

A Correlation of

**Scott Foresman
Reading Street
Common Core**

©2013



to the

Arkansas

English Language Arts Standards

Grade 2

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INTRODUCTION

This document demonstrates how **Scott Foresman Reading Street Common Core, ©2013** meets the *Arkansas English Language Arts Standards*. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages. **Writing to Sources**, a component of **Reading Street**, is also cited in this correlation by unit and page number.

Teaching **Scott Foresman Reading Street, Common Core** is teaching the Common Core. **Reading Street** is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

Scott Foresman Reading Street, Common Core is a comprehensive reading program for Kindergarten through Grade Six that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who have also been leaders in the creation and review of the Common Core State Standards. These authors include Karen Wixson, Peter Afflerbach, and P. David Pearson.

At the heart of **Reading Street**—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Among the instruction to aid in this goal is the Read for Understanding Routine, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

Writing on Reading Street

Writing instruction on **Reading Street** emphasizes the reciprocal nature of reading and writing. Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

Differentiated Instruction for Small Group Time

Reading Street instruction is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. **Reading Street** follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early.

ELL Instruction

Daily support for English language learners can be found throughout the **Reading Street** Teacher's Edition. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

21st Century Skills

Technology on **Scott Foresman Reading Street** can be used both for enhancing student experiences and preparing them for the future. Throughout the year, research-based technology options enrich instruction and assist in the management of classroom learning.

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Arkansas English Language Arts Standards	Scott Foresman Reading Street ©2013 Grade 2
Grade-Level Standards for Reading Literature	
Grade 2	
Key Ideas and Details	
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>TE 1: 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</p> <p>TE 2: 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</p> <p>TE 3: 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</p> <p>TE 4: 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</p>

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<p>Continued RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Continued TE 5: 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 TE 6: 367a, 368–369, 370–371, 372–373, 374–375, 376–377, 378–379, 380–381, 381a, 381b, 382–383a, SG•3, 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 Writing to Sources: Unit 1: 26–27, 30–33, 34–35, 36–37 Unit 2: 58–59, 60–61, 62–65, 66–67 Unit 3: 90–91, 92–93, 94–97, 98–99 Unit 5: 154–155, 156–157, 158–161, 162–163 Unit 6: 186–187, 188–189, 190–193, 194–195</p>

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<p>RL.2.2 <i>Recount</i> stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>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</p> <p>Writing to Sources: Unit 2: 52–53, 56–57 Unit 4: 104–105, 114–115</p>

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RL.2.3 Describe how characters in a story respond to major events and challenges.	<p>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</p> <p>TE 2: 200-201, 202-203, SG•55, SG•59, SG•60, SG•61, 302h, 322-323, SG•72</p> <p>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</p> <p>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</p> <p>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</p> <p>TE 6: 381a, SG•4, SG•15, SG•48, 508-509, 512-513, 529c, SG•77</p> <p>Writing to Sources: Unit 2: 50-51 Unit 3: 78-79, 84-85, 98-99 Unit 4: 102-103, 118-119 Unit 5: 138-139, 142-143, 150-151, 158-161 Unit 6: 182-183</p>
Craft and Structure	
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<p>TE 1: 48h, 48-49a, 51c</p> <p>TE 2: 244-245a, 286-287, 311a, SG•66, 345c</p> <p>TE 3: 371b, 448h, 446-447, 448-449a</p> <p>TE 4: 80h, 80-81a, 83c, 136-137</p> <p>TE 5: 252h, 255c</p> <p>TE 6: 374-375, 397c-397d, 422h, 423a, 440-441, SG•54, SG•60</p> <p>Writing to Sources: Unit 1: 8-9 Unit 2: 54-55 Unit 6: 172-173</p>

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RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>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</p> <p>TE 2: 294-295, 298-299, 302-303, 306h, SG•55, 340h, UR•41, UR•43</p> <p>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</p> <p>TE 4: 46h, 124a, 140-141, 142-143, 143a, SG•65, 158a, 168-169, 172-173, 174-175, 187b, 187c, SG•82</p> <p>TE 5: 227c, 260a, 268-269, 272-273, 277a, 278h, 278-279, 287b, 293c-293d, 304-305, 312-313, 313a, 321c-321d, 352h, UR•42</p> <p>TE 6: 447b, 448-449a, 457c, 495b, SG•82</p> <p>Writing to Sources: Unit 1: 26-27 Unit 5: 142-143</p>
RL.2.6 Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<p>TE 1: 174f, 181e, 183, 183c</p> <p>TE 2: 301b, 311b, 313a, 313b</p> <p>TE 3: 444f, 449b, 462-463, 464-465, UR•33</p> <p>TE 4: 34-35, 144f</p> <p>TE 5: 221c, 232-233, 268-269, 277a, 285a, 295a-296a, 306-307, 314f, 318-319, 320-321, 357c, UR•42</p> <p>TE 6: 529c</p>

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Integration of Knowledge and Ideas	
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>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</p> <p>TE 2: 200–201, 248, 278, 314, 335a, SG•83</p> <p>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</p> <p>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</p> <p>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</p> <p>TE 6: 367a, 380–381, 382–383a, 434–435, 438–439, 448–449, 520–521, SG•71, SG•83, UR•52</p> <p>Writing to Sources: Unit 1: 6–7, 14–15 Unit 3: 70–71, 74–75, 82–83 Unit 5: 138–139, 140–141 Unit 6: 182–183</p>
RL.2.8 Not applicable to literature.	Not applicable to literature according to the Arkansas English Language Arts Standards
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<p>TE 2: 324–325, 334–335, 335a, UR•52–UR•53</p> <p>TE 3: 428–429, 432–433, 442–443, 443a, 444–445, 451c</p>

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Range of Reading and Level of Text Complexity	
RL.2.10 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.	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
Reading Informational Text	
Key Ideas and Details	
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	TE 1: 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 TE 2: 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 TE 3: 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 TE 4: 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

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<p>Continued RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Continued TE 5: 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 TE 6: 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</p> <p>Writing to Sources: Unit 1: 26-27, 28-29, 30-33, 34-35 Unit 2: 58-59, 60-61, 62-65, 66-67 Unit 3: 90-91, 92-93, 94-97, 98-99 Unit 4: 122-123, 124-125, 126-129, 130-131</p>
<p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>TE 1: 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 TE 2: 240-241, 242-243, 269a, 277c, UR•22-UR•23 TE 3: 507a, SG•82, UR•21, UR•22-UR•23, UR•41, UR•42-UR•43 TE 4: 58a, 75a, 76-77a, SG•29, SG•31, 109a, 111a, SG•39, SG•48, SG•50 TE 5: 212-213a, SG•14, 318h, 318-319, 320-321, 328a TE 6: 399a, 408-409, 414-415, 417b, 418-419, 425b, 425c, SG•31, 476-477, 488h, 488-489a, UR•26</p> <p>Writing to Sources: Unit 4: 110-111</p>

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RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p>TE 1: 108–109, 110–111, 113c TE 2: 236–237, 238–239 TE 3: 490–491, 492–493, 496–497, 507a TE 4: 58a, 83b, SG•22, SG•26, SG•27, SG•32, SG•34, SG•39, 150–151 TE 5: 282–283, 284–285, 287c TE 6: 408–409, 410–411, 416–417, 418h, 418–419a, 468–469, 472–473, UR•42</p> <p>Writing to Sources: Unit 2: 38–39, 42–43, 46–47 Unit 4: 106–107, 108–109, 116–117 Unit 5: 134–135</p>
Craft and Structure	
RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.	<p>TE 1: 54a–54b, 58a–58b, 58f, 72g, 81b, SG•20, SG•29, SG•46, 122–123, 126–127, 140g, SG•55, SG•59, SG•63 TE 2: 224f, 234–235, 254f, 256–257, SG•38, SG•42, SG•43, SG•46 TE 3: 502–503, 508g, SG•77, SG•78, SG•80 TE 4: 25a, 59a, 60g, 70–71, SG•21, SG•26, 89a, 96–97, 100–101, SG•38 TE 5: 195a, 204–205, 206–207, 212g, 221b, SG•4, SG•9 TE 6: 397a, 398e, 402–403, 425b, SG•20, SG•26, 463a, 464e, 478–479</p> <p>Writing to Sources: Unit 2: 48–49 Unit 5: 134–135</p>

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RI.2.5 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>TE 1: 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</p> <p>TE 2: 236–237, 253a–253b, 262–263, 264–265, 267g, 272h, 272–273, 274–275, 301g, 335f, UR•23, UR•31</p> <p>TE 3: 405g, 469f, 512–513, 514–515</p> <p>TE 4: 41g, 61a, 64–65, 68–69, 75a, 109a, 114h, 114–115, SG•39, 143f</p> <p>TE 5: 211g, 313g, 318h, 318–319, 352h</p> <p>TE 6: 452h, 452–453, 487g, 492–493a, 493f</p> <p>Writing to Sources: Unit 1: 10–11, 12–13, 16–17, 20–21</p>
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<p>TE 1: SG•5, SG•10, 72h, 72–73a, 108h, 136–137, 139a, 140–141, 144–145, 149b</p> <p>TE 2: 212h, 223a–223b, 224g, 228–229, 240–241, 267b, UR•21, UR•22–UR•23, UR•31</p> <p>TE 3: 353a–353b, 376h, 376–377, 378–379, 381b, 508–509</p> <p>TE 4: 75b, 76–77, 119c, 150–151, 182h</p> <p>TE 5: 212h, 212–213, 282–283, 284–285, 320–321, 323c, 352h</p> <p>TE 6: 396a, 402–403, 404–405, 408–409, 410–411, 412–413, 418–419, 425b, 425c, 487a, 488–489a, 495c, 524h, UR•26</p> <p>Writing to Sources: Unit 4: 110–111</p>
Integration of Knowledge and Ideas	
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>TE 1: 108–109, 113c, 173g</p> <p>TE 2: 236–237, 239f</p> <p>TE 3: 371g, 486–487</p> <p>TE 4: 68–69, 104–105, 109b, 109g, SG•42, SG•43</p> <p>TE 5: 247g, 287c</p> <p>TE 6: 391c, 412–413, 487b, UR•12</p> <p>Writing to Sources: Unit 6: 180–181</p>

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RI.2.8 Describe how an author uses reasons to support particular points in a text.	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
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	TE 1: 78–79 TE 2: 245a TE 4: 109a TE 5: 202–203, 211a TE 6: 417a, 487a, 493a Writing to Sources: Unit 1: 12–13, 20–21 Unit 2: 40–41, 48–49 Unit 3: 88–89 Unit 4: 108–109, 112–113, 122–123, 124–125
Range of Reading and Level of Text Complexity	
RI.2.10 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.	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
Reading Foundational Skills K-5	
Key Ideas and Details	
RF.2.1.A Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.	TE 2: 207d, 211a, 275c TE 6: WP•6

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RF.2.2.A Distinguish vowels (long, short, variant) in spoken one-syllable words.	<p>TE 1: 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</p> <p>TE 2: 317a, 320c, 336c–336d, 344c, UR•48</p> <p>TE 3: 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</p> <p>TE 4: 178c</p>
RF.2.2.B Delete phonemes in the initial, medial, and final positions of spoken words including blends.	<p>TE 2: 188–189, 250–251, 280–281, 316–317</p> <p>TE 3: 350–351, 384–385, 454–455</p>
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<p>TE 1: 23a, 24–24a, 24b–24c, 26c, 34–35, 44c–44d, 48c–48d, 48e–48f, 48g, 50c, 51d, 54, SG•2, SG•3, SG•7, SG•8, SG•9, SG•12, SG•14, 54, 55a, 56–56a, 56b–56c, 58c, 62–63, 72c–72d, 76c–76d, 76e–76f, 80c, 81d, SG•19, SG•20, SG•24, SG•31, 85a, 86–86a, 86b–86c, 88c, 92–93, 104c–104d, 104g, 108c–108d, 108e–108f, 112c, 113d–113e, SG•36, SG•37, SG•41, SG•46, SG•48, 117a, 118–118a, 118b–118c, 120c, 130–131, 140c–140d, 144c, 144e–144f, 148c, 149d–149e, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 153a, 154–154a, 154b–154c, 156c, 166–167, 174c–174d, 178c, 178e–178f, 182c, 183d–183e, SG•70, SG•71, SG•70, SG•75, SG•76, SG•77, SG•80, SG•83, UR•8, UR•18, UR•28, UR•38, UR•48</p>

