



# Parent Roadmap

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## Parent Roadmap Introduction

Dear Parent:

The Parent Roadmaps are designed to give you a step-by-step look at which California Reading/Language Arts standards your child is learning each week of instruction. The roadmaps correspond to the Student Book selections your child is reading in school. They can give you an idea of which skills to focus on when reading or working with your child at home. At the end of each unit, your child will take a Unit Assessment on these skills. For more information on ways to help your child throughout the year, see the Parent section of the California Treasures web site at [www.macmillanmh.com/California](http://www.macmillanmh.com/California).

## Grade 2 Parent Roadmap

This Parent Roadmap is a weekly guide for parents and guardians to what children are learning in their Student Books and the related vocabulary, comprehension, text features, grammar, and writing standards being covered.

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 1, Week 1, pp. 6-33 ( <i>David's New Friend</i> )	Children learn the vocabulary words <i>groan, excited, whisper, carefully, and different</i> , and learn to list words in alphabetical order, using a dictionary as needed.	W 2.1.3 Understand the purpose of various reference materials (e.g., dictionary, thesaurus, atlas).	R 2.1.1, R 2.1.6, R 2.2.4, R 2.3.1  W 2.1.2, W 2.1.4  LC 2.1.7, LC 2.1.8
	Children describe the characters and setting as they read a selection of realistic fiction, <i>David's New Friend</i> .	R 2.2.2 State the purpose in reading.  R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	LAS 2.1.1, LAS 2.1.3, LAS 2.1.7
	Children use photographs and captions to visualize information as they read a nonfiction article, "Field trip to an Aquarium." Children learn the content vocabulary words <i>habitat, data, and record</i> .	R 2.2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.	
	Children write complete sentences that begin with a capital letter.	LC 2.1.1 Distinguish between complete and incomplete sentences.  LC 2.1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	
	Using a writer's checklist, children write and revise personal narrative paragraphs, organizing them around a topic sentence.	W 2.1.1 Group related ideas and maintain a consistent focus.  W 2.2.1 Write brief narratives based on their experiences.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 1, Week 2, pp. 34-65 ( <i>Mr. Putter &amp; Tabby Pour the Tea</i> )	Children learn the vocabulary words <i>share, enjoyed, wonderful, thinning, delighted, and company</i> , and learn that adding <i>-ed</i> to the end of a verb shows that the action took place in the past.	R 2.1.9 Know the meaning of simple prefixes and suffixes.  LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	R 2.1.1, R 2.1.6, R 2.2.4  W 2.1.2, W 2.1.4, W 2.1.6  LC 2.1.1, LC 2.1.8  LAS 2.1.1, LAS 2.1.3, LAS 2.1.5
	Children read a selection of fiction, <i>Mr. Putter &amp; Tabby Pour the Tea</i> , and restate the beginning, middle, and end of the story.	R 2.2.2 State the purpose in reading.  R 2.2.5 Restate facts and details in the text to clarify and organize ideas.  LAS 2.1.8 Retell stories, including characters, setting, and plot.	
	Children read a rhyming poem, "Cat Kisses," identify the rhythmic pattern and words that rhyme, and make comparisons with the main selection.	R 2.3.1 Compare and contrast plots, settings, and characters presented by different authors.  R 2.3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	
	Children write complete sentences focusing on correct use of capital letters and punctuation, such as exclamation points.	LC 2.1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	
	Using a writer's checklist, children write and revise descriptive narrative paragraphs, organizing them around a topic sentence and using a variety of sentences.	W 2.1.1 Group related ideas and maintain a consistent focus.  W 2.2.1 Write brief narratives based on their experiences.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 1, Week 3, pp. 66-77 ( <i>Their Native Tongue</i> )	Children learn the vocabulary words <i>local, native, reclaim, ancestors, heritage, and traditions.</i>	R 2.1.5 Identify and correctly use regular plurals and irregular plurals.  R 2.1.9 Know the meaning of simple prefixes and suffixes.	R 2.1.1, R 2.1.4, R 2.1.6, R 2.2.1, R 2.2.2, R 2.2.4  W 2.1.2, W 2.1.3  LC 2.1.1, LC 2.1.4, LC 2.1.8
	Children read the <i>Time for Kids</i> magazine article <i>Their Native Tongue</i> and restate the main idea and supporting details.	R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	LAS 2.1.3, LAS 2.1.9, LAS 2.2.2
	Children follow writing hints as they plan and write a personal narrative, with care to use a logical order of sentences.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.  W 2.2.1 Write brief narratives based on their experiences.	
Unit 1, Week 4, pp. 78-107 ( <i>Meet Rosina</i> )	Children learn the vocabulary words <i>cultures, deaf, signing, relatives, and celebrate,</i> and use a dictionary to find meanings of multiple-meaning words.	R 2.1.10 Identify simple multiple meaning words.  W 2.1.3 Understand the purpose of various reference materials (e.g., dictionary, thesaurus, atlas).	R 2.1.1, R 2.1.6, R 2.2.3, R 2.2.4  W 2.1.1, W 2.1.2  LC 2.1.2, LC 2.1.4, LC 2.1.8
	Children read a photo essay, <i>Meet Rosina</i> , and restate the main idea and supporting details.	R 2.2.2 State the purpose in reading.  R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	LAS 2.1.6, LAS 2.2.1
	Children read a rhyming poem, "You-Tú," and identify the rhyming words.	R 2.3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	
	Children write complete sentences that have a subject and predicate and end with correct punctuation.	LC 2.1.1 Distinguish between complete and incomplete sentences.	
	Using a writer's checklist, children write and revise friendly letters, organizing them around a main idea and adding important details	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.  W 2.2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 1, Week 5, pp. 108-145 ( <i>My Name Is Yoon</i> )	Children learn the vocabulary words <i>patient, practiced, favorite, wrinkled, settled, and cuddle</i> , and learn that adding <i>-ed</i> to the end of a verb shows that the action took place in the past.	R 2.1.9 Know the meaning of simple prefixes and suffixes.  LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	R 2.1.1, R 2.1.6, R 2.2.4, R 2.2.8, R 2.3.1  W 2.1.1, W 2.1.2  LC 2.1.2, LC 2.1.5, LC 2.1.8  LAS 2.1.1, LAS 2.1.2, LAS 2.1.5, LAS 2.1.7, LAS 2.1.8
	Children make and confirm predictions as they read a selection of realistic fiction, <i>My Name Is Yoon</i> .	R 2.2.2 State the purpose in reading.  R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	
	Children read a nonfiction article, "New Americans in California," and read a bar graph to increase their understanding. Children learn the content vocabulary words <i>immigrants, countries, and cultures</i> .	R 2.1.5 Identify and correctly use regular plurals and irregular plurals.  R 2.2.7 Interpret information from diagrams, charts, and graphs.	
	Children write sentences with correct punctuation and capitalization and use <i>and</i> to combine sentences as needed.	LC 2.1.1 Distinguish between complete and incomplete sentences.  LC 2.1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	
	Using a writer's checklist, children write and revise journal entries, focusing on clarifying the sequence of events.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.  W 2.2.1 Write brief narratives based on their experiences.	

