

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards for Literature - Key Ideas and Details – Students will:

<p>1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. [RL.2.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Literature - Key Ideas and Details – Students will:

<p>a. Infer the main idea and supporting details in narrative texts. </p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards for Literature - Key Ideas and Details – Students will:

<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Literature - Key Ideas and Details – Students will:

<p>3. Describe how characters in a story respond to major events and challenges. [RL.2.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards for Literature – Craft and Structure – Students will:

<p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Literature – Craft and Structure – Students will:

<p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards for Literature – Craft and Structure – Students will:

<p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. [RL.2.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Literature – Integration of Knowledge and Ideas – Students will:

<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards for Literature – Integration of Knowledge and Ideas – Students will:

<p>8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [RL.2.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>		
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 65%; padding: 5px; vertical-align: top;"> <p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p> </td> <td style="width: 35%; padding: 5px; vertical-align: top;"> <p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p> </td> </tr> </table>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>
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Reading Standards for Literature – Range of Reading and Level of Text Complexity – Students will:

<p>9. By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.2.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>		
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 65%; padding: 5px; vertical-align: top;"> <p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p> </td> <td style="width: 35%; padding: 5px; vertical-align: top;"> <p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p> </td> </tr> </table>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>
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TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards for Informational Text - Key Ideas and Details – Students will:

<p>10. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. [RI.2.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Informational Text - Key Ideas and Details – Students will:

<p>11. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [RI.2.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards for Informational Text - Key Ideas and Details – Students will:

12. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	Rating: _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

Reading Standards for Informational Text – Craft and Structure – Students will:

13. Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. [RI.2.4]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	Rating: _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards for Informational Text – Craft and Structure – Students will:

<p>14. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. [RI.2.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Informational Text – Craft and Structure – Students will:

<p>15. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [RI.2.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:

<p>16. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [RI.2.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:

<p>17. Describe how reasons support specific points the author makes in a text. [RI.2.8]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:

<p>18. Compare and contrast the most important points presented by two texts on the same topic. [RI.2.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards for Informational Text – Range of Reading and Level of Text Complexity – Students will:

<p>19. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.2.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>b. Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>c. Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>d. Decode words with common prefixes and suffixes. [RF.2.3d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>e. Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:

<p>f. Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Fluency – Students will:

<p>21. Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards: Foundational Skills – Fluency – Students will

<p>a. Read on-level text with purpose and understanding. [RF.2.4a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Reading Standards: Foundational Skills – Fluency – Students will:

<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Reading Standards: Foundational Skills – Fluency – Students will

<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Text Types and Purposes – Students will

<p>22. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. [W.2.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Writing Standards – Text Types and Purposes – Students will

<p>a. Write free verse poetry to express ideas. </p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>			

Writing Standards – Text Types and Purposes – Students will

<p>23. Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. [W.2.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>			

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Writing Standards – Text Types and Purposes – Students will

<p>24. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. [W.2.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Production and Distribution of Writing – Students will

<p>25. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Writing Standards – Production and Distribution of Writing – Students will:

<p>26. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.2.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Writing Standards – Research to Build and Present Knowledge – Students will:

<p>27. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). [W.2.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Writing Standards – Research to Build and Present Knowledge – Students will:

<p>28. Recall information from experiences or gather information from provided sources to answer a question. [W.2.8]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>29 Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups. [SL.2.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>b. Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>30. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Speaking and Listening Standards – Comprehension and Collaboration – Students will:

<p>31. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. [SL.2.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:

<p>32. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:

<p>33. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. [SL.2.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:

<p>34. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations.) [SL.2.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>a. Use collective nouns (e.g., group). [L.2.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [L.2.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>c. Use reflexive pronouns (e.g., myself, ourselves). [L.2.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). [L.2.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:

<p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). [L.2.1f]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>a. Capitalize holidays, product names, and geographic names. [L.2.2a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>b. Use commas in greetings and closings of letters. [L.2.2b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>c. Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). [L.2.2d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Language Standards – Conventions of Standard English – Students will:

<p>e. Form uppercase and lowercase letters in cursive. </p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Conventions of Standard English – Students will:

<p>f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.2.2e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Language Standards – Knowledge of Language – Students will:

<p>37. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Knowledge of Language – Students will:

<p>a. Compare formal and informal uses of English. [L.2.3a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. [L.2.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [L.2.4b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [L.2.4c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [L.2.4d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [L.2.4e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [L.2.4e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>39. Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [L.2.5a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

Language Standards – Vocabulary Acquisition and Use – Students will:

<p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [L.2.5b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 2 (STANDARDS)

Language Standards – Vocabulary Acquisition and Use – Students will:

40. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). [L.2.6]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	Rating: _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard