

A Correlation of

**Scott Foresman  
Reading Street  
Common Core**

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to the

**Arizona Common Core Standards  
English Language Arts  
Grade 2**

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## INTRODUCTION

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013* meets the Arizona Common Core State Standards for English Language Arts. 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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<b>Reading Standards for Literature K–2</b>	
The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
<b>Grade 2 students:</b>	
<b>Key Ideas and Details</b>	
<p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>(2.RL.1)</b></p>	<p><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</p> <p><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</p> <p><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</p> <p><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</p> <p><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–</p>

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<p><b>(Continued)</b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>(2.RL.1)</b></p>	<p><b>(Continued)</b></p> <p>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><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</p> <p><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</p> <p><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, 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</p>

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<p><b>(Continued)</b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>(2.RL.1)</b></p>	<p><b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27, 30–33, 34–35, 36–37  <b>Unit 2:</b> 58–59, 60–61, 62–65, 66–67  <b>Unit 3:</b> 90–91, 92–93, 94–97, 98–99  <b>Unit 5:</b> 154–155, 156–157, 158–161, 162–163  <b>Unit 6:</b> 186–187, 188–189, 190–193, 194–195</p>
<p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>(2.RL.2)</b></p>	<p><b>SE 1:</b> 44, 311, 336, 342–343, 372, 444, 474  <b>SE 2:</b> 42, 124–125, 158–159, 178</p> <p><b>TE 1:</b> 44–45, SG•48, SG•82  <b>TE 2:</b> 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  <b>TE 3:</b> 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  <b>TE 4:</b> 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  <b>TE 5:</b> 247a, 298–299, 314h, 314–315a, 348–349a  <b>TE 6:</b> 449a, SG•43, SG•65, 519a, 520–521</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 52–53, 56–57  <b>Unit 4:</b> 104–105, 114–115</p>

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<p>3. Describe how characters in a story respond to major events and challenges. <b>(2.RL.3)</b></p>	<p><b>SE 1:</b> EI•14–EI•15  <b>SE 2:</b> 37, 41, 42, 248, 292, 314</p> <p><b>TE 1:</b> 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  <b>TE 2:</b> 200–201, 202–203, SG•55, SG•59, SG•60, SG•61, 302h, 322–323, SG•72  <b>TE 3:</b> 358–359, 360–361, 362–363, 364–365, 368–369, SG•15, SG•32, 451c, SG•48, 458g–458h, UR•11, UR•31  <b>TE 4:</b> 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  <b>TE 5:</b> 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  <b>TE 6:</b> 381a, SG•4, SG•15, SG•48, 508–509, 512–513, 529c, SG•77</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 50–51  <b>Unit 3:</b> 78–79, 84–85, 98–99  <b>Unit 4:</b> 102–103, 118–119  <b>Unit 5:</b> 138–139, 142–143, 150–151, 158–161  <b>Unit 6:</b> 182–183</p>

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<b>Craft and Structure</b>	
<p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <b>(2.RL.4)</b></p>	<p><b>SE 1:</b> 48–49, 244–245, 311, 448–449  <b>SE 2:</b> 80–81, 252–253, 422–423</p> <p><b>TE 1:</b> 48h, 48–49a, 51c  <b>TE 2:</b> 244–245a, 286–287, 311a, SG•66, 345c  <b>TE 3:</b> 371b, 448h, 446–447, 448–449a  <b>TE 4:</b> 80h, 80–81a, 83c, 136–137  <b>TE 5:</b> 252h, 255c  <b>TE 6:</b> 374–375, 397c–397d, 422h, 423a, 440–441, SG•54, SG•60</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 8–9  <b>Unit 2:</b> 54–55  <b>Unit 6:</b> 172–173</p>
<p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>(2.RL.5)</b></p>	<p><b>SE 1:</b> 104, 302  <b>SE 2:</b> 124–125, 158–159, 260–261</p> <p><b>TE 1:</b> 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  <b>TE 2:</b> 294–295, 298–299, 302–303, 306h, SG•55, 340h, UR•41, UR•43  <b>TE 3:</b> 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  <b>TE 4:</b> 46h, 124a, 140–141, 142–143, 143a, SG•65, 158a, 168–169, 172–173, 174–175, 187b, 187c, SG•82  <b>TE 5:</b> 227c, 260a, 268–269, 272–273, 277a, 278h, 278–279, 287b, 293c–293d, 304–305, 312–313, 313a, 321c–321d, 352h, UR•42  <b>TE 6:</b> 447b, 448–449a, 457c, 495b, SG•82</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27  <b>Unit 5:</b> 142–143</p>