**UNIT 2**

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 2, Week 1, pp. 156-195 ( <i>Babu's Song</i> )	Children learn the vocabulary words <i>exclaimed, concern, vendors, figure, collection</i> and use context clues to figure out word meanings.	R 2.2.4 Ask clarifying questions about essential textual elements of exposition.	R 2.1.1, R 2.1.6, R 2.2.2  W 2.1.1, W 2.1.2, W 2.2.1  LC 2.1.8
	Children learn about character, setting, and plot in the stories <i>Emails from Other Places</i> and <i>Babu's Song</i> .	R 2.3.1 Compare and contrast plot, settings, and characters presented by different authors.	LAS 2.1.1, LAS 2.1.3, LAS 2.1.6, LAS 2.1.8, LAS 2.2.1
	Children use maps as they read the nonfiction article, "Where in the World Is Tanzania?" and learn the content vocabulary words <i>climate, capital, and democracy</i> .	W 2.1.3 Understand the purposes of various reference materials.	
	Children learn about nouns that name people, places, and things; they learn to use commas in a series.	LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.  LC 2.1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.	
	Children practice how to use sequence of events to tell story events in the correct order.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 2, Week 2, pp. 196-231 ( <i>Tomás and the Library Lady</i> )	Children learn the vocabulary words <i>eager, glaring, lap, thorny, finally, peeked</i> and learn that words can have multiple meanings.	R 2.1.10 Identify simple multiple-meaning words.	R2.1.5, R 2.1.6, R 2.2.2, R 2.2.4, R 2.2.5  W 2.1.0, W 2.1.1, W 2.2.2
	Children identify cause and effect in the story, <i>Tomás and the Library Lady</i> .	R 2.2.6 Recognize cause and effect relationships in a text.	LC 2.1.8  LAS 2.1.1, LAS 2.1.2, LAS 2.1.4, LAS 2.1.6, LAS 2.1.8
	Children use photos and captions as they read the nonfiction article, "Local Hero." They learn the content vocabulary words <i>league, goal, and volunteers</i> .	R 2.1.1 Recognize and use knowledge of spelling patterns when reading.	
	Children learn when to use commas and capitals in letters.	LC 2.1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.  LC 2.1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months, and days of the week, and titles and initials of people.	
	Children learn to include important details when writing a set of directions.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.	
Unit 2, Week 3, pp. 232-243 ( <i>Fighting the Fire</i> )	Children learn the vocabulary words <i>safe, flames, forest, containers, heat</i> and learn to use word parts to identify word families.	R2.1.1 Recognize and use knowledge of spelling patterns when reading.	R 2.1.4, R 2.1.6, R 2.2.1, R 2.2.6, R 2.2.8  W 2.1.0, W 2.1.1, W 2.1.2, W 2.1.3, W 2.1.4
	Children find the main idea and details in the <i>Time for Kids</i> magazine article, <i>Fighting the Fire</i> .	R2.2.5 Restate the facts and details in the text to clarify and organize ideas.	LC 2.1.3, LC 2.1.6, LC 2.1.8  LAS 2.1.1, LAS 2.1.3, LAS 2.2.2
	Children Write a personal narrative based on a prompt.	W 2.2.1 Write brief narratives based on their experiences.	



