

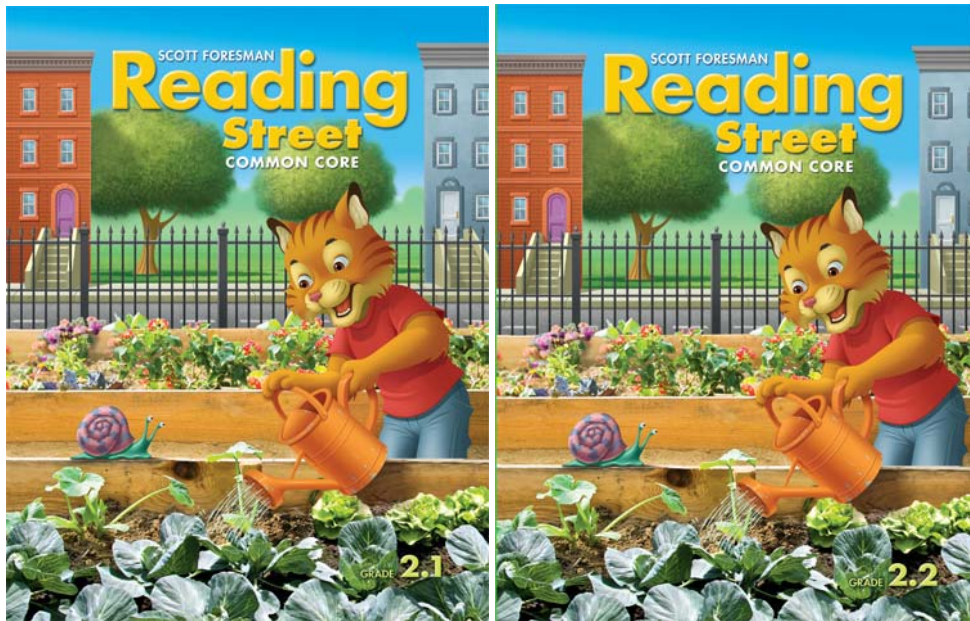
A Correlation of

**Scott Foresman  
Reading Street**

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to the

**CCSS ELA/Literacy Standards**



**EVALUATION INSTRUMENT FOR  
THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA  
2012-2013 Louisiana State Textbook Adoption Cycle  
K-5 ELA/Literacy  
CCSS ELA/Literacy Standards  
Alignment (Tool 1)—Reading: Literature, Grade 2**

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA  
2012-2013 Louisiana State Textbook Adoption Cycle  
K-5 ELA/Literacy**

<b>CCSS ELA/Literacy Standards Alignment (Tool 1)—Reading: Literature, Grade 2</b>			
<b>Title of Textbook and Publisher</b> <u>Scott Foresman Reading Street, Savvas Learning Company</u>			
<b>Date of Copyright</b> <u>2013</u>			
<b>Key:</b> SE=Student Edition, TE=Teacher’s Edition, EI=Envision It!, SG=Small Group, UR=Unit Review, WP=Writing Process			
<b>Standards Alignment Evaluation Rubric</b>			
<b>No Alignment (N)</b> – ELA/Literacy content as described in the Standards is not found.			
<b>Marginal Alignment (M)</b> – ELA/Literacy content as described in the Standards is barely or partially addressed.			
<b>Acceptable Alignment (A)</b> – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content.			
<b>High Alignment (H)</b> – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.			
<b>CCSS ELA/Literacy Gr. 1</b>	<b>CCSS ELA/Literacy Grade 2</b>		
<b>Reading Literature (RL)</b>	<b>Reading Literature (RL)</b>	<i>(To be completed by publisher)</i> <b>Chapters and/or page #s</b>	<b>Committee Standards Alignment Evaluation</b>
<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>		
<b>1.</b> Ask and answer questions about key details in a text.	<b>1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<b>SE 1:</b> EI•23, 44, 104, 170–171, 174, 245, 302, 307, 308–309, 310–311, 336, 372, 377, 378–379, 406, 411, 412–413, 414–415, 444, 470, 475, 476–477 <b>SE 2:</b> 42, 88, 144, 178, 227, 248, 253, 261, 348, 370–371, 372–373, 375 376–377, 378–379, 381, 382, 430–431, 448, 520  <b>TE 1:</b> 43a, 44–45a, 48–49a, SG•3, SG•4, SG•8, SG•15, 104–105, SG•37, SG•38, SG•51, 155a, 174–175a, SG•71, SG•72, SG•76, SG•77, SG•83, SG•84, UR•51, UR•52–UR•53 <b>TE 2:</b> 191a–191b, 192g, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 207a, 208h, 208–209a, 217b, 217c, 244h, 244–245a, 283a–283b, 284g, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301a, 302–303a, 306–307a, 308–309, 313b, 313c, SG•54, SG•55, SG•59, SG•60, SG•61, SG•66, SG•67, 319a, 320g–320h, 320–321, 322–323, 324–325, 326–327, 328–329, 330–331, 332–333, 334–335, 336–337a, 340–341, 342–343, 345b, SG•71, SG•72, SG•76, SG•77, SG•78, SG•83, UR•11, UR•41, UR•42–UR•43 <b>TE 3:</b> 353a–353b, 354g, 354–355, 356–357, 358–359, 360–361, 362–363, 364–365, 366–367, 368–369, 371a, 372–373a, SG•3, SG•4, SG•5, SG•8, SG•9, SG•15, 387a–387b, 388g, 388–389, 390–391, 392–393, 394–395, 396–397, 398–399, 400–401, 402–403, 404–405a, 406h, 406–407, 410–411, 412–413, 414–415a, 417b, SG•20, SG•21, SG•25, SG•26, SG•32, 423a, 424–425, 426–427, 428–429, 430–431, 432–433, 434–435, 436–437, 438–439, 443a, 444h, 444–445a, 448–449a, SG•37, SG•38, SG•42, SG•43, SG•48, SG•49, 458–459, 460–461, 466–467, 468–469, 470–471a, 474h, 474–475, 476–477, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, SG•70, UR•12, UR•21, UR•22–UR•23 <b>TE 4:</b> 27a, 32–33, 34–35, 36–37, 38–39, 42h, 42–43a, 46–47, 48–49, 50–51, 51a, SG•3, SG•4, SG•8, SG•9, SG•10, SG•15, 80–81a, 124a, 127a, 128–129, 130–131, 136–137, 138–139, 144–145a, 153b–153c, SG•54, SG•55, SG•56, SG•57, SG•59, SG•60, SG•61, SG•57, 161a, 177a, 178–179a, SG•71, SG•76, SG•77, SG•78, SG•81, UR•11, UR•12–UR•13 <b>TE 5:</b> 216–217, 218–219, 226a, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243, 244–245, 246–247a, 247b, 248h, 248–249a, 252–253a, 255b, 255g, SG•20, SG•21, SG•22, SG•25, SG•26, SG•31, SG•32, 260a, 263a–264a, 264–265, 266–267, 268–269, 270–271, 272–273, 274–275, 276–277, 277a, 278–279a, SG•37, SG•38, SG•43, SG•44, SG•49, 295a, 313a, 313b, 314–315a, 318–319, 320–321, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 331a, 336–337, 338–339, 344–345, 346–347, 347a, 348–349a, 357b, SG•71, SG•72, SG•73, SG•76, SG•77, UR•12, UR•22, UR•32 <b>TE 6:</b> 367a, 368–369, 370–371, 372–373, 374–375, 376–377, 378–379, 380–381, 381a, 381b, 382–383a, SG•3,	

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		SG•4, SG•8, SG•9, SG•15, 430a, 433a, 434–435, 436–437, 438–439, 440–441, 442–443, 444–445, 446–447, 447a, 448–449a, 457b, 457c, SG•37, SG•38, SG•42, SG•43, SG•49, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 500a, 503a, 504–505, 506–507, 508–509, 510–511, 520–521a, 529b, 529c, SG•71, SG•72, SG•76, SG•77, UR•32, UR•52	
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	SE 1: 44, 311, 336, 342–343, 372, 444, 474 SE 2: 42, 124–125, 158–159, 178  TE 1: 44–45, SG•48, SG•82 TE 2: 301a, 306–307, 308–309, 310–311a, SG•65, 319a–319b, 332–333, 334–335, 336–337a, 340–341, 342–343, SG•82, SG•84, UR•51, UR•52–UR•53 TE 3: 372h, 373a, 407a, 424g–424h, 430–431, 440–441, 444–445a, 448a–448b, 449f, SG•38, 471a, 476–477, 479c, SG•55, UR•31, UR•32–UR•33 TE 4: 27a–28a, 28–29, 30–31, 40–41, 41a, 41b, 42–43a, 53c, SG•4, SG•12, SG•15, 124a, 140–141, 142–143, 143a, 144–145a, 144h, 153b, 153c, SG•65, SG•66, 158a, 177a, 178h, 178–179a, 187b, SG•72, SG•82, UR•12–UR•13, UR•42–UR•43, UR•52–UR•53 TE 5: 247a, 298–299, 314h, 314–315a, 348–349a TE 6: 449a, SG•43, SG•65, 519a, 520–521	
3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.	SE 1: EI•14–EI•15 SE 2: 37, 41, 42, 248, 292, 314  TE 1: 25a–25b, 26g–26h, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43a, 51b, SG•15, 72b, 87a–87b, 113b, 113h–113i, 170–171, UR•11, UR•31 TE 2: 200–201, 202–203, SG•55, SG•59, SG•60, SG•61, 302h, 322–323, SG•72 TE 3: 358–359, 360–361, 362–363, 364–365, 368–369, SG•15, SG•32, 451c, SG•48, 458g–458h, UR•11, UR•31 TE 4: 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 46–47, 48–49, 50–51, 51a, SG•4, SG•12, SG•15, 132–133, 134–135, 166–167, 168–169 TE 5: 242–243, 244–245, 248–249, SG•21, 272–273, 274–275, SG•43, SG•44, SG•49, 292a, 296–297, 298–299, 300–301, 302–303, 304–305, 306–307, 308–309, 310–311, 313a, 323b, SG•60, SG•66, 340–341, 342–343, 344–345, 346–347, 348h, SG•82, SG•83, UR•42 TE 6: 381a, SG•4, SG•15, SG•48, 508–509, 512–513, 529c, SG•77	
<b>Craft and Structure</b>	<b>Craft and Structure</b>		
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	SE 1: 48–49, 244–245, 311, 448–449 SE 2: 80–81, 252–253, 422–423  TE 1: 48h, 48–49a, 51c TE 2: 244–245a, 286–287, 311a, SG•66, 345c TE 3: 371b, 448h, 446–447, 448–449a TE 4: 80h, 80–81a, 83c, 136–137 TE 5: 252h, 255c TE 6: 374–375, 397c–397d, 422h, 423a, 440–441, SG•54, SG•60	
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	SE 1: 104, 302 SE 2: 124–125, 158–159, 260–261  TE 1: 26g–26h, 26–27, 28–29, 42–43, 43b, 44h, 88g–88h, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 103a, 104h, 113h–113i, 156g–156h, 158–159, 160–161, 162–163, 173b, 174h, UR•31, UR•32–UR•33 TE 2: 294–295, 298–299, 302–303, 306h, SG•55, 340h, UR•41, UR•43 TE 3: SG•14, 407a, 417c, SG•31, SG•48, 457a, 464–465, 468–469, 479b, SG•65, UR•31, UR•32–UR•33, UR•41, UR•42–UR•43 TE 4: 46h, 124a, 140–141, 142–143, 143a, SG•65, 158a, 168–169, 172–173, 174–175, 187b, 187c, SG•82 TE 5: 227c, 260a, 268–269, 272–273, 277a, 278h, 278–279, 287b, 293c–293d, 304–305, 312–313, 313a, 321c–321d,	