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<p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <b>(2.RL.6)</b></p>	<p><b>SE 1:</b> 183, 312, 450 <b>SE 2:</b> 322</p> <p><b>TE 1:</b> 174f, 181e, 183, 183c <b>TE 2:</b> 301b, 311b, 313a, 313b <b>TE 3:</b> 444f, 449b, 462–463, 464–465, UR•33 <b>TE 4:</b> 34–35, 144f <b>TE 5:</b> 221c, 232–233, 268–269, 277a, 285a, 295a–296a, 306–307, 314f, 318–319, 320–321, 357c, UR•42 <b>TE 6:</b> 529c</p>
<b>Integration of Knowledge and Ideas</b>	
<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>(2.RL.7)</b></p>	<p><b>SE 1:</b> 104, 174 <b>SE 2:</b> 124, 248, 278, SG•54, 314, 348, 382, 448</p> <p><b>TE 1:</b> 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 <b>TE 2:</b> 200–201, 248, 278, 314, 335a, SG•83 <b>TE 3:</b> 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 <b>TE 4:</b> 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 <b>TE 5:</b> 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 <b>TE 6:</b> 367a, 380–381, 382–383a, 434–435, 438–439, 448–449, 520–521, SG•71, SG•83, UR•52</p>

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<p><b>(Continued)</b> 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>(2.RL.7)</b></p>	<p><b>(Continued)</b> <b>Writing to Sources:</b> <b>Unit 1:</b> 6–7, 14–15 <b>Unit 3:</b> 70–71, 74–75, 82–83 <b>Unit 5:</b> 138–139, 140–141 <b>Unit 6:</b> 182–183</p>
<p>8. (Not applicable to literature) <b>(2.RL.8)</b></p>	<p>Not applicable according to Arizona Common Core State Standards for English Language Arts</p>
<p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <b>(2.RL.9)</b></p>	<p><b>SE 1:</b> 49, 79, 444  <b>TE 2:</b> 324–325, 334–335, 335a, UR•52–UR•53 <b>TE 3:</b> 428–429, 432–433, 442–443, 443a, 444–445, 451c</p>
<b>Range of Reading and Level of Text Complexity</b>	
<p>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. <b>(2.RL.10)</b></p>	<p><b>SE 1:</b> 26h, 50, 113, 156h, 182  <b>TE 2:</b> 206–207 <b>TE 3:</b> 410h, 424g–424h, 442–443, 458g–458h, 470h <b>TE 4:</b> 27a–28a, 127a–128a, <b>TE 5:</b> 216h, 229a–229b <b>TE 6:</b> 422–423, 423a, 503a–504a, 519a, 520h, 520–521</p>

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<b>Reading Standards for Informational Text K–2</b>	
<b>Key Ideas and Details</b>	
<p>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. <b>(2.RI.1)</b></p>	<p><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</p> <p><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</p>

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<p><b>(Continued)</b> 1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. <b>(2.RI.1)</b></p>	<p><b>(Continued)</b> <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</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 26–27, 28–29, 30–33, 34–35 <b>Unit 2:</b> 58–59, 60–61, 62–65, 66–67 <b>Unit 3:</b> 90–91, 92–93, 94–97, 98–99 <b>Unit 4:</b> 122–123, 124–125, 126–129, 130–131</p>
<p>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. <b>(2.RI.2)</b></p>	<p><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</p> <p><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 <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>Writing to Sources:</b> <b>Unit 4:</b> 110–111</p>

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<p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <b>(2.RI.3)</b></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> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 38–39, 42–43, 46–47  <b>Unit 4:</b> 106–107, 108–109, 116–117  <b>Unit 5:</b> 134–135</p>
<b>Craft and Structure</b>	
<p>4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. <b>(2.RI.4)</b></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>Writing to Sources:</b>  <b>Unit 2:</b> 48–49  <b>Unit 5:</b> 134–135</p>