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<p>Continued RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Continued TE 2: 189a, 190–190a, 190b–190c, 192c, 198–199, 208c–208d, 212c, 212e–212f, 216c, 217d, SG•2, SG•3, SG•7, SG•8, SG•9, SG•12, 221a, 222b–222c, 224c, 224e, 226–227, 240c–240d, 244c, 244d, 244e–244f, 246c, 247d, SG•19, SG•20, SG•25, SG•26, SG•29, 251a, 252–252a, 252b–252c, 254c, 260–261, 268c, 268d, 272c, 272d, 272e–272f, 276c, 277d, SG•36, SG•37, SG•42, SG•43, 281a, 282–282a, 282b–282c, 284c, 290–291, 302c–302d, 306c–306d, 306e–306f, 312c, 313d, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 317a, 318–318a, 318b–318c, 332–333, 336c–336d, 340c–340d, 340e–340f, 345d, SG•70, SG•71, SG•76, SG•77, UR•8, UR•28, UR•36 TE 3: 352b–352c, 372c–372d, 376e–376f, SG•7, 385a, 386b–386c, 400–401, 406c–406d, 410e–410f, SG•24, 421a, 422b–422c, 424c, 436–437, 444c–444d, 448c–448d, 448e–448f, 451d, SG•36, SG•37, SG•41, SG•42, SG•43, SG•46, SG•48, 455a, 456b–456c, 462–463, 470c–470d, 474c–474d, 474e–474f, 478c, 483a, 484–484a, 484b–484c, 486c, 494–495, 508c–508d, 512e–512f, 516c, SG•70, SG•71, SG•76, SG•77, SG•80, SG•82, UR•8, UR•18, UR•28, UR•38, UR•48 TE 4: 22a–22b, 23a, 23c–23d, 26c, 42c–42d, 46c, 46e–46f, 52c, SG•2, SG•7, SG•12, 57c–57d, 68–69, 76c–76d, 80c–80d, 80e–80f, SG•24, SG•29, 87c–87d, 110c–110d, 114e–114f, 118c, SG•36, SG•41, SG•46, 122a, 122–123, 123a, 123c–123d, 126c, 144c–144d, 148e–148f, 152c, SG•53, SG•58, SG•63, 156a, 156–157, 157c–157d, 160c, 178c–178d, 182c–182d, 182e–182f, SG•70, SG•80, UR•8</p>

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<p>Continued RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Continued TE 5: 193c-193d, 204-205, 212c-212d, 216e-216f, 225c-225d, 236-237, 248c-248d, 252e-252f, 258a, 258-259, 259a, 259c-259d, 262c, 270-271, 278c-278d, 282e-282f, 286c, SG•36, SG•41, 290a, 290-291, 291a, 291c-291d, 294c, 314c-314d, 318c, 318e-318f, 322c, SG•53, SG•58, SG•63, 326a, 326-327, 327c-327d, 340-341, 348c-348d, 352c-352d, 352e-352f, 357d, 357f, SG•70, UR•28, UR•38 TE 6: 362a, 362-363, 363a, 363c-363d, 366c, 370-371, 382c-382d, 386c, 386e-386f, 390c, 391d, SG•2, SG•7, SG•12, 394a, 394-395, 395c-395d, 418c-418d, 422c-422d, 422e-422f, 424c, SG•19, SG•24, SG•29, 428a, 428-429, 429a, 429c-429d, 432c, 440-441, 448c-448d, 452c-452d, 452e-452f, 456c, 457d, SG•36, SG•46, 461c-461d, 474-475, 488c-488d, 492c-492d, 492e-492f, 498a, 498-499, 499c-499d, 502f, 512-513, 520c-520d, 524c-524d, 524e-524f, 529d, UR•8, UR•18, UR•28</p>
<p>RF.2.3.A Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant).</p>	<p>TE 2: 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 TE 4: SG•24, 157a, 157b, 160c, 160d TE 5: 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>

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<p>RF.2.3.B Know the letter/sound correspondences, including distinguishing long and short vowel sounds. • diphthongs (e.g., oi,oy,ou,ow) • r-controlled vowels (e.g., er, ir, ur, ar, or) • additional common vowel teams (e.g., ei, ie, igh) • regularly spelled one-syllable words</p>	<p>TE 2: 318–318a, 318d, SG•70, SG•75, SG•76, SG•77, SG•82 TE 3: 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 TE 4: 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 TE 5: 216c, 216d, 326a, 326–327, 327a, 327b, 330c, 330d, 348c–348d, 352e–352f, 352g, 356c, 356d, SG•70, SG•80, UR•48, UR•49 TE 6: 386c</p>
<p>RF.2.3.C Recognize and read <i>grade-appropriate</i> irregularly spelled words.</p>	<p>TE 1: 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 TE 2: 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 TE 3: 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 TE 4: 126f, 144d, 160f, 182d TE 5: 294f, 314d, 318d, 318e–318f TE 6: 386d, 492d</p>

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RF.2.3.D Decode words with common prefixes and suffixes.	<p>TE 4: 119a, 170–171, 186–187, UR•30</p> <p>TE 5: 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</p> <p>TE 6: 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>
RF.2.3.E Decode words that follow the six syllable types: • closed syllable • open syllable • vowel-consonant-e • vowel teams • r-controlled • consonant-le	<p>TE 1: 55a, 56, 58c, 80c, 88c, 108c</p> <p>TE 2: 192c, 216c, 244c, 276c, 320c, 344c</p> <p>TE 3: 354c, 388c, 410c, 416c, 458c</p> <p>TE 4: 22a, 22–23, 26c, 56a, 60c, 86a, 90c, 118c, 122a, 126c, 156a</p> <p>TE 5: 326a, 330c, 356c</p>
RF.2.3.F Decode regularly spelled two-syllable words with long vowels.	<p>TE 1: 55a, 56–56a, 58c, 72d, 76d, 80c, SG•19, SG•20, SG•29, SG•31, 108c–108d</p> <p>TE 2: 318–318a, 318d, 320c, 344c, SG•80, SG•82, UR•48</p> <p>TE 3: 351a, 352–352a</p> <p>TE 4: 22a–22b, 23c–23d, 80c, 122a, 122–123, 148e–148f, SG•63, UR•38</p>

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Craft and Structure	
RF.2.4 Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	<p>TE 1: 44f, 49b, 51a, SG•7, 79a, 81a, SG•24, 108e-108f, 113a, SG•41, 140f, 144d, 144f, 147a, SG•75, SG•80, UR•12-UR•13, UR•43</p> <p>TE 2: SG•7, 208f, SG•24, SG•25, SG•26, 275a, SG•40, SG•57, 340f, 345a, SG•75, UR•13</p> <p>TE 3: SG•7, 410d, 417a, SG•24, 448f, SG•41, 470f, 477a, 479a, SG•58, SG•75, SG•84, UR•13, UR•43</p> <p>TE 4: 46d, SG•7, 58-59, SG•24, 110f, 117a, SG•41, 123d, 126-127, 153d, SG•58, SG•70, SG•75, UR•33</p> <p>TE 5: 212f, 219a, 221a, SG•7, SG•24, SG•41, 292-293, 318f, 328-329, 330-331, 352d, SG•75, UR•13</p> <p>TE 6: 363d, SG•7, SG•12, 395a, 418d, 422f, SG•24, 492f, SG•58, 524f</p>
RF.2.4.A Read grade-level text with purpose and understanding.	<p>TE 1: 88-89, 90-91, 92-93, 94-95</p> <p>TE 2: 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</p> <p>TE 3: 424-427</p> <p>TE 4: 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</p> <p>TE 5: SG•12, 287d, 291c-291d, 318h, 323d, 357a, UR•53</p> <p>TE 6: 425d, 448f, 455a, 457a, 457d, 495f, 502-503, 529a, 529d, UR•33, UR•53</p>

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RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>TE 1: 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</p> <p>TE 2: 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</p> <p>TE 3: 372f, 379a, 381a, 381d, 381f, 406f, 415b, 417a, 417d, 417f, 444f, 449b, 451a, 451f, 470f, 479d, 479f, 508f, 515a, 517a, 517d, 517f, UR•23, UR•33, UR•53</p> <p>TE 4: 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</p> <p>TE 5: 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</p> <p>TE 6: 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</p>
RF.2.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TE 2: 198–199, 226–227, SG•29, 260–261, SG•46, 290–291, 320f, 332–333, SG•80</p> <p>TE 3: 400–401, 436–437, 460–461, 462–463, 494–495</p> <p>TE 4: 68–69, SG•45, SG•49, 126g, 134–135, 144g, 158a, 158–159, 159a, 172–173</p> <p>TE 5: 204–205, 236–237, 270–271, 308–309, 340–341</p> <p>TE 6: 370–371, 412–413, SG•19, 440–441, 464g, 474–475, UR•40</p>

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Writing Standards K-12	
Text Types and Purposes	
W.2.1 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<p>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</p> <p>Writing to Sources: Unit 1: 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99, 198–199 200–201 Unit 2: 202–203, 204–205 Unit 3: 206–207, 208–209 Unit 4: 210–211, 212–213 Unit 5: 214–215, 216–217 Unit 6: 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195, 218–219, 220–221, 222–223</p>
W.2.1.A Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards
W.2.1.B Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards
W.2.1.C Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards
W.2.1.D Begins in Grade 6.	Begins in Grade 6 according to the Arkansas English Language Arts Standards
W.2.1.E Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards

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W.2.2 Write informative/explanatory texts to introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<p>TE 1: 57d, 57e, 71d-71e, 74-75, 75a, 79c-79d, 81h-81i, 119d-119e, 139c-139d, 142-143, 143a, 149h-149i</p> <p>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</p> <p>TE 3: 375b, 387d-387e, 405d-405e, 409a, 415d-415e, UR•15, UR•25, WP•2-WP•10</p> <p>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</p> <p>TE 6: 418-419a, 463c-463d, 487d-487e, 488-489a, 490-491, 491a, 493d-493e, 495h-495i, WP•2-WP•9</p> <p>Writing to Sources: Unit 1: 224-225, 226-227 Unit 2: 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-65, 66-67, 228-229, 230-231 Unit 3: 232-233 Unit 4: 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-129, 130-131, 234-235 Unit 5: 236-237 Unit 6: 238-239</p>
W.2.2.A Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards
W.2.2.B Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards
W.2.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	TE 4: 117c, 117d, 120h
W.2.2.D Begins in Grade 4.	Begins in Grade 4 according to the Arkansas English Language Arts Standards

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W.2.2.E Begins in Grade 6.	Begins in Grade 6 according to the Arkansas English Language Arts Standards
W.2.2.F Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards
W.2.3 Write narratives in which they <i>recount</i> a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use <i>temporal</i> words to signal event order, and provide a sense of closure.	<p>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</p> <p>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</p> <p>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</p> <p>TE 4: 125c-125d, 143c-143d, 146-147, 147a, 153h-153i, 159c-159d, 180-181, 181a</p> <p>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, 414-315a, 316-317, 317a, 323h-323i, 347c-347d, 350-351, 351a, 355c-355d</p> <p>TE 6: 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</p> <p>Writing to Sources:</p> <p>Unit 1: 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-33, 34-35</p> <p>Unit 5: 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-161, 162-163</p>
W.2.3.A Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards

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W.2.3.B Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards
W.2.3.C Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards
W.2.3.D Begins in Grade 4.	Begins in Grade 4 according to the Arkansas English Language Arts Standards
W.2.3.E Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards
Production and Distribution of Writing	
W.2.4 Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards

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<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>TE 1: 49d-49e, 51h-51i, 79c-79d, 81h-81i, 87d, 103c-103d, 106-107, 107a, 111d, 113h-113i 147c-147d, 159181c-181d, 183h-183i, WP•1-WP•9</p> <p>TE 2: 215c-215d, 217h-217i, 245d-245e, 247h-247i, 277h-277i, 311d-311e, 313h-313i, 343c-343d, 345h-345i, WP•2-WP•3, WP•6-WP•9</p> <p>TE 3: 379c-379d, 381h-381i, 415d-415e, 417h-417i, 449d-449e, 451h-451i, 479h-479i, 515c-515d, 517h-517i, WP•2-WP•9</p> <p>TE 4: 51d-51e, 53h-53i, 75g, 83h-83i, 117c-117d, 117f, 119h-119i, 151c-151d, 153h-153i, 177c-177d, 181a, 185c-185d, 187h-187i, WP•2-WP•9</p> <p>TE 5: 219c-219d, 221h-221i, 253d-253e, 255h-255i, 285c-285d, 287h-287i, 321c-321d, 355c-355d, 357h-357i, WP•2-WP•9</p> <p>TE 6: 389c-389d, 391h-391i, 423d-423e, 425h-425i, 455c-455d, 457h-457i, 493d-493e, 495h-495i, 529h-529i, WP•2-WP•9</p> <p>Writing to Sources: Unit 1: 30-33 Unit 2: 62-65 Unit 3: 94-97 Unit 4: 126-129 Unit 5: 158-161 Unit 6: 190-193</p>