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		352h, UR•42 TE 6: 447b, 448–449a, 457c, 495b, SG•82	
6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	SE 1: 183, 312, 450 SE 2: 322 TE 1: 174f, 181e, 183, 183c TE 2: 301b, 311b, 313a, 313b TE 3: 444f, 449b, 462–463, 464–465, UR•33 TE 4: 34–35, 144f TE 5: 221c, 232–233, 268–269, 277a, 285a, 295a–296a, 306–307, 314f, 318–319, 320–321, 357c, UR•42 TE 6: 529c	
<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>		
7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	SE 1: 104, 174 SE 2: 124, 248, 278, SG•54, 314, 348, 382, 448 TE 1: 38–39, 40–41, SG•3, SG•4, SG•8, SG•14, SG•15, 100–101, 102–103, 103a, 104–105a, SG•37, SG•49, 156g–156h, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 170–171, 172–173, 174, 174h, UR•12–UR•13, UR•32–UR•33, UR•51, UR•52–UR•53 TE 2: 200–201, 248, 278, 314, 335a, SG•83 TE 3: 362–363, 388–389, 390–391, SG•14, SG•15, 392–393, 394–395, 400–401, 402–403, 410–411, 412–413, 424–425, 426–427, 432–433, 434–435, 470–471, UR•12, UR•32, UR•51, UR•52–UR•53 TE 4: SG•3, SG•8, SG•9, 124a, 128–129, 130–131, 132–133, 134–135, 144–145a, SG•55, 162–163, 164–165, 178–179a, SG•72, SG•70SG•76, SG•77, UR•32–UR•33, UR•43 TE 5: 234–235, 236–237, 238–239, 248–249a, 264–265, 266–267, 268–269, 270–271, 278–279a, 292a, 295a, 300–301, 302–303, 310–311, 312–313, 313a, 314–315, 323b, SG•65, 332–333, 334–335, 342–343, 348–349a, 357b, 357c, UR•22, UR•52–UR•53	
9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	SE 1: 49, 79, 444 TE 2: 324–325, 334–335, 335a, UR•52–UR•53 TE 3: 428–429, 432–433, 442–443, 443a, 444–445, 451c	
<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>		
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. 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.	SE 1: 26h, 50, 113, 156h, 182 TE 2: 206–207 TE 3: 410h, 424g–424h, 442–443, 458g–458h, 470h TE 4: 27a–28a, 127a–128a, TE 5: 216h, 229a–229b TE 6: 422–423, 423a, 503a–504a, 519a, 520h, 520–521	

**To be completed by the publisher:**

Describe how the materials reflect the vertical progression of the CCSS for Reading: Literature from grade 1 to grade 2.

Students in Grade 1 and Grade 2 *Reading Street* are introduced to a variety of literature, from folk tales to fairy tales to fables, poems, realistic fiction, and drama. The Grade 1 and Grade 2 literature selections in the Student Edition are supported by instruction, activities, and questions in the Teacher’s Editions. The text-dependent and text-specific questions that accompany the main selections require students to find and cite evidence from the text in their responses. The two sequences of questions, which they answer during multiple readings of each main selection, lay the foundation for the close, critical reading students will do not only in Grade 1 and Grade 2, but throughout the program.

In both Grade 1 and Grade 2, the instruction, activities, and questions for the selections focus on the skills students need to read and comprehend literature. However, just as the selections and instructional materials increase in appropriate text and concept complexity across and between Grade 1 and Grade 2, reflecting the vertical progression of the Common Core State Standards, Grade 1 and Grade 2 students progress from simpler to more complex skills. For example, in Grade 1,

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students are asked to describe the characters, settings, and major plot events in a story, using key details (SE G1 U1 pages EI•4–EI•5; TE G1 U1 pages 17a–17b, 22–23, 24–25, 43a–43b, 52–53, 56–57). In Grade 2, students progress from describing these story elements, using key details, to describing the characters’ responses to major events and challenges, for example, how they feel about an event and how they react to a situation (SE G2.1 pages EI•14–EI•15; TE G2 U1 pages 25a–25b, 28–29, 38–39, 40–41, 51b).

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**K-5 ELA/Literacy**

<b>CCSS ELA/Literacy Standards Alignment (Tool 1)—Reading: Informational Texts, Grade 2</b>			
<b>Title of Textbook and Publisher</b> <u>Scott Foresman Reading Street, Savvas Learning Company</u>			
<b>Date of Copyright</b> <u>2013</u>			
Key: <b>SE</b> =Student Edition, <b>TE</b> =Teacher’s Edition, <b>EI</b> =Envision It!, <b>SG</b> =Small Group, <b>UR</b> =Unit Review, <b>WP</b> =Writing Process			
<b>Standards Alignment Evaluation Rubric</b>			
<b>No Alignment (N)</b> – ELA/Literacy content as described in the Standards was not found.			
<b>Marginal Alignment (M)</b> – ELA/Literacy content as described in the Standards is barely or partially addressed.			
<b>Acceptable Alignment (A)</b> – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content.			
<b>High Alignment (H)</b> – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.			
<b>CCSS ELA/Literacy Gr. 1</b>	<b>CCSS ELA/Literacy Grade 2</b>		
<b>Reading Informational Texts (RI)</b>	<b>Reading Informational Texts (RI)</b>	<i>(To be completed by publisher)</i> <b>Chapters and/or page #s</b>	<b>Committee Standards Alignment Evaluation</b>
<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>		
1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<b>SE 1:</b> EI•23, 72, 140, 214, 240, 268, 377, 378–379, 508 <b>SE 2:</b> 24–25, 76–77, 80, 88–89, 110, 116, 182–185, 200, 211, 212, 387, 388, 418  <b>TE 1:</b> 58–59, 60–61, 62–63, 64–65, 70–71, 71a, 72–73, SG•20, SG•25, SG•26, SG•32, 132–133, 134–135, 140, 140h, 140–141a, 178–179, 180–181, 183b, SG•54, SG•55, SG•59, SG•60, SG•66, SG•78, SG•84 <b>TE 2:</b> 212–213, 214–215, SG•3, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 239a, 240h, 254g, SG•20, SG•21, SG•25, SG•26, SG•27, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 268h, 268–269a, 272–273, 274–275, 277b, 277c, SG•37, SG•38, SG•39, SG•42, SG•43, SG•49, SG•50, SG•63, SG•80, UR•12–UR•13, UR•31, UR•32–UR•33 <b>TE 3:</b> 376–377, 378–379, 486g, 486–487, 488–489, 490–491, 492–493, 498–499, 500–501, 502–503, 504–505, 506–507, 507a, 507b, 508–509a, 512h, 517b, 517c, SG•71, SG•72, SG•76, SG•77, SG•83, UR•51, UR•52–UR•53 <b>TE 4:</b> 24a, 61a, 62–63, 64–65, 70–71, 72–73, 74–75, 75a, 76h, 76–77a, 83b, SG•20, SG•21, SG•25, SG•27, SG•32, 88a, 91a, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 109a, 110h, 110–111a, 114–115, 116–117, 119b, 119c, SG•37, SG•38, SG•42, SG•43, SG•49, SG•50, 182–183, 184–185, UR•32–UR•33 <b>TE 5:</b> 194a, 194–195, 197a, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 211a, 212–213a, SG•3, SG•4, SG•5, SG•8, SG•9, SG•15, 282h, 282–283, 284–285, 318–319, 320–321, 328a, 352–353, 354–355 <b>TE 6:</b> 364a, 386–387, 388–389, 400–401, 402–403, 417a, 418h, 418–419a, SG•20, SG•21, SG•22, SG•25, SG•26, SG•32, 462a, 465a, 466–467, 468–469, 470–471, 472–473, 474–475, 476–477, 478–479, 480–481, 482–483, 484–485, 486–487, 487a, 488–489a, 492h, 500a–500b, 524–525, 526–527, UR•42	
2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>SE 1:</b> 72–73, 76–77, 140–141, 179, 240, 268 <b>SE 2:</b> 58–59, 76, 116, 212, SG•31, SG•48, 321, 328–329, 387, 418, 488, 526  <b>TE 1:</b> SG•12, 57a–57b, 58g–58h, 62–63, 64–65, 66–67, 68–69, 70–71, 76–77, 81b, 81c, SG•31, 119a–119b, 120g, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 136–137, 140–141, 144–145, 146–147, 149d, SG•65, UR•21, UR•22–UR•23, UR•41, UR•42–UR•43 <b>TE 2:</b> 240–241, 242–243, 269a, 277c, UR•22–UR•23 <b>TE 3:</b> 507a, SG•82, UR•21, UR•22–UR•23, UR•41, UR•42–UR•43 <b>TE 4:</b> 58a, 75a, 76–77a, SG•29, SG•31, 109a, 111a, SG•39, SG•48, SG•50	

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		<p><b>TE 5:</b> 212–213a, SG•14, 318h, 318–319, 320–321, 328a  <b>TE 6:</b> 399a, 408–409, 414–415, 417b, 418–419, 425b, 425c, SG•31, 476–477, 488h, 488–489a, UR•26</p>	
<p><b>3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><b>SE 1:</b> EI•26, 108–109, 110–111  <b>SE 2:</b> 58–59, 110, 282–285, 389, 462–463</p> <p><b>TE 1:</b> 108–109, 110–111, 113c  <b>TE 2:</b> 236–237, 238–239  <b>TE 3:</b> 490–491, 492–493, 496–497, 507a  <b>TE 4:</b> 58a, 83b, SG•22, SG•26, SG•27, SG•32, SG•34, SG•39, 150–151  <b>TE 5:</b> 282–283, 284–285, 287c  <b>TE 6:</b> 408–409, 410–411, 416–417, 418h, 418–419a, 468–469, 472–473, UR•42</p>	
<b>Craft and Structure</b>	<b>Craft and Structure</b>		
<p><b>4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p><b>4.</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p><b>SE 2:</b> 26–27, 60–61, 126–127, 196–197, 398–399, 432–433, 464–465</p> <p><b>TE 1:</b> 54a–54b, 58a–58b, 58f, 72g, 81b, SG•20, SG•29, SG•46, 122–123, 126–127, 140g, SG•55, SG•59, SG•63  <b>TE 2:</b> 224f, 234–235, 254f, 256–257, SG•38, SG•42, SG•43, SG•46  <b>TE 3:</b> 502–503, 508g, SG•77, SG•78, SG•80  <b>TE 4:</b> 25a, 59a, 60g, 70–71, SG•21, SG•26, 89a, 96–97, 100–101, SG•38  <b>TE 5:</b> 195a, 204–205, 206–207, 212g, 221b, SG•4, SG•9  <b>TE 6:</b> 397a, 398e, 402–403, 425b, SG•20, SG•26, 463a, 464e, 478–479</p>	
<p><b>5.</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p><b>5.</b> 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.</p>	<p><b>SE 1:</b> 72, 76, 78–79, 108–109, 144–145, 178–179, 212–213, 236–237, 272–273, 274–275, 512–513, 514–515  <b>SE 2:</b> 114–115, 148–149, 216–217, 318–319, 386, 389, 452–453, 454</p> <p><b>TE 1:</b> 58–59, 60–61, 66–67, 71b, 72–73, 76h, 76–77, 78–79, 81c, SG•25, SG•26, 108–109, 136–137, 139f, 144h, 149c, 178h  <b>TE 2:</b> 236–237, 253a–253b, 262–263, 264–265, 267g, 272h, 272–273, 274–275, 301g, 335f, UR•23, UR•31  <b>TE 3:</b> 405g, 469f, 512–513, 514–515  <b>TE 4:</b> 41g, 61a, 64–65, 68–69, 75a, 109a, 114h, 114–115, SG•39, 143f  <b>TE 5:</b> 211g, 313g, 318h, 318–319, 352h  <b>TE 6:</b> 452h, 452–453, 487g, 492–493a, 493f</p>	
<p><b>6.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p><b>6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>SE 1:</b> 72, 140, 240, 268, 378, 508  <b>SE 2:</b> 76, 110, 144, 178, 320, 321, 328–329, 396–397, 418, 492, 525</p> <p><b>TE 1:</b> SG•5, SG•10, 72h, 72–73a, 108h, 136–137, 139a, 140–141, 144–145, 149b  <b>TE 2:</b> 212h, 223a–223b, 224g, 228–229, 240–241, 267b, UR•21, UR•22–UR•23, UR•31  <b>TE 3:</b> 353a–353b, 376h, 376–377, 378–379, 381b, 508–509  <b>TE 4:</b> 75b, 76–77, 119c, 150–151, 182h  <b>TE 5:</b> 212h, 212–213, 282–283, 284–285, 320–321, 323c, 352h  <b>TE 6:</b> 396a, 402–403, 404–405, 408–409, 410–411, 412–413, 418–419, 425b, 425c, 487a, 488–489a, 495c, 524h, UR•26</p>	
<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>		
<p><b>7.</b> Use the illustrations and details in a text to describe its key ideas.</p>	<p><b>7.</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><b>SE 1:</b> 108–109  <b>SE 2:</b> 152, 282, 388</p> <p><b>TE 1:</b> 108–109, 113c, 173g  <b>TE 2:</b> 236–237, 239f  <b>TE 3:</b> 371g, 486–487  <b>TE 4:</b> 68–69, 104–105, 109b, 109g, SG•42, SG•43  <b>TE 5:</b> 247g, 287c</p>	

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		TE 6: 391c, 412–413, 487b, UR•12	
8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.	SE 2: 194 TE 2: 223a, 228–229, 230–231, 232–233, 234–235, UR•22 TE 3: 381b, 490–491, 506–507 TE 4: 75b, SG•46 TE 6: 388–389, 404–405, 417a, 486–487, 487a	
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.	SE 1: 79, 181, 215, 245, 449 SE 2: 81, 117, 185, 219, 285, 389, 493, 527 TE 1: 78–79 TE 2: 245a TE 4: 109a TE 5: 202–203, 211a TE 6: 417a, 487a, 493a	
<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>		
10. With prompting and support, read informational texts appropriately complex for grade 1.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE 1: 120–139, 224–239, 254–267, 486–507 SE 2: 62–75, 92–110, 466–488 TE 2: 224g–224h, 254g–254h TE 3: 486g–486h, 517c TE 4: 61a–62a, 91a–92a TE 5: 197a–198a TE 6: 399a–400a, 465a–466a, 492–493a, 524h	

**To be completed by the publisher:**

Describe how the materials reflect the vertical progression of the CCSS for Reading: Informational Texts from grade 1 to grade 2.

Students in Grade 1 and Grade 2 *Reading Street* are introduced to a variety of informational texts, from expository texts to biographies to magazine articles, procedural texts, and 21st century skills. The Grade 1 and Grade 2 informational text selections in the Student Editions are supported by instruction, activities, and questions in the Teacher’s Editions. The text-dependent and text-specific questions that accompany the main selections require students to find and cite evidence from the text in their responses. The two sequences of questions, which they answer during multiple readings of each main selection, lay the foundation for the close, critical reading students will do not only in Grade 1 and Grade 2 but throughout the program.

In both Grade 1 and Grade 2, the instruction, activities, and questions for the selections focus on the skills students need to read and comprehend informational texts, including how to determine the meanings of academic and domain-specific vocabulary. However, just as the selections and instructional materials increase in appropriate text and concept complexity across and between Grade 1 and Grade 2, reflecting the vertical progression of the Common Core State Standards, Grade 1 and Grade 2 students progress from simpler to more complex skills. For example, in Grade 1, students are asked to identify the main topic and retell the key details of a text (SE G1 U5 page EI•4; TE G1 U5 pages 135a–135b, 138c, 142–143, 144–145, 146–147). In Grade 2, students are asked to identify the main topic of an entire text as well as the main focus of paragraphs within the text (SE G2.1 pages EI•11, 72; TE G2 U1 pages 57a–57b, 64–65, 66–67, 68–69, 72–73, 76–77, 78–79).



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**K-5 ELA/Literacy**

**CCSS ELA/Literacy Standards Alignment (Tool 1)—Reading: Foundational Skills, Grade 2**

**Title of Textbook and Publisher** Scott Foresman Reading Street, Savvas Learning Company

**Date of Copyright** 2013

**Key:** SE=Student Edition, TE=Teacher’s Edition, EI=Envision It!, SG=Small Group, UR=Unit Review, WP=Writing Process

**Standards Alignment Evaluation Rubric**

**No Alignment (N)** – ELA/Literacy content as described in the Standards was not found.

**Marginal Alignment (M)** – ELA/Literacy content as described in the Standards is barely or partially addressed.

**Acceptable Alignment (A)** – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content.

**High Alignment (H)** – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.

CCSS ELA/Literacy Gr. 1	CCSS ELA/Literacy Grade 2			
Reading Foundational Skills (RF)	Reading Foundational Skills (RF)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation	
<b>Phonics and Word Recognition</b>	<b>Phonics and Word Recognition</b>			
<b>3.</b> Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li><b>a.</b> Know the spelling-sound correspondences for common consonant digraphs.</li> <li><b>b.</b> Decode regularly spelled one-syllable words.</li> <li><b>c.</b> Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</li> <li><b>d.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li><b>e.</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li><b>f.</b> Read words with inflectional endings.</li> <li><b>g.</b> Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<b>3.</b> Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li><b>a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> </ul>	<i>Align materials to the lettered items below.</i>		
	<ul style="list-style-type: none"> <li><b>a.</b> Know the spelling-sound correspondences for common consonant digraphs.</li> <li><b>b.</b> Decode regularly spelled one-syllable words.</li> <li><b>c.</b> Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</li> <li><b>d.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li><b>e.</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li><b>f.</b> Read words with inflectional endings.</li> <li><b>g.</b> Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<ul style="list-style-type: none"> <li><b>a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> </ul>	<b>SE 1:</b> 24, 54, 56 <b>TE 1:</b> 24–24a, 24b–24c, 48g, 50c, 54, SG•9, 55a, 56, 56b–56c, 58c, 58d, 76c–76d, 76e–76f, 80c, SG•24, SG•25, SG•26, SG•29, SG•31, 108d, 108e–108f, UR•8, UR•19, UR•38 <b>TE 2:</b> 317a, 320c, 336c–336d, 344c, UR•48 <b>TE 3:</b> 351a, 352–352a, 372c–372d, 376c–376d, 380c, SG•2, SG•7, SG•8, SG•9, SG•12, 410c–410d, 416c, SG•19, SG•20, SG•24, SG•26, SG•29, SG•31, 448c, 448d, 456–456a, 458c, 470c–470d, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 512c, UR•8, UR•18 <b>TE 4:</b> 178c	
		<ul style="list-style-type: none"> <li><b>b.</b> Know spelling-sound correspondences for additional common vowel teams.</li> </ul>	<b>SE 1:</b> 190, 252, 318, 352, 386, 456 <b>SE 2:</b> 56, 86, 156, 326 <b>TE 2:</b> 318–318a, 318d, SG•70, SG•75, SG•76, SG•77, SG•82 <b>TE 3:</b> 351a, 352–352a, 354c, 372c–372d, 376e–376f, 376g, SG•2, SG•3, SG•8, SG•9, 386–386a, 388c, 406c–406d, 416c–416d, SG•19, SG•20, SG•25, 456–456a, 458c, 458d, 474e–474f, SG•53, SG•54, SG•59, SG•60, UR•8, UR•9, UR•39 <b>TE 4:</b> 56a, 56–57, 57a, 60c, 60d, 76d, 80d, 82c, 86a, 86–87, 87a, 90c, 110c–110d, 110e, 114c, SG•36, SG•41, SG•46, 123b, 148c–148d, 148e–148f, 152d, SG•53, 156a, 156–157, 157b, 160c, 160d, 178c–178d, 178e, 186c, 182d, 182e–182f, 182g, 186d, SG•75, SG•80, UR•18, UR•19, UR•28, UR•29, UR•48, UR•49 <b>TE 5:</b> 216c, 216d, 326a, 326–327, 327a, 327b, 330c, 330d, 348c–348d, 352e–352f, 352g, 356c, 356d, SG•70, SG•80, UR•48, UR•49 <b>TE 6:</b> 386c	
		<ul style="list-style-type: none"> <li><b>c.</b> Decode regularly spelled two-syllable words with long vowels.</li> </ul>	<b>SE 1:</b> 56, 318, 386, 456 <b>SE 2:</b> 122 <b>TE 1:</b> 55a, 56–56a, 58c, 72d, 76d, 80c, SG•19, SG•20, SG•29, SG•31, 108c–108d <b>TE 2:</b> 318–318a, 318d, 320c, 344c, SG•80, SG•82, UR•48 <b>TE 3:</b> 351a, 352–352a <b>TE 4:</b> 22a–22b, 23c–23d, 80c, 122a, 122–123, 148e–148f, SG•63, UR•38	
	<ul style="list-style-type: none"> <li><b>d.</b> Decode words with common prefixes and suffixes.</li> </ul>	<b>SE 1:</b> 416 <b>SE 2:</b> 192–193, 224–225, 460–461, 498–499		

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		<p><b>TE 4:</b> 119a, 170–171, 186–187, UR•30  <b>TE 5:</b> 192a, 192–193, 193a, 196c, 196g, 212c–212d, 220c, 220–221, SG•2, SG•7, SG•12, 224a, 224–225, 225a, 228c, 248c–248d, 252c, 252d, 254c, SG•19, SG•24, SG•29, 282c, 330g, 334–335, 348g, UR•8, UR•18  <b>TE 6:</b> 460a, 460–461, 461a, 461c–461d, 464c, 488c–488d, 492c–492d, 494c, SG•53, SG•58, SG•63, 498a, 498–499, 499a, 499c–499d, 502c, 520c–520d, 524c–524d, 524e–524f, 524g, 528c, 529d, SG•70, SG•74, SG•80, UR•38, UR•48</p>	
	<p><b>e.</b> Identify words with inconsistent but common spelling-sound correspondences.</p>	<p><b>TE 2:</b> 190d, SG•8, SG•9, SG•12, SG•14, 251a, 252, 252a, 252b, 254c, 268d, 272d, 276d, SG•36, SG•37, SG•41, SG•48, UR•28  <b>TE 4:</b> SG•24, 157a, 157b, 160c, 160d  <b>TE 5:</b> SG•36, SG•41, SG•46, 290a, 290–291, 294c, 294d, 314c–314d, 322c, 322d, SG•53, SG•58, SG•63, 326a, 326–327, 327a, 327b, 330c, 330d, 348c–348d</p>	
	<p><b>f.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>SE 1:</b> 25, 57, 87, 119, 155, 191, 223, 253, 283, 319, 353, 387, 423, 457, 485  <b>SE 2:</b> SG•8, 290–291  <b>TE 1:</b> 25, 26e, 28–29, 30–31, 32–33, 44g, 48e–48f, SG•2, SG•11, 56–56a, 56e, 57, 58e, 76d, SG•19, 86–86a, 87, 88e, 104g, SG•36, 118e, 120e, SG•53, SG•62, 154e, 156e, 174e, 174g, 178d, 178e–178f, 182d, 183b, SG•70, UR•10  <b>TE 2:</b> SG•7, SG•11, 224e, SG•24, 253, 254e, SG•41, 283, 284e, 302g, 313b, SG•58, 319, 320e, 336g, SG•75, UR•20, UR•40  <b>TE 3:</b> 352–352a, 353, 354e, 372g, SG•11, 388e, 406g, SG•28, 422–422a, 424e, 444g, SG•45, 457, 458e, 470g, SG•62, 485, 486e, 508g, SG•79, UR•10  <b>TE 4:</b> 126f, 144d, 160f, 182d  <b>TE 5:</b> 294f, 314d, 318d, 318e–318f  <b>TE 6:</b> 386d, 492d</p>	
<b>Fluency</b>	<b>Fluency</b>		
<p><b>4.</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p><b>4.</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<i>Align materials to the lettered items below.</i>	
<p><b>a.</b> Read grade-level text with purpose and understanding.</p>	<p><b>a.</b> Read grade-level text with purpose and understanding.</p>	<p><b>SE 1:</b> See all the main and paired selections. For specific fluency activities, see pp. 50, 80, 113, 148, 182, 216, 246, 276, 312, 344, 380, 416, 450, 479, 516.  <b>SE 2:</b> See all the main and paired selections. For specific fluency activities, see pp. 52, 82, 118, 152, 186, 220, 254, 286, 322, 356, 390, 424, 456, 494, 528.  <b>TE 1:</b> 88–89, 90–91, 92–93, 94–95  <b>TE 2:</b> SG•8, SG•9, SG•14, SG•15, 260–261, 268f, 275a, SG•42, SG•43, SG•46, SG•50, SG•51, 284–285, 286–287, SG•59, SG•60, SG•63, SG•65, SG•66, SG•67, SG•68, SG•77, SG•80, UR•33  <b>TE 3:</b> 424–427  <b>TE 4:</b> SG•8, SG•9, SG•10, SG•25, SG•26, SG•27, SG•28, SG•42, SG•43, 128a, 148–149, 150–151, 153a, 153d, SG•59, SG•60, SG•63, 157d, 170–171, 172–173, SG•76, SG•77, SG•80  <b>TE 5:</b> SG•12, 287d, 291c–291d, 318h, 323d, 357a, UR•53  <b>TE 6:</b> 425d, 448f, 455a, 457a, 457d, 495f, 502–503, 529a, 529d, UR•33, UR•53</p>	
<p><b>b.</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>b.</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>SE 1:</b> 50, 80, 113, 182, 216, 246, 312, 344, 380, 416, 450, 516;  <b>SE 2:</b> 52, 82–83, 119, 153, 186, 220, 255, 286, 322, 356, 390, 424, 494  <b>TE 1:</b> 44f, 49b, 51a, 51d, 72f, 79a, 81a, 81d, 104f, 111a, 113d, 149d, 149f, 174f, 181a, 182, 183a, 183d, UR•13, UR•23, UR•33, UR•53  <b>TE 2:</b> 208f, 215a, 217a, 217d, 240f, 245b, 247a, 247d, 277a, 277d, 277g, 302f, 311b, 313a, 313d, 336f, 343a, 345a, 345d, 345f, UR•13, UR•23, UR•33, UR•43, UR•53  <b>TE 3:</b> 372f, 379a, 381a, 381d, 381f, 406f, 415b, 417a, 417d,</p>	

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		417f, 444f, 449b, 451a, 451f, 470f, 479d, 479f, 508f, 515a, 517a, 517d, 517f, UR•23, UR•33, UR•53 <b>TE 4:</b> 42f, 51b, 53a, 53d, 53f, 76f, 81b, 83a, 83d, 83f, SG•19, 119d, 119f, SG•36, 144f, 151a, 153a, 153f, SG•53, 178f, 185a, 187f, UR•13, UR•23, UR•43, UR•53 <b>TE 5:</b> 221a, 221d, 221f, 248f, 253b, 255a, 255d, 255f, 278f, 285a, 287a, 287f, 292–293, 294–295, 314f, 321a, 323a, 348f, 355a, 357a, UR•23, UR•33, UR•43 <b>TE 6:</b> 382f, 389a, 391a, 391d, 391f, 418f, 423b, 425a, 425d, 425f, 457f, 488f, 493b, 495a, 495d, 502–503, 520f, 527a, 529a, 529f, UR•13, UR•23, UR•43	
<b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>SE 2:</b> 26–27, 60–61, 126–127, 366–367, 398–399, 424, 432–433, 456, 464–465, 494–495 <b>TE 2:</b> 198–199, 226–227, SG•29, 260–261, SG•46, 290–291, 320f, 332–333, SG•80 <b>TE 3:</b> 400–401, 436–437, 460–461, 462–463, 494–495 <b>TE 4:</b> 68–69, SG•45, SG•49, 126g, 134–135, 144g, 158a, 158–159, 159a, 172–173 <b>TE 5:</b> 204–205, 236–237, 270–271, 308–309, 340–341 <b>TE 6:</b> 370–371, 412–413, SG•19, 440–441, 464g, 474–475, UR•40	

**To be completed by the publisher:**

Describe how the materials reflect the vertical progression of the CCSS for Reading: Foundational Skills from grade 1 to grade 2.

Phonological awareness, phonics and word recognition, and fluency are central components in Grade 1 *Reading Street*. In Unit R, students review spelling-sound correspondences for consonants and short vowels (SE G1 UR page 16; TE G1 UR pages 15a, 15b, 15n, 15o, 16e, 16f, 16q, 16r, 16), high-frequency words (SE G1 UR page 17; TE G1 UR pages 16h, 17, 32f), and print concepts (TE G1 UR pages 15l, 16c, 16o, 32c) they learned earlier. In Units 1–5, students learn more complex sound-letter correspondences such as consonant digraphs and long vowels (SE G1 U2 pages 16, 48, 84, 174; TE G1 U2 pages 15a, 16, 42c, 47a, 48, 76c, 84d, 84, 102c, 173c, 174, 200c) and learn to use endings and syllables to read words (SE G1 U1 pages 98, 100; TE G1 U1 pages 97a, 98, 100d, 100, 118c; SE G1 U2 pages 177; TE G1 U2 pages 176d, 177, 200c). Throughout Grade 1, students acquire new academic vocabulary and high-frequency words (TE G1 UR pages 13a–13b, 15k, 16b, 16n; SE G1 U1 pages 17, 19; TE G1 U1 pages 13a–13b, 17, 18b, 19, 20a, 30b, 30g) and practice identifying phonemes in words (SE G1 UR pages 14–15; TE G1 UR pages 14–15, 15m, 16d, 16p; TE G1 U1 pages 18c, 44c, 72c, 100c, 126c).

While students continue to work with phonemes in words in the early units of Grade 2 *Reading Street*, foundational skills in Grade 2 focus mainly on phonics, word recognition, and fluency. Students demonstrate the phonics and word analysis skills they have learned as they distinguish long and short vowels when reading one-syllable words (SE G2.1 page 56; TE G2 U1 pages 55a, 56, 58c, 80c), learn more spelling-sound correspondences for vowel sounds (SE G2.2 pages 86, 156; TE G2 U4 pages 86a, 87, 90c, 110c, 118c, 156a, 157, 160c, 178c, 186c), and use common prefixes and suffixes (SE G2.2 pages 192, 224; TE G2 U5 pages 192a, 193, 196c, 212c, 220c, 224a, 225, 228c, 248c, 254c) and what they know about long vowels (SE G2.1 pages 318, 352; TE G2 U2 pages 317a, 318, 320c, 336c,

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344c, U3 pages 351a, 352, 354c, 372c, 380c) to decode two-syllable words. Students practice using these foundational skills to read grade-level texts with accuracy, fluency, and understanding (SE G2.1 page 182; TE G2 U1 pages 154c, 156h, 173b, 174f, 174h, 178f, 181a, 183a).

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**CCSS ELA/Literacy Standards Alignment (Tool 1)—Writing, Grade 2**

**Title of Textbook and Publisher** Scott Foresman Reading Street, Savvas Learning Company

**Date of Copyright** 2013

**Key:** SE=Student Edition, TE=Teacher’s Edition, EI=Envision It!, SG=Small Group, UR=Unit Review, WP=Writing Process

**Standards Alignment Evaluation Rubric**

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CCSS ELA/Literacy Gr. 1	CCSS ELA/Literacy Grade 2		
Writing (W)	Writing (W)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
Text Types and Purposes	Text Types and Purposes		
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	SE 1: 240, 510–511 SE 2: 44–45, 178, 522–523  TE 1: SG•50, WP•2–WP•10 TE 3: 387d–387e, 405d–405e, 409a, 415d–415e, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i TE 4: 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i, 178–179a TE 5: WP•2–WP•9 TE 6: 423f, 431c–431d, 450–451, 451a, 455c–455d, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d	
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	SE 1: 74–75, 142–143, 242–243, 270–271 SE 2: 76, 78–79, 110, 112–113, 212, 248, 418, 488, 490–491  TE 1: 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i TE 2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i, WP•2–WP•7 TE 3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e, UR•15, UR•25, WP•2–WP•10 TE 4: 59c–59d, 75d–75e, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 112–113, 113a, 117c–117d, 119h–119i, WP•2–WP•7 TE 6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i, WP•2–WP•9	
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	SE 1: 46–47, 106–107, 174, 210–211, 304–305, 338–339, 374–375, 446–447, 472–473 SE 2: 180–181, 250–251, 280–281, 314, 316–317, 348, 350–351, 382, 384–385, 420–421, 448, 520  TE 1: 25d, 25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d, 87e, 103c–103d, 107a, 111c–111d, 155d, 173d–173e, 177a, 181c–181d, 183h–183i, WP•1–WP•10 TE 2: 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283e, 301d–301e, 304–305, 305a, 319d–319e, 335c–335d, 338–339, 339a TE 3: 371d–371e, 374–375, 375a, 409a, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d TE 4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a TE 5: 195c–195d, 211d–211e, 214–215, 215a, 219c–219d, 221h–221i, 227c–227d, 247d–247e, 250–251, 251a, 253d–253e, 255h–255i, 261c–261d, 277d–277e, 280–281, 281a, 285c–285d, 287h–287i, 293c–293d, 313d–313e, 414–415a, 316–317, 317a, 323h–323i, 347c–347d, 350–351, 351a,	

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		355c–355d <b>TE 6:</b> 365c–365d, 381d–381e, 382–383a, 384–385, 385a, 389c–389d, 391h–391i, 397c–397d, 417d–417e, 420–421, 421a, 423d–423e, 425h–425i, 448–449a, 520–521a	
<b>Production and Distribution of Writing</b>	<b>Production and Distribution of Writing</b>		
<b>5.</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>TE 1:</b> 49d–49e, 51h–51i, 79c–79d, 81h–81i, 87d, 103c–103d, 106–107, 107a, 111d, 113h–113i 147c–147d, 159181c–181d, 183h–183i, <b>WP•1–WP•9</b> <b>TE 2:</b> 215c–215d, 217h–217i, 245d–245e, 247h–247i, 277h–277i, 311d–311e, 313h–313i, 343c–343d, 345h–345i, <b>WP•2–WP•3, WP•6–WP•9</b> <b>TE 3:</b> 379c–379d, 381h–381i, 415d–415e, 417h–417i, 449d–449e, 451h–451i, 479h–479i, 515c–515d, 517h–517i, <b>WP•2–WP•9</b> <b>TE 4:</b> 51d–51e, 53h–53i, 75g, 83h–83i, 117c–117d, 117f, 119h–119i, 151c–151d, 153h–153i, 177c–177d, 181a, 185c–185d, 187h–187i, <b>WP•2–WP•9</b> <b>TE 5:</b> 219c–219d, 221h–221i, 253d–253e, 255h–255i, 285c–285d, 287h–287i, 321c–321d, 355c–355d, 357h–357i, <b>WP•2–WP•9</b> <b>TE 6:</b> 389c–389d, 391h–391i, 423d–423e, 425h–425i, 455c–455d, 457h–457i, 493d–493e, 495h–495i, 529h–529i, <b>WP•2–WP•9</b>	
<b>6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>TE 1:</b> <b>WP•9</b> <b>TE 2:</b> 247j, 302–303, 303a, 311g, <b>WP•9</b> <b>TE 3:</b> 417i, 507g, 511b <b>TE 4:</b> 187i, <b>WP•9, WP•10</b> <b>TE 5:</b> 215b, 277g, 347f, 351b, <b>WP•9, WP•10</b> <b>TE 6:</b> 391i, 457i, <b>WP•3, WP•5, WP•9, WP•10</b>	
<b>Research to Build and Present Knowledge</b>	<b>Research to Build and Present Knowledge</b>		
<b>7.</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<b>7.</b> 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).	<b>TE 1:</b> 43g, 47b, <b>SG•16</b> , 57f, 71d–71e, 74–75, 75b, 79c–79d, 79f, 81j, <b>SG•29</b> , 87f, 103f, 107b, 113j, <b>SG•46, SG•48, SG•49</b> , 119d, 139c, 143b, <b>SG•63, SG•67</b> , 181f <b>TE 2:</b> 223f, 243b, 245g <b>TE 3:</b> 375b, <b>SG•16, SG•29, SG•33, SG•46, SG•50, SG•67</b> <b>TE 4:</b> 181b <b>TE 5:</b> <b>SG•33, SG•50, SG•67</b> , 351b, <b>SG•85</b> <b>TE 6:</b> 381g, 385b, 417g, <b>SG•33, 491b, 493g, SG•67, WP•2–WP•7</b>	
<b>8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>8.</b> Recall information from experiences or gather information from provided sources to answer a question.	<b>SE 1:</b> 44, 72, 79, 110 <b>TE 1:</b> 43g, 47b, 49g, <b>SG•14, SG•15</b> , 71g, 75b, 79, 111f, 143b, 147f, 181f <b>TE 2:</b> 207f, 211b, 243b, 245g, 271b, 275f, 305b, 311f, 311g, 339b, 343f, <b>SG•80, SG•84</b> <b>TE 3:</b> 379f, <b>SG•12</b> , 409b, 415g, <b>SG•29</b> , 443f, 447b, 449g, <b>SG•46</b> , 473b, 477f, <b>SG•63</b> , 507g, 511b, 515f, <b>WP•3</b> <b>TE 4:</b> 45b, 75g, 79b, 81g, 177f, 185f <b>TE 5:</b> 251b, 253g, <b>SG•29, SG•46</b> , 277g, 281b, 285f, 317b, 321f, <b>SG•53, 355f, SG•80</b> <b>TE 6:</b> 385b, <b>SG•12, SG•16</b> , 421b, <b>SG•29</b> , 431e, 447g, <b>SG•46</b> , 491b, <b>SG•69, 523b, 527f, WP•2–WP•5</b>	

**To be completed by the publisher:**

Describe how the materials reflect the vertical progression of the CCSS for Writing from grade 1 to grade 2.

In *Reading Street*, students in Grade 1 and Grade 2 write every day. The writing strand in Grade 1 follows the steps of a writing process across the five Days and at the end of the Unit. Students learn the key features of a specific opinion, informative/explanatory, or narrative writing form; examine a model text; and read a writing prompt before they plan, draft, revise, edit, and present their own writing in the form. For example, in Unit 2, Week 1, students learn about the key features of an explanation and examine a model explanation. The writing prompt asks them to write an explanation of a teacher’s job. Students choose a topic and gather details about the topic. After they read and evaluate a student’s explanation in their Student Edition, they proceed to draft their explanations. Then they revise by adding details

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to make their explanations clear. Finally, they edit their drafts, looking for mistakes in spelling, punctuation, and capitalization; make final drafts, and present them to the class (SE G1 U2 pages 98–99; TE G1 U2 pages 83d–83e, 95d–95e, 98–99, 99a, 101d–101e, 103h–103i).

The writing strand in Grade 2 also follows the steps of a writing process across the five Days and at the end of the Unit. Each time, students plan, draft, revise, edit, and present their own writing in a specific opinion, informative/explanatory, or narrative writing form. For example, in Unit 2, Week 2, students learn about writing a biography. The writing prompt asks them to write a short biography about a person who worked for change. Students look for key features in model biographies. They choose a person and the important ideas they want to tell about the person and write a first draft. Then they revise their drafts by deleting sentences that do not focus on the person. Finally, they edit their drafts and present them to the class (SE G2.1 pages 242–243; TE G2 U2 pages 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i). Students in Grade 2 follow the same writing process steps as students in Grade 1. However, second graders are exposed to additional writing forms, and they are expected to write longer pieces using an organization that shows they understand the purposes and features of the kind of writing they are doing.

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**CCSS ELA/Literacy Standards Alignment (Tool 1)—Speaking and Listening, Grade 2**

**Title of Textbook and Publisher** Scott Foresman Reading Street, Savvas Learning Company

**Date of Copyright** 2013

**Key:** SE=Student Edition, TE=Teacher’s Edition, EI=Envision It!, SG=Small Group, UR=Unit Review, WP=Writing Process

**Standards Alignment Evaluation Rubric**

**No Alignment (N)** – ELA/Literacy content as described in the Standards was not found.

**Marginal Alignment (M)** – ELA/Literacy content as described in the Standards is barely or partially addressed.

**Acceptable Alignment (A)** – ELA/Literacy content as described in the Standards has a few gaps, or students have minimal opportunities to work with the content.

**High Alignment (H)** – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.

CCSS ELA/Literacy Gr. 1	CCSS ELA/Literacy Grade 2		
Speaking and Listening (SL)	Speaking and Listening (SL)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
<b>Comprehension and Collaboration</b>	<b>Comprehension and Collaboration</b>		
<p><b>1.</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>b.</b> Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>c.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p><b>1.</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>a.</b> 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).</p> <p><b>b.</b> Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p><b>c.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><b>1a.</b> SE 1: 51, 81, 149, 183, 247, 277, 313, 417 SE 2: 53, 82, 118, 152, 221, 255, 323, 357, 457</p> <p>TE 1: 51, 51j, 79e, 81, 81a, 81j, 149a, 149j, 181e, 183a, 183j TE 2: 217j, 245f, 247j, 277j, 313a, 313j TE 3: 415f, 417a, 451j TE 4: 51a, 53j, 81f, 83j, 117e, 118–119, 119j, 151e, 152153, 153j, 187j TE 5: 255j, 285e, 287j, 357j TE 6: 425j, 455e, 457a</p> <p><b>1b.</b> TE 2: 217g TE 3: 387f, 415f, 477e TE 4: 113b, 147b, 159e, 185e TE 5: 219e, 227e, 285e TE 6: 431e</p> <p><b>1c.</b> SE 1: 247, 277, 345</p> <p>TE 2: 245f, 275e, 313j, 343e, 345a TE 3: 358–359, 370–371, 417a, 515e, UR•13 TE 4: 94–95, 126a–126b TE 5: 253a, 253f, 255a TE 6: 391j, 452–453, 454–455</p>	
<p><b>2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>SE 1: 149, 217, 247, 451, 517 SE 2: 53, 187, 255, 495, 529</p> <p>TE 1: 26a–26b, 26g, 44a, 48a, 58b, 76b, 88b, 104a, 108b, 113a, 120g, 140a, 144b, 149, 174a, 178b, 183b TE 2: 192b, 208a, 212b, 215e, 217a, 224b, 240a, 244b, 247a, 254a, 254b, 268a, 272b, 284b, 284g, 302a, 302b, 306b, 320b, 320g, 336a, 336b, 340a, 340b, 343e TE 3: 354b, 372a, 376b, 388b, 406a, 410b, 417j, 423f, 424a, 424b, 424g, 444a, 448b, 451a, 458b, 458g, 470a, 470b, 474b, 485b, 486b, 508a, 508b, 512b, 517a, 517j, UR•52 TE 4: 26a, 26b, 42a, 42b, 46b, 53a, 53b, 53c, 60b, 76a, 76b, 80a, 80b, 90b, 91a, 110a, 110b, 114b, 126b, 144a, 144b, 148b, 151e, 152–153, 160a, 160b, 178a, 178b, 182a, 182b, 187a TE 5: 196a, 196b, 212a, 212b, 216a, 216b, 219e, 221a, 221j, 228b, 248a, 248b, 263a, 278a, 278b, 282b, 285e, 294b, 314a, 318b, 323j, 330b, 348a, 348b, 352b, SG•84 TE 6: 366b, 382a–382b, 386b, 391j, 398b, 417g, 418a, 422a, 425a, 425j, 432b, 448a, 452b, 457j, 464b, 488a, 492b, 493f, 495a, 495j, 502b, 520a, 524a, 524b, 527e, 529j</p>	



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<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p><b>SE 1:</b> 277, 313, 345  <b>TE 1:</b> 149j  <b>TE 2:</b> 215e, 247a, 275e, 277a, 345a  <b>TE 3:</b> 381j, 451j, 479j  <b>TE 4:</b> 81f, 82–83, 83j, 153j, 187j, WP•10  <b>TE 5:</b> 255j, 287j, 357a, 357j  <b>TE 6:</b> 423g, 425a, 455e, 457a, 457j, 495j, 519f, 529j</p>	
<p><b>Presentation of Knowledge and Ideas</b></p>	<p><b>Presentation of Knowledge and Ideas</b></p>		
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>SE 1:</b> 149, 451, 479  <b>SE 2:</b> 118, 187, 323, 457  <b>TE 1:</b> 147e, 149a  <b>TE 3:</b> 451a, 477e  <b>TE 4:</b> 82–83, 117e, 118–119, 187a  <b>TE 5:</b> 255a, 321e, 323a  <b>TE 6:</b> 425i, SG•51</p>	
<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>TE 2:</b> WP•10  <b>TE 3:</b> 381i, 451i  <b>TE 4:</b> 153i  <b>TE 5:</b> 221i, 323i  <b>TE 6:</b> 425i, WP•10</p>	
<p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	<p><b>SE 1:</b> 51, 381, 451  <b>SE 2:</b> 118, 357, 529  <b>TE 1:</b> 49f, 51, 51a  <b>TE 2:</b> 313j, 343e, WP•10  <b>TE 3:</b> 354–355, 379e, 381a, 381i, 388–389, 423e, 424–425, 451j, 477e, 479j  <b>TE 4:</b> 82–83, 117e, 118–119, 185e, 187a  <b>TE 5:</b> 255a, 287j, 355e, 357a  <b>TE 6:</b> 389e, 434–435, 466–467, 529a</p>	

**To be completed by the publisher:**

Describe how the materials reflect the vertical progression of the CCSS for Speaking and Listening from grade 1 to grade 2.

Students in Grade 1 have many opportunities to practice speaking and listening skills throughout each Week, beginning with the concept and vocabulary talk at the beginning of each Day and continuing through the Wrap Up discussion at the end of the Week. *Reading Street* provides a listening and speaking strand with activities that focus specifically on strengthening the skills students need to be good speakers and listeners. The program also contains read-alouds that ask students to listen, discuss, ask and answer questions, and build on others’ comments. For example, in Unit 2, Week 4, students listen to a story the teacher reads aloud and then answer questions about and retell the events in the story using sequence words. Students also learn about speaking and listening rules used in informal conversations and practice these rules while having informal conversations (SE G1 U2 pages EI•5, 136; TE G1 U2 pages 109a–109b, 131b, 136–137).