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<p>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. <b>(2.RI.5)</b></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>Writing to Sources:</b>  <b>Unit 1:</b> 10–11, 12–13, 16–17, 20–21</p>
<p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <b>(2.RI.6)</b></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> <p><b>Writing to Sources:</b>  <b>Unit 4:</b> 110–111</p>

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<b>Integration of Knowledge and Ideas</b>	
<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. <b>(2.RI.7)</b></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 <b>TE 6:</b> 391c, 412–413, 487b, UR•12</p> <p><b>Writing to Sources:</b> <b>Unit 6:</b> 180–181</p>
<p>8. Describe how reasons support specific points the author makes in a text. <b>(2.RI.8)</b></p>	<p><b>SE 2:</b> 194</p> <p><b>TE 2:</b> 223a, 228–229, 230–231, 232–233, 234–235, UR•22 <b>TE 3:</b> 381b, 490–491, 506–507 <b>TE 4:</b> 75b, SG•46 <b>TE 6:</b> 388–389, 404–405, 417a, 486–487, 487a</p>
<p>9. Compare and contrast the most important points presented by two texts on the same topic. <b>(2.RI.9)</b></p>	<p><b>SE 1:</b> 79, 181, 215, 245, 449 <b>SE 2:</b> 81, 117, 185, 219, 285, 389, 493, 527</p> <p><b>TE 1:</b> 78–79 <b>TE 2:</b> 245a <b>TE 4:</b> 109a <b>TE 5:</b> 202–203, 211a <b>TE 6:</b> 417a, 487a, 493a</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 12–13, 20–21 <b>Unit 2:</b> 40–41, 48–49 <b>Unit 3:</b> 88–89 <b>Unit 4:</b> 108–109, 112–113, 122–123, 124–125</p>

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<b>Range of Reading and Level of Text Complexity</b>	
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. <b>(2.RI.10)</b>	<p><b>SE 1:</b> 120–139, 224–239, 254–267, 486–507  <b>SE 2:</b> 62–75, 92–110, 466–488</p> <p><b>TE 2:</b> 224g–224h, 254g–254h  <b>TE 3:</b> 486g–486h, 517c  <b>TE 4:</b> 61a–62a, 91a–92a  <b>TE 5:</b> 197a–198a  <b>TE 6:</b> 399a–400a, 465a–466a, 492–493a, 524h</p>
a. By the end of year, read and comprehend functional 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. <b>(AZ.2.RI.10)</b>	<p><b>SE 1:</b> 58-71, 76-79, 108-109, 120-139, 144-147, 178-181  <b>SE 2:</b> 212-215, 224-239  <b>SE 3:</b> 254-267, 272-275  <b>SE 6:</b> 386-389, 400-417, 452-455, 466-487, 492-493, 524-527</p> <p><b>TE1:</b> 58g-58h, 58-71, 71a, 76a-76b, 76-79, 108h, 108-109, 120g-120h, 120-139, 139a, 144h, 144-147, 178h, 178-181  <b>TE 2:</b> 212h, 212-215, 224g-224h, 224-239, 239a,  <b>TE 3:</b> 254g-254h, 254-267, 267a, 272a-272b, 272-275  <b>TE 6:</b> 386h, 386-389, 399a-400a, 400-417, 417a, 452h, 452-455, 465a, 466a, 466-487, 492h, 492-493, 524h, 524-527</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 10, 12, 18, 20  <b>Unit 2:</b> 42, 44, 46, 48,  <b>Unit 3:</b> 80, 86, 88  <b>Unit 4:</b> 106, 108, 110, 112  <b>Unit 5:</b> 134, 136</p>



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<b>Reading Standards: Foundational Skills K–2</b>	
<p>These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated; good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.</p>	
<p><b>Note: <i>In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</i></b></p>	
<b>Phonics and Word Recognition</b>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>SE 1:</b> 24–25, 56–57, 86–87, 118–119, 190–191, 222–223, 252–253, 282–283, 456, 484–485</p> <p><b>SE 2:</b> 22–23, 56–57, 86–87, 122–123, 156–157, 192–193, 224–225, 258–259, 290–291, 326–327, 352–353, 362–363, 386–387, 394–395, 422–423, 428–429, 460–461, 498–499</p> <p><b>TE 1:</b> 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><b>(Continued)</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>(Continued)</b> <b>TE 2:</b> 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 <b>TE 3:</b> 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 <b>TE 4:</b> 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><b>(Continued)</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>(Continued)</b> <b>TE 5:</b> 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 <b>TE 6:</b> 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>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p><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</p>

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<p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	<p><b>SE 1:</b> 190, 252, 318, 352, 386, 456 <b>SE 2:</b> 56, 86, 156, 326</p> <p><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</p>
<p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p><b>SE 1:</b> 56, 318, 386, 456 <b>SE 2:</b> 122</p> <p><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</p>

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d. Decode words with common prefixes and suffixes.	<p><b>SE 1:</b> 416  <b>SE 2:</b> 192–193, 224–225, 460–461, 498–499</p> <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>
e. Identify words with inconsistent but common spelling-sound correspondences.	<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>
f. Recognize and read grade-appropriate irregularly spelled words. <b>(2.RF.3)</b>	<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</p> <p><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>

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<b>Fluency</b>	
4. Read with sufficient accuracy and fluency to support comprehension.	<p><b>SE 1:</b> 113, 148, 216, 344, 416, 479</p> <p><b>TE 1:</b> 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><b>TE 2:</b> SG•7, 208f, SG•24, SG•25, SG•26, 275a, SG•40, SG•57, 340f, 345a, SG•75, UR•13</p> <p><b>TE 3:</b> SG•7, 410d, 417a, SG•24, 448f, SG•41, 470f, 477a, 479a, SG•58, SG•75, SG•84, UR•13, UR•43</p> <p><b>TE 4:</b> 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><b>TE 5:</b> 212f, 219a, 221a, SG•7, SG•24, SG•41, 292–293, 318f, 328–329, 330–331, 352d, SG•75, UR•13</p> <p><b>TE 6:</b> 363d, SG•7, SG•12, 395a, 418d, 422f, SG•24, 492f, SG•58, 524f</p>
a. Read on-level text with purpose and understanding.	<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.</p> <p><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.</p> <p><b>TE 1:</b> 88–89, 90–91, 92–93, 94–95</p> <p><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</p> <p><b>TE 3:</b> 424–427</p> <p><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</p> <p><b>TE 5:</b> SG•12, 287d, 291c–291d, 318h, 323d, 357a, UR•53</p> <p><b>TE 6:</b> 425d, 448f, 455a, 457a, 457d, 495f, 502–503, 529a, 529d, UR•33, UR•53</p>

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<p>b. Read on-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</p> <p><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, 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</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>(2.RF.4)</b></p>	<p><b>SE 2:</b> 26–27, 60–61, 126–127, 366–367, 398–399, 424, 432–433, 456, 464–465, 494–495</p> <p><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</p>

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<b>Writing Standards K–2</b>	
<p>The following standards for K–2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.</p>	
<b>Text Types and Purposes</b>	
<p>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. <b>(2.W.1)</b></p>	<p><b>SE 1:</b> 240, 510–511  <b>SE 2:</b> 44–45, 178, 522–523</p> <p><b>TE 1:</b> SG•50, WP•2–WP•10  <b>TE 3:</b> 387d–387e, 405d–405e, 409a, 415d–415e, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i  <b>TE 4:</b> 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i, 178–179a  <b>TE 5:</b> WP•2–WP•9  <b>TE 6:</b> 423f, 431c–431d, 450–451, 451a, 455c–455d, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 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  <b>Unit 2:</b> 202–203, 204–205  <b>Unit 3:</b> 206–207, 208–209  <b>Unit 4:</b> 210–211, 212–213  <b>Unit 5:</b> 214–215, 216–217  <b>Unit 6:</b> 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>



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<p>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. <b>(2.W.2)</b></p>	<p><b>SE 1:</b> 74–75, 142–143, 242–243, 270–271  <b>SE 2:</b> 76, 78–79, 110, 112–113, 212, 248, 418, 488, 490–491</p> <p><b>TE 1:</b> 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i  <b>TE 2:</b> 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  <b>TE 3:</b> 375b, 387d–387e, 405d–405e, 409a, 415d–415e, UR•15, UR•25, WP•2–WP•10  <b>TE 4:</b> 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  <b>TE 6:</b> 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i, WP•2–WP•9</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 224–225, 226–227  <b>Unit 2:</b> 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  <b>Unit 3:</b> 232–233  <b>Unit 4:</b> 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  <b>Unit 5:</b> 236–237  <b>Unit 6:</b> 238–239</p>

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<p>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. <b>(2.W.3)</b></p>	<p><b>SE 1:</b> 46–47, 106–107, 174, 210–211, 304–305, 338–339, 374–375, 446–447, 472–473  <b>SE 2:</b> 180–181, 250–251, 280–281, 314, 316–317, 348, 350–351, 382, 384–385, 420–421, 448, 520</p> <p><b>TE 1:</b> 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  <b>TE 2:</b> 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283e, 301d–301e, 304–305, 305a, 319d–319e, 335c–335d, 338–339, 339a  <b>TE 3:</b> 371d–371e, 374–375, 375a, 409a, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d  <b>TE 4:</b> 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a  <b>TE 5:</b> 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  <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</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 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  <b>Unit 5:</b> 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>

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<b>Production and Distribution of Writing</b>	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). <b>(2.W.4)</b>	See citations for grade-specific expectations for writing types in standards 1-3 above.
a. With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes, experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. <b>(AZ.2.W.4)</b>	<p><b>SE 3:</b> 408-409  <b>SE 4:</b> 44-45, 180-181  <b>SE 6:</b> 450-451</p> <p><b>TE 2:</b> WP•1-WP•10  <b>TE 3:</b> 387d-387e, 405d-405e, 408-409, 409a, 415d-415e, 417h-417i  <b>TE 4:</b> 25c-25d, 41d-41e, 44-45, 45a, 51d-51e, 53h-53i, 159c-159d, 177c-177d, 180-181, 181a, 185c-185d, 187h-187i  <b>TE 5:</b> WP•1-WP•10  <b>TE 6:</b> 431c-431d, 447d-447e, 450-451, 451a, 455c-455d, 457g-457i</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 12-13, 18-19  <b>Unit 2:</b> 38-39  <b>Unit 4:</b> 108-109, 116-117, 122-127, 130  <b>Unit 6:</b> 186-187, 192-194  <b>More Connect the Texts:</b> 200-201, 204-205, 212-213</p>

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<b>Production and Distribution of Writing</b>	
<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <b>(2.W.5)</b></p>	<p><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, WP•1–WP•9</p> <p><b>TE 2:</b> 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><b>TE 3:</b> 379c–379d, 381h–381i, 415d–415e, 417h–417i, 449d–449e, 451h–451i, 479h–479i, 515c–515d, 517h–517i, WP•2–WP•9</p> <p><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, WP•2–WP•9</p> <p><b>TE 5:</b> 219c–219d, 221h–221i, 253d–253e, 255h–255i, 285c–285d, 287h–287i, 321c–321d, 355c–355d, 357h–357i, WP•2–WP•9</p> <p><b>TE 6:</b> 389c–389d, 391h–391i, 423d–423e, 425h–425i, 455c–455d, 457h–457i, 493d–493e, 495h–495i, 529h–529i, WP•2–WP•9</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 30–33  <b>Unit 2:</b> 62–65  <b>Unit 3:</b> 94–97  <b>Unit 4:</b> 126–129  <b>Unit 5:</b> 158–161  <b>Unit 6:</b> 190–193</p>
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <b>(2.W.6)</b></p>	<p><b>TE 1:</b> WP•9</p> <p><b>TE 2:</b> 247j, 302–303, 303a, 311g, WP•9</p> <p><b>TE 3:</b> 417i, 507g, 511b</p> <p><b>TE 4:</b> 187i, WP•9, WP•10</p> <p><b>TE 5:</b> 215b, 277g, 347f, 351b, WP•9, WP•10</p> <p><b>TE 6:</b> 391i, 457i, WP•3, WP•5, WP•9, WP•10</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 34–35  <b>Unit 2:</b> 66–67  <b>Unit 3:</b> 98–99  <b>Unit 4:</b> 130–131  <b>Unit 5:</b> 162–163  <b>Unit 6:</b> 194–195</p>

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<b>Research to Build and Present Knowledge</b>	
7. 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>(2.W.7)</b>	<p><b>TE 1:</b> 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</p> <p><b>TE 2:</b> 223f, 243b, 245g</p> <p><b>TE 3:</b> 375b, SG•16, SG•29, SG•33, SG•46, SG•50, SG•67</p> <p><b>TE 4:</b> 181b</p> <p><b>TE 5:</b> SG•33, SG•50, SG•67, 351b, SG•85</p> <p><b>TE 6:</b> 381g, 385b, 417g, SG•33, 491b, 493g, SG•67, WP•2–WP•7</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 12–13, 20–21  <b>Unit 2:</b> 40–41, 48–49  <b>Unit 3:</b> 88–89  <b>Unit 4:</b> 108–109, 112–113, 122–123, 124–125</p>
8. Recall information from experiences or gather information from provided sources to answer a question. <b>(2.W.8)</b>	<p><b>SE 1:</b> 44, 72, 79, 110</p> <p><b>TE 1:</b> 43g, 47b, 49g, SG•14, SG•15, 71g, 75b, 79, 111f, 143b, 147f, 181f</p> <p><b>TE 2:</b> 207f, 211b, 243b, 245g, 271b, 275f, 305b, 311f, 311g, 339b, 343f, SG•80, SG•84</p> <p><b>TE 3:</b> 379f, SG•12, 409b, 415g, SG•29, 443f, 447b, 449g, SG•46, 473b, 477f, SG•63, 507g, 511b, 515f, WP•3</p> <p><b>TE 4:</b> 45b, 75g, 79b, 81g, 177f, 185f</p> <p><b>TE 5:</b> 251b, 253g, SG•29, SG•46, 277g, 281b, 285f, 317b, 321f, SG•53, 355f, SG•80</p> <p><b>TE 6:</b> 385b, SG•12, SG•16, 421b, SG•29, 431e, 447g, SG•46, 491b, SG•69, 523b, 527f, WP•2–WP•5</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 12–13, 20–21  <b>Unit 2:</b> 40–41, 48–49  <b>Unit 3:</b> 88–89  <b>Unit 4:</b> 108–109, 112–113, 122–123, 124–125</p>
9. (Begins in grade 4) <b>(2.W.9)</b>	Not applicable according to Arizona Common Core State Standards for English Language Arts

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<b>Range of Writing</b>	
10. (Begins in grade 3) <b>(2.W.10)</b>	Not applicable according to Arizona Common Core State Standards for English Language Arts
<b>Speaking and Listening Standards K–2</b>	
The following standards for K–2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
<b>Comprehension and Collaboration</b>	
1. 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><b>SE 1:</b> 20, 51, 82, 150, 186, 218, 248, 278, 313, 314, 348, 382, 418, 452</p> <p><b>SE 2:</b> 20, 53, 54, 82, 84, 120, 154, 186, 190, 222, 256, 286, 288, 324, 360, 392, 425, 426, 458, 496</p> <p><b>TE 1:</b> 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><b>TE 2:</b> 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><b>TE 3:</b> 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><b>TE 4:</b> 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><b>TE 5:</b> 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>

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<p><b>(Continued)</b></p> <p>1. 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>(Continued)</b></p> <p><b>TE 6:</b> 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><b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27, 34–35  <b>Unit 2:</b> 58–59, 66–67  <b>Unit 3:</b> 90–91, 98–99  <b>Unit 4:</b> 122–123, 130–131  <b>Unit 5:</b> 154–155, 162–163  <b>Unit 6:</b> 186–187, 194–195</p>
<p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>SE 1:</b> 51, 81, 149, 183, 247, 277, 313, 417  <b>SE 2:</b> 53, 82, 118, 152, 221, 255, 323, 357, 457</p> <p><b>TE 1:</b> 51, 51j, 79e, 81, 81a, 81j, 149a, 149j, 181e, 183a, 183j  <b>TE 2:</b> 217j, 245f, 247j, 277j, 313a, 313j  <b>TE 3:</b> 415f, 417a, 451j  <b>TE 4:</b> 51a, 53j, 81f, 83j, 117e, 118–119, 119j, 151e, 152153, 153j, 187j  <b>TE 5:</b> 255j, 285e, 287j, 357j  <b>TE 6:</b> 425j, 455e, 457a</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 34–35  <b>Unit 2:</b> 66–67  <b>Unit 3:</b> 98–99  <b>Unit 4:</b> 130–131  <b>Unit 5:</b> 162–163  <b>Unit 6:</b> 194–195</p>
<p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p>	<p><b>TE 2:</b> 217g  <b>TE 3:</b> 387f, 415f, 477e  <b>TE 4:</b> 113b, 147b, 159e, 185e  <b>TE 5:</b> 219e, 227e, 285e  <b>TE 6:</b> 431e</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27, 34–35  <b>Unit 2:</b> 58–59, 66–67  <b>Unit 3:</b> 90–91, 98–99  <b>Unit 4:</b> 122–123, 130–131  <b>Unit 5:</b> 154–155, 162–163  <b>Unit 6:</b> 186–187, 194–195</p>

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<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <b>(2.SL.1)</b></p>	<p><b>SE 1:</b> 247, 277, 345</p> <p><b>TE 2:</b> 245f, 275e, 313j, 343e, 345a</p> <p><b>TE 3:</b> 358–359, 370–371, 417a, 515e, UR•13</p> <p><b>TE 4:</b> 94–95, 126a–126b</p> <p><b>TE 5:</b> 253a, 253f, 255a</p> <p><b>TE 6:</b> 391j, 452–453, 454–455</p>
<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>(2.SL.2)</b></p>	<p><b>SE 1:</b> 149, 217, 247, 451, 517</p> <p><b>SE 2:</b> 53, 187, 255, 495, 529</p> <p><b>TE 1:</b> 26a–26b, 26g, 44a, 48a, 58b, 76b, 88b, 104a, 108b, 113a, 120g, 140a, 144b, 149, 174a, 178b, 183b</p> <p><b>TE 2:</b> 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><b>TE 3:</b> 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><b>TE 4:</b> 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><b>TE 5:</b> 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><b>TE 6:</b> 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>
<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. <b>(2.SL.3)</b></p>	<p><b>SE 1:</b> 277, 313, 345</p> <p><b>TE 1:</b> 149j</p> <p><b>TE 2:</b> 215e, 247a, 275e, 277a, 345a</p> <p><b>TE 3:</b> 381j, 451j, 479j</p> <p><b>TE 4:</b> 81f, 82–83, 83j, 153j, 187j, WP•10</p> <p><b>TE 5:</b> 255j, 287j, 357a, 357j</p> <p><b>TE 6:</b> 423g, 425a, 455e, 457a, 457j, 495j, 519f, 529j</p>



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<b>Presentation of Knowledge and Ideas</b>	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>(2.SL.4)</b>	<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
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. <b>(2.SL.5)</b>	<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
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 specific expectations.) <b>(2.SL.6)</b>	<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

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<b>Language Standards K–2</b>	
The following standards for grades K–2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<p><b>SE 1:</b> 47, 75, 107, 143, 177, 210, SG•7, 242, 270, 304, 374, 408, 446  <b>SE 2:</b> 44–45, 53, 79, 82, 113, 118, 146–147, 180–181, 214–215, 250–251, 280–281, 316–317, 384–385, 451, 457</p> <p><b>TE 1:</b> 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  <b>TE 2:</b> 191c, 207b, 215b, 217g, SG•16, 253c, 267c, 269b, 270–271, 275b, 277g, SG•40, UR•14, UR•34  <b>TE 3:</b> 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  <b>TE 4:</b> 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  <b>TE 5:</b> 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  <b>TE 6:</b> SG•14, SG•17, 431b, 447c, 450a, 455b, 457g, SG•45, SG•51, SG•62, 529g, UR•34</p>

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<p><b>(Continued)</b></p> <p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<p><b>(Continued)</b></p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 10–11, 14–15, 18–19, 22–23  <b>Unit 2:</b> 38–39, 42–43, 46–47, 50–51, 54–55  <b>Unit 3:</b> 70–71, 73–74, 78–79, 82–83, 86–87  <b>Unit 4:</b> 102–103, 106–107, 110–111, 114–115, 118–119  <b>Unit 5:</b> 134–135, 138–139, 142–143, 146–147, 150–151  <b>Unit 6:</b> 166–167, 170–171, 174–175, 178–179, 182–183</p>
a. Use collective nouns (e.g., <i>group</i> ).	<b>TE 2:</b> 191c, 207b, 209b, 215b, 217g, 251c, 292–293, UR•14
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
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).	<b>TE 5:</b> 293b, 313c, 316a, 321b, 323g, UR•44
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, and 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