<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 2, Week 4, pp. 244-281 ( <i>One Grain of Rice</i> )	Children learn the vocabulary words <i>collectors, store, clever, reward, double, and amount</i> ; they learn that suffixes are word parts that can be added to the end of a word to change its meaning.	R 2.1.9 Know the meaning of simple prefixes and suffixes.	R 2.1.1, R 2.1.4, R 2.1.6, R 2.2.2, R 2.2.5, R 2.3.1  W 2.1.1, W 2.1.2, W 2.2.2  LC 2.1.6, LC 2.1.7, LC 2.1.8
	Children make inferences and answer questions as they read the folktale, <i>One Grain of Rice</i> .	R 2.2.4 Ask clarifying questions about essential textual elements of exposition.	LAS 2.1.8, LAS 2.2.1a
	Children use headings to tell what information is found in the sections of the nonfiction article, "Same Story Different Culture." They learn the content vocabulary <i>famous, moral, and summaries</i> .	R 2.2.1 Use title, tables of contents, and chapter headings to locate information in expository text.  R 2.3.3 Compare and contrast different versions of the same stories that reflect different cultures.	
	Children review possessive nouns and apostrophes.	LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	
	Children learn the importance of varying words when writing a friendly letter.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 2, Week 5, pp. 282-311 ( <i>African-American Inventors</i> )	Children learn the vocabulary words <i>allowed, powerful, invented, instrument, products, and design</i> ; they review what suffixes are.	R 2.1.9 Know the meaning of simple prefixes and suffixes.	R 2.1.1, R 2.1.6, R 2.2.2, R 2.2.3, R 2.2.4, R 2.2.5, R 2.3.1  W 2.1.0, W 2.1.1, W 2.1.2, W 2.1.3
	Children use the skill, compare and contrast, when they read the biographies in <i>African-American Inventors</i> .	R 2.2.6 Recognize cause-and-effect relationships in a text.	LC 2.1.8  LAS 2.1.1, LAS 2.1.3, LAS 2.1.8, LAS 2.2.2
	Children use a time line in the nonfiction article, "Inventors Time Line."	R 2.2.7 Interpret information from diagrams, charts, and graphs.	
	Children review plural nouns and possessives.	R 2.1.5 Identify and correctly use regular plurals and irregular plurals.	
	Children include important details when writing a biography.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.	

**UNIT 3**

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 3, Week 1, pp. 322-349 ( <i>The Alvin Ailey Kids: Dancing as a Team</i> )	Children learn the vocabulary words <i>perform, effort, remember, mood, and proud</i> , and identify and explain antonyms, using a thesaurus as needed.	R 2.1.7 Understand and explain common antonyms and synonyms.  W 2.1.3 Understand the purpose of various reference materials (e.g., dictionary, thesaurus, atlas).	R 2.1.1, R 2.1.3, R 2.1.4, R 2.1.6, R 2.2.2, R 2.2.3, R 2.2.4, R 2.3.1  W 2.1.1, W 2.1.2  LC 2.1.8
	Children read a selection of nonfiction, <i>The Alvin Ailey Kids: Dancing as a Team</i> , and state the main ideas to summarize the selection. Students use headings to identify main ideas as they read.	R 2.2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.  R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	LAS 2.1.1, LAS 2.1.2, LAS 2.1.6, LAS 2.1.8
	Children read the lyrics of a song, "You'll Sing a Song and I'll Sing a Song," and identify the rhythmic pattern and uses of alliteration.	R 2.3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	
	Children write sentences, focusing on initial capitalization and the correct use of action verbs.	LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.  LC 2.1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	
	Using a writer's checklist, children write advertisements, with care to use precise words and details for clarity of meaning.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 3, Week 2, pp. 350-383 ( <i>Abuelo and the Three Bears</i> )	Children learn the vocabulary words <i>medium, stubborn, noticed, cozy, arrive,</i> and <i>argue</i> , and learn that an idiom has a different meaning from the meanings of its constituent words.	R 2.1.0 Students understand basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabification, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	R 2.1.1, R 2.1.6, R 2.2.4, R 2.2.7, R 2.3.1  W 2.1.1, W 2.1.2  LAS 2.1.7, LAS 2.1.8, LAS 2.2.1
	Children read, <i>Abuelo and the Three Bears</i> , a selection of fiction based on a well-known fairy tale, and summarize it by restating the beginning, middle and end of the story.	R 2.2.5 Restate facts and details in the text to clarify and organize ideas.  R 2.3.3 Compare and contrast different versions of the same stories that reflect different cultures.  LAS 2.1.8 Retell stories including characters, setting, and plot.	
	Children read a rhyming version of the fairy tale, "The Three Bears," and identify rhyming words and make comparisons with the main selection, <i>Abuelo and the Three Bears</i> .	R 2.3.3 Compare and contrast different versions of the same stories that reflect different cultures.  R 2.3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	
	Children write sentences, making sure that the subjects agree in number with the verbs.	LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	
	Using a writer's checklist, children write and revise stories, with care to organize sentences into the correct sequence of events.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.  W 2.2.1 Write brief narratives based on their experiences.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 3, Week 3, pp. 384-395 ( <i>Music of the Stone Age</i> )	Children learn the vocabulary words <i>impossible, treasures, talent, and pleasant.</i>	R 2.1.5 Identify and correctly use regular plurals and irregular plurals.  R 2.1.9 Know the meaning of simple prefixes and suffixes.	R 2.1.1, R 2.1.3, R 2.1.6, R 2.1.10, R 2.2.2, R 2.2.3, R 2.2.4, R 2.2.5  W 2.1.1, W 2.1.2, W 2.1.3
	Children read the <i>Time for Kids</i> magazine article <i>Music of the Stone Age</i> and identify the author's reason for writing the text.	R 2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	LC 2.1.3, LC 2.1.4, LC 2.1.8  LAS 2.1.3, LAS 2.1.9, LAS 2.2.2
	Children follow writing hints as they plan and write a personal narrative (a story), with care to show the order in which events happened.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.  W 2.2.1 Write brief narratives based on their experiences.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 3, Week 4, pp. 396-431 ( <i>Click, Clack, Moo: Cows That Type</i> )	Children learn the vocabulary words <i>impatient, furious, neutral, emergency, demand,</i> and <i>sincerely,</i> and identify and explain synonyms, using a thesaurus as needed.	R 2.1.7 Understand and explain common antonyms and synonyms.  W 2.1.3 Understand the purpose of various reference materials (e.g., dictionary, thesaurus, atlas).	R 2.1.1, R 2.1.6, R 2.2.2, R 2.2.4, R 2.3.1  W 2.1.1, W 2.1.2  LC 2.1.8  LAS 2.1.2, LAS 2.2.2
	Children read a fantasy, <i>Click, Clack, Moo: Cows That Type</i> , and look for causes and effects in the events of the story.	R 2.2.6 Recognize cause-and-effect relationships in a text.	
	Children read a nonfiction article, "California Grows!," and interpret a bar graph to increase their understanding. Children learn the content vocabulary words <i>agriculture, crops,</i> and <i>harvest.</i>	R 2.2.7 Interpret information from diagrams, charts, and graphs.	
	Children write sentences with correct punctuation and capitalization and use the verb <i>have</i> correctly.	LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.  LC 2.1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	
	Using a writer's checklist, children write and revise friendly letters, presenting a clear opinion and strong concluding sentence.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.  W 2.2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 3, Week 5, pp. 432-457 ( <i>Stirring Up Memories</i> )	Children learn the vocabulary words <i>creating, familiar, occasions, memories, imagination,</i> and <i>glamorous,</i> and identify the meaning of words from their roots.	R 2.1.0 Students understand basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabification, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	R 2.1.1, R 2.1.6, R 2.1.7, R 2.2.2, R 2.2.3, R 2.2.6  W 2.1.1, W 2.1.2  LC 2.1.6, LC 2.1.8  LAS 2.1.1, LAS 2.1.3, LAS 2.1.5, LAS 2.1.8
	Children read an autobiography, <i>Stirring Up Memories</i> , and ask themselves questions to collect facts from which they draw conclusions.	R 2.2.4 Ask clarifying questions about essential textual elements of composition.  R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	
	Children read two poems, "Brush Dance" and "Crayons," and identify the use of onomatopoeia and alliteration.	R 2.3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	
	Children write sentences, with care to use correct punctuation and sentence structure when combining sentences.	LC 2.1.1 Distinguish between complete and incomplete sentences.	
	Using a writer's checklist, children write and revise poems, using precise words to express emotions and voice and being sure the poems have rhythm.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.	

**UNIT 4**

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 4, Week 1, pp. 6-41 ( <i>Head, Body, Legs: A Story from Liberia</i> )	Children learn the vocabulary words <i>gasped, attached, frantically, swung,</i> and <i>delicious,</i> and use context clues to help figure out word meanings.	R 2.2.4 Ask clarifying questions about essential textual elements of exposition.	R 2.1.1, R2.1.6, R 2.2.2, R 2.2.5  W 2.1.1, W 2.1.2, W 2.2.1  LC 2.1.3, LC 2.1.6
	Children identify cause and effect in <i>The Story of the Giant Carrot</i> and <i>Head, Body, Legs: A Story from Liberia.</i>	R 2.2.6 Recognize cause and effect relationships in a text.	LAS 2.1.1, LAS 2.1.7, LAS 2.1.8, LAS 2.2.1a
	Children learn the content vocabulary words <i>force, friction,</i> and <i>gravity;</i> they also use a drop-down menu in the Internet article, "Watch It Move!."	R 2.2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.	
	Children learn the correct use of linking verbs.	R 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	
	Children practice writing a strong paragraph.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.	



<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 4, Week 2, pp. 42-77 ( <i>Officer Buckle and Gloria</i> )	Children learn the vocabulary words <i>attention, buddy, accident, tip, enormous,</i> and <i>obeys</i> , and learn what synonyms are.	R 2.1.7 Understand and explain common antonyms and synonyms.	R 2.1.1, R 2.1.3, R 2.1.6, R 2.2.2, R 2.2.3, R 2.2.6  W 2.1.0, W 2.1.1, W 2.1.2
	Children observe illustrations to help comprehend the fictional story, <i>Officer Buckle and Gloria</i> .	R 2.2.7 Interpret information from diagrams, charts, and graphs.	LC 2.1.5, LC 2.1.8  LAS 2.1.3, LAS 2.1.5, LAS 2.1.8
	Children read floor plans in the nonfiction article "Fire Safety" and learn the content vocabulary <i>hazards, route,</i> and <i>calm</i> .	R 2.2.7 Interpret information from diagrams, charts, and graphs.	
	Children learn about helping verbs.	LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	
	Children practice writing a strong opening to their essay.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail	
Unit 4, Week 3, pp. 78-89 ( <i>A Trip to the Emergency Room</i> )	Children learn the vocabulary words <i>serious, personal, aid, informs, heal,</i> and learn to use a dictionary to find the meanings of homophones.	R 2.1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	R 2.1.1, R 2.1.3, R 2.1.9, R 2.2.2, R 2.2.4, R 2.2.5  W 2.1.0, W 2.1.1, W 2.1.3, W 2.1.4
	Children use the skill, sequence of events, as they read the <i>Time for Kids</i> magazine article, <i>A Trip to the Emergency Room</i> .	R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	LC 2.1.3, LC 2.1.1, LC 2.1.8  LAS 2.1.9, LAS 2.2.2
	Children practice writing a personal narrative.	W 2.2.1 Write brief narratives based on their experiences.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 4, Week 4, pp. 90-119 ( <i>A Harbor Seal Pup Grows Up</i> )	Children learn the vocabulary words <i>young, examines, mammal, normal, hunger, rescued</i> and learn how to use antonyms as context clues in the selection.	R 2.1.7 Understand and explain common antonyms and synonyms.	R 2.1.1, R 2.1.3, R 2.1.6, R 2.2.2, R 2.2.3, R 2.2.4  W 2.1.1, W 2.2.2,  LC 2.1.4,
	Children use the skill, sequence of events, as they read the nonfiction selection, <i>A Harbor Seal Pup Grows Up</i> .	R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	LAS 2.1.2, LAS 2.1.4
	Children use a simile to compare one thing to another in the poem, <i>The Puppy</i> .	R 2.3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	
	Children learn about irregular verbs.	LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	
	Children learn to include important details when writing a friendly letter.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 4, Week 5, pp. 120-161 ( <i>Mice and Beans</i> )	Children learn the vocabulary words <i>menu, fetch, simmered, assembled, devoured</i> and learn that inflected verbs are word parts.	R 2.1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	R 2.1.1, R 2.2.2, R 2.3.1  W 2.1.1, W 2.1.2, W 2.1.3
	Children learn to distinguish between fantasy and reality in the fantasy selection, <i>Mice and Beans</i> .	R 2.2.4 Ask clarifying questions about essential textual elements of exposition.	LC 2.1.3  LAS 2.1.3, LAS 2.1.5, LAS 2.1.6, LAS 2.1.8, LAS 2.1.9
	Children follow written directions in the nonfiction articles “Rosa Maria’s Rice and Beans.” Children learn the content vocabulary words <i>liquids, solids, and gas</i> .	R 2.2.8 Follow two-step written instructions.	
	Children write complete sentences with correct punctuation and use of contractions.	LC 2.1.1 Distinguish between complete and incomplete sentences.	
	Using a writer’s checklist, children write and revise an advertisement, varying their words to make their writing clear and interesting.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.	

**UNIT 5**

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 5, Week 1, pp. 172-205 ( <i>The Tiny Seed</i> )	Children learn the vocabulary words <i>burst</i> , <i>drifts</i> , <i>desert</i> , <i>drowns</i> , <i>gently</i> , and <i>neighbor</i> , and practice using context clues to find the meaning of unfamiliar words.	R 2.1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	R 2.1.1, R 2.1.2, R 2.1.3, R 2.1.8, R 2.2.1, R 2.2.2  W 2.1.2  LC 2.1.3, LC 2.1.5, LC 2.1.8
	Children read a selection of fiction that gives information about a real life topic, <i>The Tiny Seed</i> , and draw conclusions by collecting facts as they read and using prior knowledge.	R 2.2.4 Ask clarifying questions about essential textual elements of exposition.  R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	LAS 2.1.1, LAS 2.1.4, LAS 2.1.6, LAS 2.1.8
	Children read a nonfiction article, "Plant Parts," and interpret diagrams and labels to increase their comprehension. Children learn the content vocabulary words <i>seed</i> , <i>sunlight</i> , and <i>minerals</i> .	R 2.2.7 Interpret information from diagrams, charts, and graphs.	
	Children write complete sentences with correct end punctuation and use pronouns correctly.	LC 2.1.1 Distinguish between complete and incomplete sentences.	
	Using a writer's checklist, children write and revise a poster to write steps in a process, complete with informative details.	W 2.1.1 Group related ideas and maintain a consistent focus.  W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 5, Week 2, pp. 206-239 ( <i>The Ugly Vegetables</i> )	Children learn the vocabulary words <i>scent, trade, muscles, prickly, blooming, and aroma</i> , and distinguish between the meanings of two or more words that are homophones.	R 2.1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	R 2.1.1, R 2.1.2, R 2.1.3, R 2.2.2, R 2.2.4  W 2.1.1, W 2.1.2, W 2.1.4, W 2.2.1b  LC 2.1.3, LC 2.1.8
	Children read a selection of realistic fiction, <i>The Ugly Vegetables</i> , and summarize the story by retelling the sequence of events.	R 2.2.5 Restate facts and details in the text to clarify and organize ideas.  LAS 2.1.8 Retell stories, including characters, setting, and plot.	LAS 2.1.1, LAS 2.1.3, LAS 2.1.6, LAS 2.2.1
	Children read a nonfiction article, "California Gardens," and follow written directions, and make comparisons with <i>The Ugly Vegetables</i> . Children learn the content vocabulary words <i>soil, pottery, and directions</i> .	R 2.2.8 Follow two-step written directions.  R 2.3.1 Compare and contrast plots, settings, and characters presented by different authors.	
	Children write complete sentences with correct end punctuation and use pronouns correctly.	LC 2.1.1 Distinguish between complete and incomplete sentences.	
	Using a writer's checklist, children write and revise a real or fictional narrative with care to show the correct sequence of events.	W 2.2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 5, Week 3, pp. 240-251 ( <i>Meet the Super Croc</i> )	Children learn the vocabulary words <i>ancient, hopeful, unable, site, confirm, and valid.</i>	R 2.1.9 Know the meaning of simple prefixes and suffixes.	R 2.1.2, R 2.1.3, R 2.1.6, R 2.2.2, R 2.2.4,  W 2.1.1, W 2.1.3, W 2.2.1b, W 2.1.4
	Children read the <i>Time for Kids</i> magazine article <i>Meet the Super Croc</i> , summarize the article by retelling main ideas, and read diagrams and maps to enrich understanding of the topic.	R 2.2.5 Restate facts and details in the text to clarify and organize ideas.  R 2.2.7 Interpret information from diagrams, charts, and graphs.	LC 2.1.3, LC 2.1.6, LC 2.1.8  LAS 2.1.1, LAS 2.1.3, LAS 2.2.2
	Children follow writing hints as they plan and write a personal narrative (a story), with care to show the order in which events happened.	W 2.2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 5, Week 4, pp. 252-285 ( <i>Farfallina and Marcel</i> )	Children learn the vocabulary words <i>giggled, fluttered, peered, recognized, vanished, and snuggled</i> , and identify and explain antonyms, using a thesaurus as needed.	R 2.1.7 Understand and explain common antonyms and synonyms.  W 2.1.3 Understand the purpose of various reference materials (e.g., dictionary, thesaurus, atlas).	R 2.1.1, R 2.1.2, R 2.1.3, R 2.1.6, R 2.2.2  W 2.1.1  LAS 2.1.1, LAS 2.1.2 LAS 2.1.5, LAS 2.1.8,
	Children read a fantasy, <i>Farfallina and Marcel</i> , and ask questions and collect facts as they read in order to make inferences about the characters and plot.	R 2.2.4 Ask clarifying questions about essential textual elements of exposition.  R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	
	Children read a nonfiction article, "Butterflies," and use diagrams, captions, and numbered charts to clarify the text. Children learn the content vocabulary words <i>patterns, stages, and hatches</i> .	R 2.2.7 Interpret information from diagrams, charts, and graphs.	
	Children write complete sentences with correct punctuation and spelling and use contractions correctly.	LC 2.1.1 Distinguish between complete and incomplete sentences.	
	Using a writer's checklist, children write and revise friendly letters, describing an experience. Children vary the words they use to make their letters more interesting	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.  W 2.2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 5, Week 5, pp. 286-317 ( <i>Nutik, the Wolf Pup</i> )	Children learn the vocabulary words <i>beloved, promised, wiggled, gleamed, glanced,</i> and <i>noble</i> , and learn that adding <i>-ed</i> to the end of a verb shows that the action took place in the past.	R 2.1.9 Know the meaning of simple prefixes and suffixes.  LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	R 2.1.2, R 2.1.3, R 2.1.6, R 2.2.2, R 2.2.4  W 2.1.1  LC 2.1.6, LC 2.1.8  LAS 2.1.1, LAS 2.1.3, LAS 2.1.6, LAS 2.1.8
	Children read a selection of fiction, <i>Nutik, the Wolf Pup</i> , and adjust their reading rate as they read and collect facts in order to make inferences about the characters and plot.	R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	
	Children read a nonfiction article, "Wolves," and headings and an encyclopedia entry to clarify the text. Children make comparisons with <i>Nutik, the Wolf Pup</i> and learn the content vocabulary words <i>habitats, roam,</i> and <i>prey</i> .	R 2.2.1 Use title, tables of contents, and chapter headings to locate information in expository text.  R 2.3.1 Compare and contrast plots, settings, and characters presented by different authors.	
	Children write complete sentences with correct punctuation and make sure that pronouns and verbs agree in number.	LC 2.1.1 Distinguish between complete and incomplete sentences.  LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	
	Using a writer's checklist, children write and revise book reports, including a strong concluding sentence to wrap up the report.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.	