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W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.	<p>TE 1: WP•9 TE 2: 247j, 302–303, 303a, 311g, WP•9 TE 3: 417i, 507g, 511b TE 4: 187i, WP•9, WP•10 TE 5: 215b, 277g, 347f, 351b, WP•9, WP•10 TE 6: 391i, 457i, WP•3, WP•5, WP•9, WP•10</p> <p>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>
Research to Build and Present Knowledge	
W.2.7 Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report, record science observations).	<p>TE 1: 43g, 47b, SG•16, 57f, 71d–71e, 74–75, 75b, 79c–79d, 79f, 81j, SG•29, 87f, 103f, 107b, 113j, SG•46, SG•48, SG•49, 119d, 139c, 143b, SG•63, SG•67, 181f TE 2: 223f, 243b, 245g TE 3: 375b, SG•16, SG•29, SG•33, SG•46, SG•50, SG•67 TE 4: 181b TE 5: SG•33, SG•50, SG•67, 351b, SG•85 TE 6: 381g, 385b, 417g, SG•33, 491b, 493g, SG•67, WP•2–WP•7</p> <p>Writing to Sources: Unit 1: 12–13, 20–21 Unit 2: 40–41, 48–49 Unit 3: 88–89 Unit 4: 108–109, 112–113, 122–123, 124–125</p>

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W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	<p>TE 1: 43g, 47b, 49g, SG•14, SG•15, 71g, 75b, 79, 111f, 143b, 147f, 181f</p> <p>TE 2: 207f, 211b, 243b, 245g, 271b, 275f, 305b, 311f, 311g, 339b, 343f, SG•80, SG•84</p> <p>TE 3: 379f, SG•12, 409b, 415g, SG•29, 443f, 447b, 449g, SG•46, 473b, 477f, SG•63, 507g, 511b, 515f, WP•3</p> <p>TE 4: 45b, 75g, 79b, 81g, 177f, 185f</p> <p>TE 5: 251b, 253g, SG•29, SG•46, 277g, 281b, 285f, 317b, 321f, SG•53, 355f, SG•80</p> <p>TE 6: 385b, SG•12, SG•16, 421b, SG•29, 431e, 447g, SG•46, 491b, SG•69, 523b, 527f, WP•2–WP•5</p> <p>Writing to Sources: Unit 1: 12–13, 20–21 Unit 2: 40–41, 48–49 Unit 3: 88–89 Unit 4: 108–109, 112–113, 122–123, 124–125</p>
W.2.9 Begins in Grade 4.	Begins in Grade 3 according to the Arkansas English Language Arts Standards
W.2.9.A Begins in Grade 4.	Begins in Grade 3 according to the Arkansas English Language Arts Standards
W.2.9.B Begins in Grade 4.	Begins in Grade 3 according to the Arkansas English Language Arts Standards

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Range of Reading and Level of Text Complexity	
<p>W.2.10 Write routinely over extended time frames, time for ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TE 1: 25d, 25e, 43d-43e, 46-47, 47a, 49d-49e, 51h-51i, 57d, 57e, 71d-71e, 74-75, 75a, 79c-79d, 81h-81i, 87d, 87e, 103c-103d, 107a, 111c-111d, 119d-119e, 139c-139d, 142-143, 143a, 149h-149i, 155d, 173d-173e, 177a, 181c-181d, 183h-183i, SG•50, WP•1-WP•10</p> <p>TE 2: 191d-191e, 207c-207d, 210-211, 211a, 215c-215d, 217h-217i, 223d-223e, 239c-239d, 242-243, 243a, 245d-245e, 247h-247i, 253e, 267d-267e, 270-271, 271a, 275c-275d, 277h-277i, 283e, 301d-301e, 304-305, 305a, 319d-319e, 335c-335d, 338-339, 339a, WP•2-WP•7</p> <p>TE 3: 371d-371e, 374-375, 375a, 375b, 387d-387e, 405d-405e, 409a, 415d-415e, 423d-423e, 443c-443d, 446-447, 447a, 449d-449e, 457d-457e, 469c-469d, 472-473, 473a, 477c-477d, 485d-485e, 507d-507e, 510-511, 511a, 515c-515d, 517h-517i, UR•15, UR•25, WP•2-WP•10</p> <p>TE 4: 25c-25d, 41d-41e, 44-45, 45a, 51d-51e, 53h-53i, 59c-59d, 75d-75e, 78-79, 79a, 81d-81e, 83h-83i, 89c-89d, 109d-109e, 112-113, 113a, 117c-117d, 119h-119i, 125c-125d, 143c-143d, 146-147, 147a, 153h-153i, 159c-159d, 178-179a, 180-181, 181a, WP•2-WP•7</p>

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<p>Continued W.2.10 Write routinely over extended time frames, time for ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Continued 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, 414-315a, 316-317, 317a, 323h-323i, 347c-347d, 350-351, 351a, 355c-355d, WP•2-WP•9 TE 6: 365c-365d, 381d-381e, 382-383a, 384-385, 385a, 389c-389d, 391h-391i, 397c-397d, 417d-417e, 418-419a, 420-421, 421a, 423d-423f, 425h-425i, 431c-431d, 448-449a, 450-451, 451a, 455c-455d, 463c-463d, 487d-487e, 488-489a, 490-491, 491a, 493d-493e, 495h-495i, 501c-501d, 519c-519d, 520-521a, 522-523, 523a, 527c-527d, WP•2-WP•9</p> <p>Writing to Sources: Unit 1: 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-33, 34-35, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-97, 98-99, 198-199 200-201, 224-225, 226-227 Unit 2: 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-65, 66-67, 202-203, 204-205, 228-229, 230-231 Unit 3: 206-207, 208-209, 232-233 Unit 4: 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-129, 130-131, 210-211, 212-213, 234-235 Unit 5: 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-161, 162-163, 214-215, 216-217, 236-237 Unit 6: 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-193, 194-195, 218-219, 220-221, 222-223, 238-239</p>

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Arkansas English Language Arts Standards	Scott Foresman Reading Street ©2013 Grade 2
Grade-Level Standards for Speaking and Listening	
Comprehension and Collaboration	
<p>SL.2.1 Participate in <i>collaborative conversations</i> with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>TE 1: 20, 22a–22b, 25a–25b, 25f, 26a–26b, 26g–26h, 43d–43e, 44a–44b, 48a–48b, 49f, 51a, 51b, 51c, 51i, 57a–57b, 57c, 57f, 58g, 71e, 73b, 79c–79d, 87f, 88g, 103e, 111e, 113j, 119d, 119f, 120a–120b, 139c, 147c–147d, 149j, 155c, 155d, 155f, 173d–173e, 173g, 177a, 181c–181d, 181f, 183a, 183j, SG•73, UR•6, UR•7, UR•15, UR•16, UR•20, UR•25, UR•26, UR•34, UR•35, UR•36, UR•45, UR•46, UR•55</p> <p>TE 2: 191f, 192g, 217j, 217k, SG•5, 223c, 247j, 247k, SG•22, SG•34, SG•50, SG•51, 253f, 277k, 283c, 283f, 311f, 313a, 313k, SG•56, SG•67, 319c, 319e, 319f, 345k, SG•84, UR•6, UR•14, UR•15, UR•16, UR•24, UR•25, UR•26, UR•34, UR•35, UR•36, UR•45, UR•46, UR•55</p> <p>TE 3: 353c, 353e, 353f, 381k, 387c, 387f, 388g, 415f, 417k, 423c, 423e, 423f, 457e, 457f, 479k, 485c, 485f, 515e, UR•6–UR•7, UR•14, UR•15, UR•16, UR•24, UR•25, UR•26, UR•35, UR•36, UR•44, UR•45, UR•46</p> <p>TE 4: 21b, 25d, 25e, 51f, 51g, 53a, SG•4, SG•5, 59d, 59e, 82–83, 89e, 113a, 119k, 125e, 151e, 151f, 159e, 182a, 185e, SG•73, UR•6, UR•14, UR•15, UR•16, UR•25, UR•26, UR•36, UR•46</p> <p>TE 5: 195e, 227e, 261e, 287a, 293c, 293e, 313g, 329c, 329e, UR•6, UR•15, UR•16, UR•25, UR•26, UR•34, UR•34, UR•36, UR•37, UR•45, UR•46, UR•55</p> <p>TE 6: 365e, 381f, 381g, 389e, 389f, 391j, SG•16, 397e, 423f, 425a, 463e, 501e, UR•6, UR•15, UR•16, UR•25, UR•26, UR•35, UR•36, UR•45, UR•46, UR•55</p> <p>Writing to Sources: Unit 1: 26–27, 34–35 Unit 2: 58–59, 66–67 Unit 3: 90–91, 98–99 Unit 4: 122–123, 130–131 Unit 5: 154–155, 162–163 Unit 6: 186–187, 194–195</p>

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SL.2.1.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).	<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>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>
SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.	<p>TE 2: 217g TE 3: 387f, 415f, 477e TE 4: 113b, 147b, 159e, 185e TE 5: 219e, 227e, 285e TE 6: 431e</p> <p>Writing to Sources: Unit 1: 26–27, 34–35 Unit 2: 58–59, 66–67 Unit 3: 90–91, 98–99 Unit 4: 122–123, 130–131 Unit 5: 154–155, 162–163 Unit 6: 186–187, 194–195</p>
SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.	<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>
SL.2.1.D Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards

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SL.2.2 <i>Recount</i> or describe key ideas or details from a text read aloud, information presented orally, or through other media.	<p>TE 1: 26a–26b, 26g, 44a, 48a, 58b, 76b, 88b, 104a, 108b, 113a, 120g, 140a, 144b, 149, 174a, 178b, 183b</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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>
Presentation of Knowledge and Ideas	
SL.2.3 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>TE 1: 149j</p> <p>TE 2: 215e, 247a, 275e, 277a, 345a</p> <p>TE 3: 381j, 451j, 479j</p> <p>TE 4: 81f, 82–83, 83j, 153j, 187j, WP•10</p> <p>TE 5: 255j, 287j, 357a, 357j</p> <p>TE 6: 423g, 425a, 455e, 457a, 457j, 495j, 519f, 529j</p>
SL.2.4 Tell a story or <i>recount</i> an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p>TE 1: 147e, 149a</p> <p>TE 3: 451a, 477e</p> <p>TE 4: 82–83, 117e, 118–119, 187a</p> <p>TE 5: 255a, 321e, 323a</p> <p>TE 6: 425i, SG•51</p>

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SL.2.5 Create audio recordings of stories or poems; add drawings or other <i>visual displays</i> to stories or <i>recounts</i> of experiences when appropriate to clarify ideas, thoughts, and feelings.	TE 2: WP•10 TE 3: 381i, 451i TE 4: 153i TE 5: 221i, 323i TE 6: 425i, WP•10
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	TE 1: 49f, 51, 51a TE 2: 313j, 343e, WP•10 TE 3: 354–355, 379e, 381a, 381i, 388–389, 423e, 424–425, 451j, 477e, 479j TE 4: 82–83, 117e, 118–119, 185e, 187a TE 5: 255a, 287j, 355e, 357a TE 6: 389e, 434–435, 466–467, 529a
Grade-Level Standards for Language	
Conventions of Standard English	
L.2.1 Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 2 when writing or speaking.	TE 1: 25c, 43c, 45b, 49c, 51g, SG•6, 57c, 71c, 73b, 79b, 81g, SG•34, 87c, 103b, 105b, 111b, 113g, SG•40, SG•51, 147b, SG•56, SG•57, SG•68, 155c, 173c, 181b, 181g, SG•74, SG•85, UR•14, UR•24, UR•34, UR•54 TE 2: 191c, 207b, 215b, 217g, SG•16, 253c, 267c, 269b, 270–271, 275b, 277g, SG•40, UR•14, UR•34 TE 3: 353c, 371c, 373b, 379b, 381g, SG•6, SG•17, 387c, 405c, 407b, 415c, 417g, SG•34, 423c, 443b, 443d, 446a, 449c, 451g, 451h–451i, SG•40, SG•51, 477b, 477e, SG•55, SG•57, SG•68, 515b, UR•14, UR•24, UR•34, UR•44, UR•54 TE 4: SG•17, 75c, 83j, 83k, SG•34, 112a, 119g, SG•51, 146a, 146–147, 151b, 153g, SG•68, 177b, 180a, 180–181, 185b, 187g, SG•85

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<p>Continued L.2.1 Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 2 when writing or speaking.</p>	<p>Continued TE 5: 195b, 211c, 214a, 219b, 221g, SG•6, SG•11, SG•14, 227b, 247c, 250a, 253c, 255g, SG•23, SG•28, SG•34, 261b, 277b, 277c, 280a, 285b, 287g, SG•40, SG•45, SG•51, 293b, 294g, 313c, 316a, 316–317, 321b, 323g, SG•57, SG•62, SG•68, 329c–329d, 347b, 350a, 357g, SG•73, UR•14, UR•24, UR•34, UR•44 TE 6: SG•14, SG•17, 431b, 447c, 450a, 455b, 457g, SG•45, SG•51, SG•62, 529g, UR•34</p> <p>Writing to Sources: Unit 1: 6–7, 10–11, 14–15, 18–19, 22–23 Unit 2: 38–39, 42–43, 46–47, 50–51, 54–55 Unit 3: 70–71, 73–74, 78–79, 82–83, 86–87 Unit 4: 102–103, 106–107, 110–111, 114–115, 118–119 Unit 5: 134–135, 138–139, 142–143, 146–147, 150–151 Unit 6: 166–167, 170–171, 174–175, 178–179, 182–183</p>
L.2.1.A Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards
<p>L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group).</p>	<p>TE 2: 283c, 301c, 303b, 304–305, 311c, 313g, 313h–313i, UR•44 TE 3: 405c, 417g, 477b</p>
<p>L.2.1.C Form and use regular and irregular verbs.</p>	<p>TE 3: 353c, 371c, 373b, 379b, 381g, 457c, 469b, 471b, 472–473, 477b, 479g, 485c, 507c, 509b, 515b, 517g, SG•74, UR•44</p>
<p>L.2.1.D Use reflexive pronouns (e.g., myself, ourselves).</p>	<p>TE 5: 293b, 313c, 316a, 321b, 323g, UR•44</p>

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<p>L.2.1.E Use adjectives and adverbs and choose between them depending on what is modified.</p> <ul style="list-style-type: none"> • Use determiners, noun markers, to add specificity (e.g., a, an, the, many few, each, every, this, that, these, those). 	<p>TE 1: 139d TE 3: SG•21, SG•32, 477c TE 4: 25b, 41c, 44a, 53g, SG•6, SG•17, 59b, 75c, 78a, 82–83, 83g, 125b, 143b, 146a, 146–147, 153g, 159b, 177b, 180a, 180–181, 185b, 187g, SG•23, SG•34, 89b, 112a, 112–113, 117b, SG•40, SG•57, SG•68, SG•74, UR•44, UR•54, WP•6–WP•7</p>
<p>L.2.1.F Use conjunctions to form compound subjects and predicates.</p>	<p>TE 3: WP•9 TE 6: 501b, 519b, SG•74</p>
<p>L.2.1.G Use prepositions correctly.</p>	<p>TE 6: 431b, 447c, 450a, 455b, UR•34, 455c, 457g</p>
<p>L.2.1.H Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; the little boy watched the movie; in the afternoon, the little boy watched the movie.).</p>	<p>TE 1: 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 TE 2: 339a, UR•54 TE 3: UR•44 TE 4: 113a TE 5: 280a, 285c–285d, 357h–357i, WP•7, WP•8–WP•9 TE 6: 447e, 501b, 519b, 522a, 527b, 529g</p>
<p>L.2.1.I Begins in Grade 4.</p>	<p>Begins in Grade 3 according to the Arkansas English Language Arts Standards</p>
<p>L.2.1.K Print all upper- and lowercase letters accurately. By the end of grade two, produce some cursive uppercase and lowercase letters.</p>	<p>TE 1: 43f, 71f, 103e, 139e, 173f, UR•24 TE 2: 207e, 239e, 267f, 301f, 335e, UR•24 TE 3: 371f, 443e, 469e, 507f TE 4: 41f, 75f, 109f, 143e, 177e, UR•24 TE 5: 211f, 247f, 277f, 313f, 347e, UR•24 TE 6: 381f, 417f, 447f, 487f, 519e, UR•24</p>

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<p>L.2.2 Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 2. when writing.</p>	<p>TE 1: 24d, 26d, 44e, 45b, 48g, 50d, 56d, 58d, 72e, 76g, 80d, 85a, 86d, 88d, 104e, 108g, 112d, 118d, 120d, 140e, 144g, 148d, 154d, 156d, 174e, 175b, 177a, 178g, 182d, UR•9, UR•29, UR•39, UR•49, WP•9</p> <p>TE 2: 190d, 191, 192d, 208e, 216d, 222a, 223c, 240c–240d, 240e, 246d, 247g, SG•23, 252d, 254d, 268e, 272g, 276d, 282d, 284d, 302e, 306g, 312d, 318d, 320d, 336e, 340g, 344d, UR•9, UR•19, UR•24, UR•29, UR•39, UR•49</p> <p>TE 3: 352d, 354d, 372e, 380d, 381h–381i, 386d, 388d, 406e, 410g, 416d, 422d, 424d, 433d, 444e, 448g, 450d, 451h–451i, 456d, 470e, 474g, 478d, 484d, 486d, 508e, 512g, 516d, UR•9, UR•29, UR•39, UR•49</p> <p>TE 4: 23b, 26d, 42e, 46g, 52d, 57b, 60d, 76e, 80g, 82d, 87b, 90d, 110e, 114g, 118d, 123b, 126d, 143b, 144e, 148g, 152d, 160d, 178e, 180–181, 186d, 187h–187i, UR•19, UR•49, WP•9</p> <p>TE 5: 193b, 196d, 212e, 216g, 220d, 225b, 228d, 248e, 252g, 254d, 259b, 262d, 278e, 286d, 294d, 314e, 318g, 322d, 330d, 348e, 355b, 355c–355d, 356d, 357h–357i, UR•18, UR•39, UR•49</p> <p>TE 6: 363b, 365b, 366d, 381c, 382e, 386g, 390d, 391g, SG•6, SG•11, 395b, 397b, 398d, 417c, 418e, 420a, 422g, 423c, 424d, 425g, SG•23, SG•34, SG•28, 429b, 432d, 448e, 452g, 456d, 457h–457i, 461b, 463b, 464d, 487c, 488e, 490a, 492g, 493c, 494d, 495g, 495h–495i, SG•57, SG•62, SG•68, 502d, 520e, 522a, 524g, 528d, 529h–529i, SG•74, SG•85, UR•14, UR•24, UR•44, WP•9</p> <p>Writing to Sources: Unit 1: 6–7, 10–11, 14–15, 18–19, 22–23, 26–27 Unit 2: 38–39, 42–43, 46–47, 50–51, 54–55 Unit 3: 70–71, 73–74, 78–79, 82–83, 86–87 Unit 4: 102–103, 106–107, 110–111, 114–115, 118–119 Unit 5: 134–135, 138–139, 142–143, 146–147, 150–151 Unit 6: 166–167, 170–171, 174–175, 178–179, 182–183</p>

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L.2.2.A Capitalize holidays, product names, and geographic names.	TE 2: 223c, 239b, 241b, 245c, 247g, UR•24 TE 4: 148g TE 6: 365b, 381c, 384a, 389b, UR•14
L.2.2.B Use an apostrophe to form contractions and frequently occurring possessives.	TE 2: 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 TE 5: 329b, 347b, 350a, 355b, 357g, SG•74, SG•77, SG•85, UR•54
L.2.2.C Use commas in greetings and closings of letters.	TE 3: 408–409, 417h–417i TE 4: 25d, 53h–53i, 159c, 187h–187i TE 5: WP•9 TE 6: 431c, 447e, 457h–457i, 463b, 487c, 490a, 493c, 495g
L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil). • Consult reference materials, including beginning dictionaries as needed to check and correct spellings. • Reference spelling patterns chart to clarify types of spelling patterns.	TE 3: 354d, 388d, 458d, 508c TE 4: 87b, 90d, 118c TE 5: 330d TE 6: UR•9
Knowledge of Language	
L.2.3 Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.	TE 1: 25c, 25d, 43d–43e, 46–47, 51, 58–59, 60–61 TE 4: 89b, 89d TE 5: SG•54, SG•65, 287g, 294g, 357a, SG•76, SG•82, WP•6–WP•9 TE 6: 502e, 520g
L.2.3.A Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards
L.2.3.B Begins in Grade 3.	Begins in Grade 3 according to the Arkansas English Language Arts Standards

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Vocabulary Acquisition and Use	
L.2.4 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.	TE 2: 224f, 234–235, 324–325, 246–247, 344–345, SG•78 TE 3: SG•9, SG•54 TE 4: 26g, 52–53, SG•3, SG•9, 125a, 126g, 144g, 153a, SG•72, UR•10, UR•40, UR•50 TE 5: 228e, 329a, 240–241, SG•43, 330g, UR•50 TE 6: 372–373, 374–375, 398e, 418g, 424–425, SG•26, 431a, 432e, 448g, 488g, 494–495, 501a, UR•20, UR•40, UR•50
L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	TE 1: SG•9, 96–97, 122–123, 126–127, SG•59, SG•70 TE 2: 192f, 194–195, 202–203, 216–217, 320f, 324–325, 344–345 TE 3: 362–363, SG•9, SG•26, 478–479 TE 4: 26g, 42g, 52–53, 59a, 60g, 126g, 134–135, 144g, 153a, UR•20 TE 5: SG•9, 262e, SG•43, SG•60, SG•76, SG•77 TE 6: 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
L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/ <i>retell</i>).	TE 3: 388f, 416–417, UR•20 TE 4: 160g, 170–171, 178g, 186–187, UR•50 TE 5: 224a, 228c, SG•19, 282c, 348f
L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	TE 4: 90g, 100–101, 110g, 119a, UR•30 TE 5: 192a, 192–193, 196g, 204–205, 212g, 220–221, 252c, 356–357, UR•10, UR•50 TE 6: 492g, 524c
L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	TE 3: 421a, 422b–422c, 424d, 444c, 448f, 450c, 474c, SG•37, SG•41, SG•46, UR•28, UR•29 TE 4: 126d TE 5: 294g, 314g, 322–323, 330e, UR•40 TE 6: 398e, 464e

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L.2.5 Demonstrate understanding of word relationships and <i>nuances</i> in word meanings.	TE 1: 88f, 112–113, 113b, SG•39, 168–169, 156f, 182–183, SG•72 TE 2: 284f, SG•72 TE 3: 354f, 358–359, 371b, 380–381, 405b, 424f, 450–451, SG•38, SG•39, SG•43, 486f, 498–499, 516–517, UR•10, UR•30, UR•50 TE 4: 60g, 76g, 78a, 79b, 81c, 83a, 90e, 109c, 112a, 119g, 126e, 160e, SG•83, UR•20, UR•24 TE 5: 262g, 278g, 286–287, 294e, 330e, UR•30 TE 6: 382g, 448g, 464e, UR•10
L.2.5.A Sort words into categories based on multiple attributes (e.g., A large apple can be categorized by its color, size, and as a fruit.) to gain a sense of the concept that items can be categorized by more than one characteristic.	TE 2: 208c, 240c, 302c TE 3: 372c TE 4: 178c TE 5: 212c, 248c TE 6: 418c, 448c
L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	TE 1: 88f, UR•50 TE 3: 371c, 379b, 381g, 407b, 473a, 477c, 498–499 TE 4: 75c, 78a, UR•34
L.2.5.C Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	TE 1: 22a–22b, 58f, 84a–84b, 94–95, UR•7, UR•17, UR•20, UR•47 TE 2: SG•4, 254f, SG•38, SG•39, SG•55, SG•61, UR•7, UR•17, UR•27, UR•37, UR•47 TE 3: SG•4, SG•56, UR•7, UR•17, UR•27, UR•37, UR•47 TE 4: 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 TE 5: 211b, SG•13, 228e, SG•21, SG•38, SG•49, SG•55, 325a, UR•7, UR•17, UR•27, UR•37, UR•47 TE 6: 456–457, SG•38, 495b, SG•55, SG•66, SG•83, UR•7, UR•17, UR•27, UR•37, UR•47

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<p>L.2.6 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.).</p>	<p>TE 1: 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</p> <p>TE 2: 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</p> <p>TE 3: 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</p> <p>TE 4: 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</p> <p>TE 5: 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</p> <p>TE 6: 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</p>