Students in Grade 2 also have many opportunities to practice speaking and listening skills. These opportunities are woven into the instruction as the whole class, small groups, and partners participate in collaborative activities throughout the Week. The listening and speaking strand in *Reading Street* offers activities that help students continue to develop the habits and abilities of good speakers and listeners. Read-alouds require students to listen with care, ask and answer questions, recount key ideas, and link their comments to others’. For example, in Unit 1, Week 5, students listen to an informational text the teacher reads aloud, answer questions about facts and details in the text, construct and discuss a web of facts and details, and draw and label a picture to share with the class. Students also learn how to use the traits of a good speaker to read a character’s lines in a play and then practice reading and listening to characters’ lines in small groups (SE G2.1 pages EI•6, 183; TE G2 U1 pages 155a–155b, 181e, 183a).

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**CCSS ELA/Literacy Standards Alignment (Tool 1)—Language, Grade 2**

**Title of Textbook and Publisher** Scott Foresman Reading Street, Savvas Learning Company

**Date of Copyright** 2013

**Key:** SE=Student Edition, TE=Teacher’s Edition, EI=Envision It!, SG=Small Group, UR=Unit Review, WP=Writing Process

**Standards Alignment Evaluation Rubric**

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**High Alignment (H)** – ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content.

CCSS ELA/Literacy Gr. 1	CCSS ELA/Literacy Grade 2		
Language (L)	Language (L)	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation
<b>Conventions of Standard English</b>	<b>Conventions of Standard English</b>		
<b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <b>a.</b> Print all upper- and lowercase letters. <b>b.</b> Use common, proper, and possessive nouns. <b>c.</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ). <b>d.</b> Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ). <b>e.</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ). <b>f.</b> Use frequently occurring adjectives. <b>g.</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ). <b>h.</b> Use determiners (e.g., articles, demonstratives). <b>i.</b> Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ). <b>j.</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	<i>Align materials to the lettered items below.</i>	
	<b>a.</b> Use collective nouns (e.g., <i>group</i> ).		<b>TE 2:</b> 191c, 207b, 209b, 215b, 217g, 251c, 292–293, UR•14
	<b>b.</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	<b>SE 1:</b> 304–305 <b>TE 2:</b> 283c, 301c, 303b, 304–305, 311c, 313g, 313h–313i, UR•44 <b>TE 3:</b> 405c, 417g, 477b	
	<b>c.</b> Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).	<b>TE 5:</b> 293b, 313c, 316a, 321b, 323g, UR•44	
	<b>d.</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	<b>SE 1:</b> 473, 511 <b>TE 3:</b> 457c, 469b, 471b, 472–473, 477b, 479g, 485c, 507c, 509b, 515b, 517g, SG•74, UR•44	
	<b>e.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.	<b>Adjectives</b> <b>SE 2:</b> 44, 78, 82, 113  <b>TE 1:</b> 139d <b>TE 3:</b> SG•21, 477c <b>TE 4:</b> 25b, 41c, 44a, 53g, SG•6, SG•17, 59b, 75c, 78a, 82–83, 83g, SG•23, SG•34, 89b, 112a, 112–113, 117b, SG•40, WP•6–WP•7  <b>Adverbs</b> <b>SE 2:</b> 83, 146–47, 181, 357  <b>TE 4:</b> 125b, 143b, 146a, 146–147, 153g, SG•57, SG•68, 159b, 180–181, SG•74, UR•44, UR•54  <b>Adjectives and Adverbs</b> <b>TE 3:</b> SG•32 <b>TE 4:</b> 177b, 180a, 185b, 187g	
	<b>f.</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).	<b>SE 1:</b> 46–47, 142–143, 176–177 <b>TE 1:</b> 25c, 43c, 45b, 49c, 51g, 57c, 71c, 73b, 74–75, 79b, 81g, 87c, 103b, 105b, 111b, 113g, 119c, 139b, 141b, 147b, 149g, 173c, 175b, 181b, UR•44 <b>TE 2:</b> 339a, UR•54 <b>TE 3:</b> UR•44 <b>TE 4:</b> 113a <b>TE 5:</b> 280a, 285c–285d, 357h–357i, WP•7, WP•8–WP•9 <b>TE 6:</b> 447e, 501b, 519b, 522a, 527b, 529g	
<b>2. Demonstrate command of the</b>	<b>2. Demonstrate command of the</b>	<i>Align materials to the lettered items below.</i>	

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<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Capitalize dates and names of people.</p> <p><b>b.</b> Use end punctuation for sentences.</p> <p><b>c.</b> Use commas in dates and to separate single words in a series.</p> <p><b>d.</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>e.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
	<p><b>a.</b> Capitalize holidays, product names, and geographic names.</p>	<p><b>SE 1:</b> 243 <b>SE 2:</b> 385</p> <p><b>TE 2:</b> 223c, 239b, 241b, 245c, 247g, UR•24 <b>TE 4:</b> 148g <b>TE 6:</b> 365b, 381c, 384a, 389b, UR•14</p>		
	<p><b>b.</b> Use commas in greetings and closings of letters.</p>	<p><b>SE 1:</b> 409 <b>SE 2:</b> 450</p> <p><b>TE 3:</b> 408–409, 417h–417i <b>TE 4:</b> 25d, 53h–53i, 159c, 187h–187i <b>TE 5:</b> WP•9 <b>TE 6:</b> 431c, 447e, 457h–457i, 463b, 487c, 490a, 493c, 495g</p>		
	<p><b>c.</b> Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p><b>SE 1:</b> 222, 338–339 <b>SE 2:</b> 351</p> <p><b>TE 2:</b> 221a, 222–222a, 222d, 224d, 240c–240d, 240e, 244g, 246d, 272c, 319c, 335b, 337b, 343b, 345g, 345h–345i, SG•74, UR•18–UR•19, UR•54 <b>TE 5:</b> 329b, 347b, 350a, 355b, 357g, SG•74, SG•77, SG•85, UR•54</p>		
	<p><b>d.</b> Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	<p><b>TE 3:</b> 354d, 388d, 458d, 508c <b>TE 4:</b> 87b, 90d, 118c <b>TE 5:</b> 330d <b>TE 6:</b> UR•9</p>		
	<p><b>e.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>TE 1:</b> 183h, WP•9 <b>TE 4:</b> 153i <b>TE 5:</b> 221h–221i, 248g, 254–255, 255h, 287h–287i <b>TE 6:</b> 395b, 398d, 425h–425i, 457h–457i, 464d, 495h–495i, 502d</p>		
<b>Knowledge of Language</b>	<b>Knowledge of Language</b>			
<p><b>3.</b> (Begins in grade 2)</p>	<p><b>3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Compare formal and informal uses of English.</p>	<p><b>SE 2:</b> 357</p> <p><b>TE 2:</b> 215e, 217j <b>TE 3:</b> 379e, 381a, 381j, 451j <b>TE 4:</b> 51f, 185e, 187a <b>TE 5:</b> 253f, 287j, 355e, 357a <b>TE 6:</b> 389e, 529a</p>		

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CCSS ELA/Literacy Gr. 1	CCSS ELA/Literacy Grade 2			
Language (L), cont.	Language (L), cont.	<i>(To be completed by publisher)</i> Chapters and/or page #s	Committee Standards Alignment Evaluation	
<b>Vocabulary Acquisition and Use</b>	<b>Vocabulary Acquisition and Use</b>			
<p><b>4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use frequently occurring affixes as a clue to the meaning of a word.</p> <p><b>c.</b> Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p><b>4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>	<i>Align materials to the lettered items below.</i>		
	<p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><b>SE 1:</b> 216, 344, 478  <b>SE 2:</b> 26–27, 52, 60–61, 82–83, 126–127, 366–367, 390, 398–399, 424, 432–433, 456, 464–465, 494  <b>TE 1:</b> SG•9, 96–97, 122–123, 126–127, SG•59, SG•70  <b>TE 2:</b> 192f, 194–195, 202–203, 216–217, 320f, 324–325, 344–345  <b>TE 3:</b> 362–363, SG•9, SG•26, 478–479  <b>TE 4:</b> 26g, 42g, 52–53, 59a, 60g, 126g, 134–135, 144g, 153a, UR•20  <b>TE 5:</b> SG•9, 262e, SG•43, SG•60, SG•76, SG•77  <b>TE 6:</b> 366g, 390–391, SG•3, 398g, 406–407, 424–425, 432g, 442–443, 456–457, SG•43, 464g, 476–477, 488g, 494–495, SG•77, UR•20, UR•40, UR•50</p>		
	<p><b>b.</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p><b>SE 1:</b> 416  <b>SE 2:</b> 160, 186  <b>TE 3:</b> 388f, 416–417, UR•20  <b>TE 4:</b> 160g, 170–171, 178g, 186–187, UR•50  <b>TE 5:</b> 224a, 228c, SG•19, 282c, 348f</p>		
	<p><b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<p><b>SE 2:</b> 90, 119, 196, 220, 356  <b>TE 4:</b> 90g, 100–101, 110g, 119a, UR•30  <b>TE 5:</b> 192a, 192–193, 196g, 204–205, 212g, 220–221, 252c, 356–357, UR•10, UR•50  <b>TE 6:</b> 492g, 524c</p>		
	<p><b>d.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p><b>SE 1:</b> 422  <b>SE 2:</b> 294, 322  <b>TE 3:</b> 421a, 422b–422c, 424d, 444c, 448f, 450c, 474c, SG•37, SG•41, SG•46, UR•28, UR•29  <b>TE 4:</b> 126d  <b>TE 5:</b> 294g, 314g, 322–323, 330e, UR•40  <b>TE 6:</b> 398e, 464e</p>		
	<p><b>e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><b>SE 2:</b> 228, 254, 262, 286, 502, 528  <b>TE 2:</b> 224f, 234–235, UR•20  <b>TE 4:</b> 144g, 164–165  <b>TE 5:</b> 228g, 240–241, 248g, 254–255, 262g, 278g, UR•20, UR•30  <b>TE 6:</b> 366e, 502g, 506–507, 528–529</p>		
<p><b>5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p><b>5.</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>	<i>Align materials to the lettered items below.</i>		
<p><b>a.</b> Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p><b>a.</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>	<p><b>TE 1:</b> 22a–22b, 58f, 84a–84b, 94–95, UR•7, UR•17, UR•20, UR•47  <b>TE 2:</b> SG•4, 254f, SG•38, SG•39, SG•55, SG•61, UR•7, UR•17, UR•27, UR•37, UR•47  <b>TE 3:</b> SG•4, SG•56, UR•7, UR•17, UR•27, UR•37, UR•47  <b>TE 4:</b> 25b, 26e, 41c, 44a, 51c, 53g, 60e, 110g, SG•38, 155a–155b, 178a–178b, 187b, UR•7, UR•14, UR•17, UR•27, UR•37, UR•47, SG•49, SG•83  <b>TE 5:</b> 211b, SG•13, 228e, SG•21, SG•38, SG•49, SG•55, 325a, UR•7, UR•17, UR•27, UR•37, UR•47  <b>TE 6:</b> 456–457, SG•38, 495b, SG•55, SG•66, SG•83, UR•7,</p>		

