce the Text, T162–T163, T226–T227, T282–T283 Inquire: Introduce the Project (Generate Questions), T466–T467</p> <p><b>Unit 2:</b> Minilesson: Ask and Answer Questions, T39, T45, T53, T70–T71 Introduce the Text, T160–T161, T230–T231 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p><b>Unit 3:</b> Introduce the Text, T234–T235, T294–T295 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p><b>Unit 4:</b> Minilesson: Ask and Answer Questions, T39, T45, T50, T53, T72–T73 Introduce the Text, T34–T35, T102–T103, T240–T241, T310–T311 Inquire: Introduce the Project (Generate Questions), T494–T495</p> <p><b>Unit 5:</b> Introduce the Text, T34–T35, T100–T101, T112–T113, T300–T301 Inquire: Introduce the Project (Generate Questions), T484–T485</p> <p><b>Reading Routines Companion – Grade 2</b> Prosody: Informational Texts, 141-142 Ask and Answer Questions, 159-160 Main Idea and Details, 165-166</p> <p><b>myFocus Intervention – Level C</b> Lesson 37 Identify Main Ideas, T223–T228 Lesson 39 Retell and Paraphrase, T237–T242</p>

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<p>2.RN.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.</p>	<p><b>Unit 2:</b> Identify Text Structure, T40, T42, T43, T46, T49, T62–T63 <b>Unit 3:</b> Procedural Text, T284–T285 <b>Unit 5:</b> How-To Books, T352–T353, T356–T357, T360–T361</p> <p><b>Reading Routines Companion – Grade 2</b> Main Idea and Details, 165–166</p> <p><b>myFocus Intervention – Level C</b> Lesson 37 Identify Main Ideas, T223–T228 Lesson 38 Recognize Text Structure, T229–T234</p>
<p><b>2.RN.3 Structural Elements and Organization</b></p>	
<p>2.RN.3.3 Identify what the author wants to answer, explain, or describe in the text.</p>	<p><b>Unit 1:</b> Identify Main Idea, T156, T164, T173, T174, T188–T189 Author's Purpose, T42 <b>Unit 2:</b> Determine Key Ideas, T295, T303, T307, T312, T314, T332–T333 Author's Purpose, T105, T304 <b>Unit 3:</b> Author's Purpose, T58–T59, T88, T96, T99, T104, T111, T116, T126–T127, T228, T236, T245, T246, T256–T257 <b>Unit 4:</b> Persuasive Text, T300–T301 Understand Persuasive Text, T304, T312, T316, T320, T334–T335 <b>Unit 5:</b> Identify Main Idea, T294, T302, T310, T315, T324–T325 Author's Purpose, T64–T65</p> <p><b>Reading Routines Companion – Grade 2</b> Main Idea and Details, 165-166</p> <p><b>myFocus Intervention – Level C</b> Lesson 42 Author's Purpose, T257–T262 Lesson 43 Author's Purpose: Point of View and Word Choice, T263–T268</p>

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<p><b>2.RN.4 Connection of Ideas</b></p>	
<p>2.RN.4.1 Describe how an author uses facts to support specific points in a text.</p>	<p><b>Unit 1:</b> Persuasive Text, T468–T469 <b>Unit 3:</b> Procedural Text, T284–T285 <b>Unit 4:</b> Persuasive Text, T300–T301 Understand Persuasive Text, T304, T312, T316, T320, T334–T335</p> <p><b>Reading Routines Companion – Grade 2</b> Main Idea and Details, 165-166</p> <p><b>myFocus Intervention – Level C</b> Lesson 37 Identify Main Ideas, T223–T228 Lesson 42 Author’s Purpose, T257–T262 Lesson 43 Author’s Purpose: Point of View and Word Choice, T263–T268</p>
<p>2.RN.4.3 Standard begins at sixth grade.</p>	<p>This standard begins at sixth grade according to the Indiana Academic Standards for English Language Arts.</p>



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<p><b>2.RV Reading: Vocabulary</b> There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.</p>	
<p>2.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>	<p><b>Unit 1:</b> Develop Vocabulary, T52–T53, T116–T117, T180–T181, T236–T237, T298–T299 Academic Vocabulary, T12, T26–T27, T39, T90–T91, T100, T154–T155, T172, T218–T219, T274–T275, T285, T289</p> <p><b>Unit 2:</b> Develop Vocabulary, T54–T55, T114–T115, T184–T185, T254–T255, T316–T316 Academic Vocabulary, T12, T26–T27, T43, T51, T92–T93, T103, T152–T153, T167, T222–T223, T235, T292–T293</p> <p><b>Unit 3:</b> Develop Vocabulary, T48–T49, T118–T119, T188–T189, T248–T249, T316–T317 Academic Vocabulary, T12, T26–T27, T42, T86–T87, T109, T112, T156–T157, T173, T226–T227, T241, T286–T287</p> <p><b>Unit 4:</b> Develop Vocabulary, T56–T57, T124–T125, T194–T195, T264–T265, T326–T327 Academic Vocabulary, T12, T26–T27, T49, T94–T95, T118, T162–T163, T172, T183, T232–T233, T257, T302–T303</p> <p><b>Unit 5:</b> Develop Vocabulary, T54–T54, T106–T107, T186–T187, T254– T255, T316–T317 Academic Vocabulary, T12, T26–T27, T46, T92–T93, T108, T160–T161, T175, T224–T225, T253, T292–T293, T306</p> <p><b>Reading Routines Companion – Grade 2</b> Oral Vocabulary: Read Alouds, 119-120 Use Resources, 121-122 Context Clues: Surrounding Text, 127-128</p> <p><b>myFocus Intervention – Level C</b> Lesson 19 Determine the Meanings of Unfamiliar Words, T119–T122 Lesson 20 Use Context Clues: Synonyms and Antonyms, T123–T126 Lesson 21 Understand Multiple-Meaning Words, T127–T130 Lesson 22 Comparatives and Superlatives, T133–T136 Lesson 23 Words with Affixes, T137–T140</p>

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<p><b>2.RV.2 Vocabulary Building</b></p>	
<p>2.RV.2.1 Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.</p>	<p><b>Unit 1:</b> Context Clues, T168, T172, T154–T155 Vocabulary in Context, T44, T103, T169, T288</p> <p><b>Unit 2:</b> Context Clues, T152–T153, T162, T167, T169, T173, T176, T177, T181 Vocabulary in Context, T36, T104, T309</p> <p><b>Unit 3:</b> Context Clues, T156– T157, T173, T176, T182 Vocabulary in Context, T38, T102, T112, T192, T315</p> <p><b>Unit 4:</b> Context Clues, T162–T163, T172, T183, T187, T191 Vocabulary in Context, T43, T115, T185, T322</p> <p><b>Unit 5:</b> Context Clues, T160–T161, T171, T175, T179, T181, T184 Vocabulary in Context, T51, T120, T179, T247, T314</p> <p><b>Reading Routines Companion – Grade 2</b> Context Clues: Synonyms, 123-124 Context Clues: Antonyms, 125-126 Context Clues: Surrounding Text, 127-128</p> <p><b>myFocus Intervention – Level C</b> Lesson 20 Use Context Clues: Synonyms and Antonyms, T123–T126</p>

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<p>2.RV.2.2 Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).</p>	<p><b>Unit 1:</b> Antonyms, T125, T128, T131, T152–T153 Synonyms, T150</p> <p><b>Unit 2:</b> Strategy Group: Develop Vocabulary, T62 Whole Group, T63 Minilesson: Synonyms, T119, T148–T149</p> <p><b>Unit 3:</b> Synonyms, T125, T128, T131, T152–T153</p> <p><b>Unit 4:</b> Antonyms, T134, T158–T159 Synonyms, T134</p> <p><b>Unit 5:</b> Synonyms, T124, T132, T135, T156–T157</p> <p><b>Reading Routines Companion – Grade 2</b> Context Clues: Synonyms, 123-124 Context Clues: Antonyms, 125-126</p> <p><b>myFocus Intervention – Level C</b> Lesson 20 Use Context Clues: Synonyms and Antonyms, T123–T126</p>
<p><b>2.RV.3 Vocabulary in Literature and Nonfiction Texts</b></p>	
<p>2.RV.3.1 Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.</p>	<p><b>Unit 1:</b> Develop Vocabulary, T52–T53, T116–T117, T236–T237, T298–T299 Sensory Details, T50</p> <p><b>Unit 2:</b> Develop Vocabulary, T184–T185, T254–T255</p> <p><b>Unit 3:</b> Develop Vocabulary, T48–T49, T118–T119, T188–T189 Sensory Details, T107, T180, T305</p> <p><b>Unit 4:</b> Develop Vocabulary, T194–T195</p> <p><b>Unit 5:</b> Develop Vocabulary, T186–T187, T254– T255, Sensory Language, T248</p> <p><b>Reading Routines Companion – Grade 2</b> Identify and Produce Rhyming Words, 7–10 Prosody: Poetry, 137-138 Time to Rhyme! 178</p> <p><b>myFocus Intervention – Level C</b> Lesson 1 Identify and Produce Rhyming Words and Alliteration, T33–T36 Lesson 29 Genre: Poetry and Drama, T169–T174</p>

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<p>2.RV.3.2 Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</p>	<p><b>Unit 1:</b> Develop Vocabulary, T180–T181</p> <p><b>Unit 2:</b> Develop Vocabulary, T54–T55, T114–T115, T316–T316</p> <p><b>Unit 3:</b> Develop Vocabulary, T248–T249, T316–T317</p> <p><b>Unit 4:</b> Develop Vocabulary, T56–T57, T124–T125, T264–T265, T326–T327</p> <p><b>Unit 5:</b> Develop Vocabulary, T54–T54, T106–T107, T316–T317</p> <p><b>Reading Routines Companion – Grade 2</b> Oral Vocabulary: Read Alouds, 119-120 Context Clues, 123-126 Context Clues: Surrounding Text, 127-128</p> <p><b>myFocus Intervention – Level C</b> Lesson 40 Academic and Domain-Specific Words, T243–T248 Lesson 43 Author’s Purpose: Point of View and Word Choice, T263–T268</p>
<p>2.RV.3.3 Standard begins at third grade.</p>	<p>This standard begins at third grade according to the Indiana Academic Standards for English Language Arts.</p>

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<p><b>2.W Writing</b> There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.</p>	
<p><b>2.W.3 Writing Genres</b></p>	
<p>2.W.3.1 Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.</p>	<p><b>Unit 1:</b> Opinion Writing, U1:WW1a–WW47 <b>Unit 2:</b> Opinion Writing, WW1a–WW47 <b>Unit 3:</b> Explore and Plan: Opinion Writing, T486–T487 Opinion Writing, WW1a–WW47 <b>Unit 4:</b> Opinion Writing, WW1a–WW47 <b>Unit 5:</b> Explore and Plan: Argumentative Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p><b>myFocus Intervention – Level C</b> Lesson 44 Plan and Develop Writing, T271–T274 Lesson 45 Draft: Develop Ideas and Use Structure, T275–T278 Lesson 46 Revise Writing, T279–T282 Lesson 47 Edit and Publish Writing, T283–T286</p>
<p>2.W.3.2 Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</p>	<p><b>Unit 2:</b> List Article, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441 <b>Unit 5:</b> How-to Book, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441</p> <p><b>myFocus Intervention – Level C</b> Lesson 44 Plan and Develop Writing, T271–T274 Lesson 45 Draft: Develop Ideas and Use Structure, T275–T278 Lesson 46 Revise Writing, T279–T282 Lesson 47 Edit and Publish Writing, T283–T286 Lesson 49 Write Informational Text and Correspondence, T293–T296</p>

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To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

Indiana Academic Standards English/Language Arts: Grade 2 SAT / IAS ELA Priorities	myView Literacy ©2020 Reading Routines Companion myFocus Intervention, Grade 2
<b>2.W.3.3 Develop topics for friendly letters, stories, poems, and other narrative purposes that</b>	
2.W.3.3a Include a beginning.	<p><b>Unit 4:</b> Personal Narratives: Setting and Plot, T370–T371 Plan a Personal Narrative, T378–T379 Compose Setting, T386–T387 Explore Problem and Resolution, T398–T399</p> <p><b>myFocus Intervention – Level C</b> Lesson 44 Plan and Develop Writing, T271–T274 Lesson 45 Draft: Develop Ideas and Use Structure, T275–T278</p>
2.W.3.3.b Use temporal words to signal event order (e.g., first of all).	<p><b>Unit 4:</b> Sequence of Events, T410–T411, T414–T415, T418–T419, T422–T423, T434–T435, T438–T439, T442–T443, T446–T447, T450–T451</p> <p><b>myFocus Intervention – Level C</b> Lesson 45 Draft: Develop Ideas and Use Structure, T275–T278</p>
2.W.3.3c Provide details to describe actions, thoughts, and feelings.	<p><b>Unit 4:</b> Explore Details, T422–T423 Apply Details, T426</p> <p><b>myFocus Intervention – Level C</b> Lesson 45 Draft: Develop Ideas and Use Structure, T275–T278 Lesson 46 Revise Writing, T279–T282 Lesson 48 Write Narrative Text, T289–T292</p>
2.W.3.3d Provide an ending.	<p><b>Unit 4:</b> Explore Conclusion, T414–T415 Apply Conclusion, T418–T419</p> <p><b>myFocus Intervention – Level C</b> Lesson 45 Draft: Develop Ideas and Use Structure, T275–T278 Lesson 48 Write Narrative Text, T289–T292</p>

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<b>2.W.4 The Writing Process</b>	
Apply the writing process to	
2.W.4a Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.	<p><b>Unit 1:</b> Opinion Writing, U1:WW1a–WW47</p> <p><b>Unit 2:</b> List Article, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441 Opinion Writing, WW1a–WW47</p> <p><b>Unit 3:</b> Explore and Plan: Opinion Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p><b>Unit 4:</b> Personal Narrative, T362–T363, T366–T367, T370–T371, T374–T375, T378–T379, T386–T387, T390–T391, T394–T395, T398–T399, T402–T403, T410–T411, T414–T415, T418–T419, T422–T423, T434–T435, T438–T439, T442–T443, T446–T447, T450–T451 Opinion Writing, WW1a–WW47</p> <p><b>Unit 5:</b> How-to Book, T352–T353, T356–T357, T360–T361, T364–T365, T368–T369, T376–T377, T380–T381, T384–T385, T388–T389, T392–T393, T400–T401, T404–T405, T408–T409, T412–T413, T416–T417, T424–T425, T428–T429, T432–T433, T436–T437, T440–T441 Explore and Plan: Argumentative Writing, T486–T487 Opinion Writing, WW1a–WW47</p> <p><b>myFocus Intervention – Level C</b> Lesson 44 Plan and Develop Writing, T271–T274 Lesson 45 Draft: Develop Ideas and Use Structure, T275–T278 Lesson 46 Revise Writing, T279–T282 Lesson 47 Edit and Publish Writing, T283–T286</p>

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<p>2.W.4b Use available technology to produce and publish legible documents.</p>	<p><b>Unit 1:</b> Digital Tools Authors Use, T398–T399 Publish and Celebrate, T442–T443 Extend Research: Include Media, T474–T475</p> <p><b>Unit 2:</b> List Article: Explore Features and Graphics, T388–T389 Apply Features and Graphics, T392–T393 Celebrate, T460–T461 Extend Research: Create Poster with Images, T492–T493</p> <p><b>Unit 3:</b> Explore Audio Recording, T412–T413 Apply Audio Recording, T416–T417 Celebrate, T460–T461 Conduct Research: Search Online, T488–T489</p> <p><b>Unit 4:</b> Celebrate, T470–T471 Conduct Research: Use a Web Site, T498–T499</p> <p><b>Unit 5:</b> Explore Graphics, T388–T389 Apply Graphics, T392–T393 Celebrate, T460–T461 Conduct Research: Use Media to Research, T488–T489 Extend Research: Make a Video or Record Infomercial, T492–T493</p> <p><b>myFocus Intervention – Level C</b> Lesson 47 Edit and Publish Writing, T283–T286</p>
<p><b>2.W.6 Conventions of Standard English</b></p>	
<p><b>2.W.6.1 Demonstrate command of English grammar and usage, focusing on:</b></p>	
<p>2.W.6.1a Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	<p><b>Unit 2:</b> Language Structure: Irregular Plural Nouns, T383, T387, T388, T391, T395, T403 Common and Proper Nouns, T407, T411, T415, T419 Collective Nouns, T455, T459, T463, T467</p> <p><b>Unit 3:</b> Collective Nouns. T355</p> <p><b>Unit 4:</b> Reflexive Pronouns, T324, T465, T469, T473, T477</p> <p><b>Unit 5:</b> Reflexive Pronouns, T448</p> <p><b>myFocus Intervention – Level C</b> Lesson 51 Nouns, Verbs, and Pronouns, T303–T306</p>



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<b>2.W.6.1b Verbs</b>	
2.W.6.1b.a Writing sentences that use the past tense of frequently occurring irregular verbs.	<p><b>Unit 3:</b> Lesson 1: Irregular Verbs, T168, T172, T177, T185, T407, T411, T415, T419</p> <p><b>Reading Routines Companion – Grade 2</b> Inflected Endings, 33-34</p> <p><b>myFocus Intervention – Level C</b> Lesson 51 Nouns, Verbs, and Pronouns, T303–T306</p>
2.W.6.1b.b Understanding the functions of different types of verbs (e.g., action, linking) in sentences.	<p><b>Unit 3:</b> Verbs, T48, T51, T76–T77, T114, T126, T158–T159, T196, T240–T241, T312, TT321–T322</p> <p><b>myFocus Intervention – Level C</b> Lesson 51 Nouns, Verbs, and Pronouns, T303–T306</p>
2.W.6.1c Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.	<p><b>Unit 3:</b> Adverbs, T315, T455, T459, T463, T467</p> <p><b>Unit 4:</b> Adverbs, T40, T53, T369, T373, T377, T381 Adjectives, T40, T53, T369, T373, T377, T381 Comparative and Superlative Adjectives, T393, T397, T401, T405</p> <p><b>myFocus Intervention – Level C</b> Lesson 52 Adjectives, Adverbs, and Conjunctions, T307–T310</p>
2.W.6.1d Prepositions – Standard begins at fourth grade.	Standard begins at fourth grade according to the Indiana Academic Standards

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<p>2.W.6.1e Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<p><b>Unit 1:</b> Simple Sentences, T341, T345, T349, T353 Compound Sentences, T166, T171, T389, T393, T397, T401</p> <p><b>Unit 3:</b> Revise Drafts by Rearranging Words, T424–T425</p> <p><b>Unit 5:</b> Explore Adding or Deleting Words, T428–T429 Apply Adding or Deleting Words, T432–T433 Explore Rearranging Words, T436–T437 Apply Rearranging Words, T440–T441</p> <p><b>Reading Routines Companion – Grade 2</b> Make It Easier, 8, Make It Harder, 40, 44, 52, 73, 92, 94, Model, 73</p> <p><b>myFocus Intervention – Level C</b> Lesson 50 Complete Sentences with Subject-Verb Agreement, T299–T302</p>

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