**UNIT 6**

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 6, Week 1, pp. 328-361 ( <i>Dig Wait Listen: A Desert Toad's Tale</i> )	Children learn the vocabulary words <i>burrow, beyond, warning, lengthy, and distant</i> , and learn how to add 's to a singular noun to make it a possessive noun.	LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	R 2.1.1, R 2.1.2, R 2.1.3, R 2.1.6, R 2.2.2, R 2.2.4  W 2.1.1  LC 2.1.4
	Children read a selection of fiction that gives information about a real life topic, <i>Dig Wait Listen: A Desert Toad's Tale</i> , and collect clues to state the author's purpose as a way of summarizing the selection.	R 2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text.  R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	LAS 2.1.1, LAS 2.1.2, LAS 2.1.5, LAS 2.1.8
	Children read a nonfiction article, "The Sonoran Desert," and use headings and a chart to increase their comprehension of the topic. Children learn the content vocabulary words <i>temperature, adapted, and nocturnal</i> .	R 2.2.7 Interpret information from diagrams, charts, and graphs.	
	Children write complete sentences with correct punctuation and use interesting adjectives to describe nouns.	LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	
	Using a writer's checklist, children write and revise friendly letters, describing a topic they have studied. Children include important details to clarify the main idea.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.  W 2.2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 6, Week 2, pp. 362-393 ( <i>Splish! Splash! Animal Baths</i> )	Children learn the vocabulary words <i>beasts, puddles, nibble, itches, preen, and handy</i> , and learn how to add <i>-s and -es</i> to make nouns plural.	R 2.1.5 Identify and correctly use regular plurals and irregular plurals.  LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	R 2.1.1, R 2.1.2, R 2.1.4, R 2.1.6, R 2.2.2, R 2.2.3  W 2.1.4  LC 2.1.3, LC 2.1.6  LAS 2.1.3, LAS 2.1.5, LAS 2.2.2
	Children read a selection of nonfiction, <i>Splish! Splash! Animal Baths</i> , and ask questions as they read in order to compare and contrast animals and their behaviors.	R 2.2.4 Ask clarifying questions about essential textual elements of exposition  R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	
	Children read a play based on Aesop's Fable "Ant and Grasshopper" and explain how the setting and characters contribute to the plot.	LAS 2.1.8 Retell stories, including characters, setting, and plot.	
	Children write complete sentences with correct punctuation and use the articles <i>a</i> and <i>an</i> in the right places.	LC 2.1.1 Distinguish between complete and incomplete sentences.	
	Using a writer's checklist, children write and revise a summary of researched facts on a topic, being sure to start with a strong topic sentence.	W 2.1.1 Group related ideas and maintain a consistent focus.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 6, Week 3, pp. 394-405 ( <i>A Way to Help Planet Earth</i> )	Children learn the vocabulary words <i>conservation, remains, trouble, extinct, and hardest</i> , and look up meanings of words with multiple meanings (such as <i>remains</i> ).	R 2.1.10 Identify simple multiple-meaning words.	R 2.1.2, R 2.1.3, R 2.1.6, R 2.1.7, R 2.2.1, R 2.2.2, R 2.2.4  W 2.1.2, W 2.1.3  LAS 2.1.3, LAS 2.1.6, LAS 2.1.9, LAS 2.2.2
	Children read the <i>Time for Kids</i> magazine article <i>A Way to Help Planet Earth</i> , identify a problem and list possible solutions, and follow a numbered chart to understand a process.	R 2.2.5 Restate facts and details in the text to clarify and organize ideas.  R 2.2.7 Interpret information from diagrams, charts, and graphs.	
	Children follow writing hints as they plan and write an expository essay, with care to give a main idea and supporting details.	W 2.1.1 Group related ideas and maintain a consistent focus.  W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.	

<b>Unit/Week Selection</b>	<b>What your child is learning</b>	<b>Standard Connection</b>	<b>Codes of other Standards being met*</b>
Unit 6, Week 4, pp. 406-437 ( <i>Super Storms</i> )	Children learn the vocabulary words <i>violent, beware, prevent, uprooted, destroy,</i> and <i>grasslands</i> , and find the meaning of a compound word from its smaller constituent words.	R 2.1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	R 2.1.1, R 2.1.2, R 2.1.3, R 2.1.6, R 2.2.3, R 2.2.4, R 2.2.5  W 2.1.1, W 2.1.2  LC 2.1.3
	Children read a selection of nonfiction, <i>Super Storms</i> , and identify cause-and-effect relationships in the descriptions in the selection.	R 2.2.6 Recognize cause-and-effect relationships in a text.	LAS 2.1.2, LAS 2.1.5, LAS 2.2.2
	Children read a poem, "It Fell in the City," and identify the use of repetition and explain the poet's choice of color words.	R 2.3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	
	Children write complete sentences with correct punctuation and capitalization and use comparative adjectives correctly.	LC 2.1.1 Distinguish between complete and incomplete sentences.  LC 2.1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	
	Using a writer's checklist, children write and revise an expository paragraph that compares kinds of weather. Children vary their sentences lengths and types to increase interest.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 6, Week 5, pp. 438-461 ( <i>Pushing Up the Sky</i> )	Children learn the vocabulary words <i>signal, randomly, agreed, gathered, and jabbing</i> , and learn that adding - <i>ed</i> to the end of a verb shows that the action took place in the past.	R 2.1.9 Know the meaning of simple prefixes and suffixes.  LC 2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	R 2.1.1, R 2.1.2, R 2.1.3, R 2.1.6, R 2.1.8, R 2.2.2, R 2.2.6  W 2.1.1, W 2.1.2,  LC 2.1.6, LC 2.1.8  LAS 2.1.6, LAS 2.1.8, LAS 2.2.1a
	Children read a play based on a legend, <i>Pushing Up the Sky</i> , and identify the problem in the play and how the characters attempt to solve it.	R 2.2.4 Ask clarifying questions about essential textual elements of exposition  R 2.2.5 Restate facts and details in the text to clarify and organize ideas.	
	Children read a nonfiction article, "Getting to Know Joseph Bruchac," getting first-hand information from an interview. Children learn the content vocabulary words <i>author, interviewed, and appeal</i> .	R 2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	
	Children write complete sentences with correct use of adverbs.	LC 2.1.1 Distinguish between complete and incomplete sentences.	
	Using a writer's checklist, children write and revise a play, making sure that to tell events in a logical sequence.	W 2.1.4 Revise original drafts to improve sequence and provide more descriptive detail.  W 2.2.1a Write brief narratives based on their experiences: a. Move through a logical sequence of events.	

\* Please refer to the back of the Student Book for a complete wording of the California standards.