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		UR•17, UR•27, UR•37, UR•47	
<b>b.</b> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.	<b>b.</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).	<b>TE 1:</b> 88f, UR•50 <b>TE 3:</b> 371c, 379b, 381g, 407b, 473a, 477c, 498–499 <b>TE 4:</b> 75c, 78a, UR•34	
<b>6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).	<b>6.</b> 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., <i>When other kids are happy that makes me happy</i> ).	<b>SE 1:</b> 52, 82, 114, 150, 186, 218, 248, 278, 314, 348, 382, 418, 452, 480 <b>SE 2:</b> 20, 54, 84, 112, 120, 146, 154, 180, 190, 222, 256, 288, 324, 360, 392, 426, 458, 496 <b>TE 1:</b> 52, 72a–72b, 82, 84a–84b, 88a–88b, 104a–104b, 108a–108b, 114, 116a–116b, 120a–120b, 140a–140b, 144a–144b, 149b, 150, 152a–152b, 156a–156b, 174a–174b, 178a–178b, UR•6–UR•7, UR•27, UR•30, UR•40, UR•46–UR•47, UR•50 <b>TE 2:</b> 188a–188b, 192a–192b, 208a–208b, 212a–212b, 212g, 217b, 220a–220b, 240a–240b, 244b, 247b, 250a–250b, 254a–254b, 272a, 272b, 277b, 280a–280b, 284a–284b, 306a–306b, 316a–316b, 320a–320b, 340b, 345b, UR•7, UR•10, UR•17, UR•26, UR•27, UR•30, UR•37, UR•44, UR•50 <b>TE 3:</b> 350a–350b, 354a–354b, 381b, 384a–384b, 388a–388b, 410a–410b, 417b, 420a–420b, 444a–444b, 451b, 454a–454b, 474a–474b, 479b, 482a–482b, 512a–512b, 517b, UR•7, UR•17, UR•27, UR•30, UR•40, UR•47, UR•50 <b>TE 4:</b> 21a–21b, 46b, 55a–55b, 60a–60b, 76a–76b, 83c, 83g, SG•25, 85a–85b, 90a–90b, 90e, 109c, 110a–110b, 114b, SG•42, SG•44, 121a–121b, 125a, 125b, 126a–126b, 144a–144b, 146–147, SG•59, SG•61, SG•65, 155a–155b, 180a, 180–181, 182b, SG•71, SG•76, SG•79, UR•7, UR•17, UR•27, UR•34, UR•37, UR•45, UR•47, UR•54, WP•6–WP•7 <b>TE 5:</b> 191a–191b, 196e, 212a–212b, 216b, SG•5, SG•10, 223a–223b, 248a–248b, 257a–257b, 262a–262b, 278a–278b, 282a–282b, 289a–289b, 294a–294b, 318b, 325a–325b, 330a–330b, 348a–348b, 352b, UR•7, UR•17, UR•27, UR•37, UR•47 <b>TE 6:</b> 361a–361b, 366a–366b, 366e, 382a–382b, 386a–386b, 393a–393b, 398a–398b, 418a–418b, 422b, 427a–427b, 432a–432b, 448a–448b, 452b, 459a–459b, 464a–464b, 488a–488b, 492b, 497a–497b, 502a–502b, 520a–520b, 529b, 357b, UR•17, UR•37, UR•47	

**To be completed by the publisher:**

Describe how the materials reflect the vertical progression of the CCSS for Language from grade 1 to grade 2.

*Reading Street* addresses the Common Core State Standards for Language in the Conventions, Vocabulary, and Spelling strands as well as in the Oral Vocabulary, Selection Vocabulary, and High-Frequency Words sections of each Week. Students in Grade 1 demonstrate their command of English grammar/usage, capitalization, punctuation, and spelling conventions in many ways including the following. They recognize common and proper nouns and know which to capitalize (TE G1 U2 pages 17c, 49c, 77g). They write past and present tense verb forms and know how to make subjects and verbs agree (TE G1 U3 pages 49c, 89c, 123c, 155a). They recognize and know how to use more parts of speech, such as pronouns and adverbs (TE G1 U5 pages 57c, 135c, 171c). They know about different kinds of sentences and the end punctuation to use with each kind (TE G1 U1 pages 99c, 125c, 151c, U5 page 17c). They can spell common high-frequency words and use their phonics knowledge to spell unfamiliar words (SE G1 U2 pages 17, 19; TE G1 U2 pages 16d, 17, 19e, 19, 34f). Students develop strategies they can use to understand words. They look for context clues and sort words into categories (TE G1 U1 pages 128a, 145a, U2 pages 20a, 43a, 146a, 169a, U3 pages 190a, 217a). Students increase their vocabulary by acquiring words through reading, speaking, and listening (SE G1 U2 pages 17, 19, 43; TE G1 U2 pages 13a–13b, 17, 18b, 19, 20a, 34b, 34g, 43a).

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Students in Grade 2 expand their knowledge of English grammar/usage, capitalization, punctuation, and spelling conventions and their ability to use these conventions correctly. They learn more about nouns, including collective nouns (TE G2 U2 pages 191c, 207b, 209b) and about pronouns, including reflexive pronouns (TE G2 U5 pages 293b, 313c, 316a). They write and use irregular plural nouns (TE G2 U2 pages 283c, 301c, 303b) and past tense forms of irregular verbs (TE G2 U3 pages 457c, 469b, 471b) correctly. They know when to use adjectives and when to use adverbs (TE G2 U4 pages 59b, 75c, 78a, 125b, 143b, 146a, 159b, 177b, 180a). They learn additional uses for capital letters and commas (TE G2 U2 pages 223c, 239b, 241b, U6 pages 463b, 487c, 490a). They generalize spelling patterns they have learned when they write words (SE G2.1 pages 352, 386, 456; TE G2 U3 pages 354d, 388d, 458d), and they use glossaries and dictionaries to check and correct the words they write (TE G2 U6 pages 395b, 398d, 425h–425i). Students in Grade 2 begin to understand when to use formal and informal English (TE G2 U3 pages 379e, 381a, U5 pages 355e, 357a, U6 pages 389e, 529a). They develop additional strategies they can use to understand words. They consult glossaries and dictionaries to determine or clarify the meanings of words (SE G2.2 pages 228, 262; TE G2 U5 pages 228g–229, 248g, 255a, 262g–263). They continue to increase their vocabulary by acquiring words through reading, speaking, and listening (SE G2.1 pages 25, 50; TE G2 U1 pages 22a–22b, 25, 26b, 26e, 26f, 44b, 44g, 48b, 50–51, 51b).

Also describe how the materials reflect the integration of the Common Core State Standards for English Language Arts and Literacy across the various strands in grade 2.

*Reading Street* provides literacy instruction that integrates reading, writing, speaking, and listening throughout every lesson in Grade 2. As they read each Week’s main selection and paired selection, students use what they have learned about literary and informational genres (Reading Literature and Informational Texts) and what they have learned about phonological awareness, phonics, word recognition, and fluency (Foundational Skills) to read with purpose and understanding. While reading the main selection twice, students answer text-dependent and text-specific questions (Speaking and Listening) (TE G2 U1 pages 58–71). After reading the main selection the second time, students answer additional text-based questions; retell the selection in their own words (Speaking and Listening); and write to a prompt about the text (Writing), using evidence from the text (SE G2.1 page 72; TE G2 U1 pages 72–73, 73a). As students progress through Grade 2, the texts increase in complexity, as do the questions, activities, and prompts based on the texts.

Students practice the Conventions skills they are learning (Language) by using those skills in the works they create (Writing), such as the product of the Week’s writing process. The writing process lessons, which appear in all five Days, present a specific opinion, informative/explanatory, or narrative writing form; ask students to write about a topic tied to the main selection’s topic using that form (Writing); and encourage them to discuss the steps in the process (Speaking and Listening) (SE G2.1 pages 74–75; TE G2 U1 pages 57d–57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i). A research and inquiry project, which students complete during the course of the Week, is also tied to the main selection and asks students not only to create a final product (Writing) but to discuss how they accomplish their work (Speaking and Listening) (TE G2 U1 pages 57f, 71g, 75b, 79f, 81j).