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<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p><b>Adjectives</b>  <b>SE 2:</b> 44, 78, 82, 113</p> <p><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</p> <p><b>Adverbs</b>  <b>SE 2:</b> 83, 146–47, 181, 357</p> <p><b>TE 4:</b> 125b, 143b, 146a, 146–147, 153g, SG•57, SG•68, 159b, 180–181, SG•74, UR•44, UR•54</p> <p><b>Adjectives and Adverbs</b>  <b>TE 3:</b> SG•32  <b>TE 4:</b> 177b, 180a, 185b, 187g</p>
<p>f. 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>(2.L.1)</b></p>	<p><b>SE 1:</b> 46–47, 142–143, 176–177</p> <p><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</p>

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<p>g. Write multiple sentences in an order that supports a main idea or story. <b>(AZ.2.L.1)</b></p>	<p><b>SE1:</b> 46-47, 74-75, 106-107, 142-143, 176-177  <b>SE 2:</b> 210-211, 242-243, 270-271, 304-305, 338-339  <b>SE 3:</b> 374-375, 408-409, 446-447, 472-473, 510-511  <b>SE 4:</b> 44-45, 78-79, 112-113, 146-147, 180-181  <b>SE 5:</b> 214-215, 250-251, 280-281, 316-317, 350-351  <b>SE 6:</b> 384-385, 420-421, 450-451, 490-491, 522-523</p> <p><b>TE1:</b> 47a, 75a, 107a, 143a, 177a, WP•5-WP•6  <b>TE 2:</b> 211a, 243a, 271a, 305a, 339a, WP•5-WP•6  <b>TE 3:</b> 375a, 409a, 447a, 473a, 511a, WP•5-WP•6  <b>TE 4:</b> 45a, 79a, 113a, 147a, 181a, WP•5, WP•6  <b>TE 5:</b> 215a, 251a, 281a, 317a, 351a, WP•5-WP•6  <b>TE 6:</b> 385a, 421a, 451a, 491a, 523a, WP•5-WP•6</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6, 10, 12, 14, 16, 20, 22, 24, 30-31  <b>Unit 2:</b> 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 62-63  <b>Unit 3:</b> 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 94-95  <b>Unit 4:</b> 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 126-127  <b>Unit 5:</b> 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 158-159  <b>Unit 6:</b> 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 190-191</p>

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<b>Conventions of Standard English</b>	
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>SE 1:</b> 46–47, 143, 177, 242, 338–339  <b>SE 2:</b> 180, 384–385, 420–421, 490–491</p> <p><b>TE 1:</b> 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  <b>TE 2:</b> 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  <b>TE 3:</b> 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  <b>TE 4:</b> 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  <b>TE 5:</b> 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  <b>TE 6:</b> 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>

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<p><b>(Continued)</b></p> <p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>(Continued)</b></p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 10–11, 14–15, 18–19, 22–23, 26–27  <b>Unit 2:</b> 38–39, 42–43, 46–47, 50–51, 54–55  <b>Unit 3:</b> 70–71, 73–74, 78–79, 82–83, 86–87  <b>Unit 4:</b> 102–103, 106–107, 110–111, 114–115, 118–119  <b>Unit 5:</b> 134–135, 138–139, 142–143, 146–147, 150–151  <b>Unit 6:</b> 166–167, 170–171, 174–175, 178–179, 182–183</p>
<p>a. 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. 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>c. 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>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</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>

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e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <b>(2.L.2)</b>	<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
<b>Knowledge of Language</b>	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>SE 1:</b> 46–47, 51  <b>TE 1:</b> 25c, 25d, 43d–43e, 46–47, 51, 58–59, 60–61 <b>TE 4:</b> 89b, 89d <b>TE 5:</b> SG•54, SG•65, 287g, 294g, 357a, SG•76, SG•82, WP•6–WP•9 <b>TE 6:</b> 502e, 520g
a. Compare formal and informal uses of English. <b>(2.L.3)</b>	<b>SE 2:</b> 357  <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
<b>Vocabulary Acquisition and Use</b>	
4. 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.	<b>SE 2:</b> 26–27, 52, 126–127, 152, 228–229, 262–263, 286, 330–331, 356, 398–399, 424, 464–465, 502–503, 528  <b>TE 2:</b> 224f, 234–235, 324–325, 246–247, 344–345, SG•78 <b>TE 3:</b> SG•9, SG•54 <b>TE 4:</b> 26g, 52–53, SG•3, SG•9, 125a, 126g, 144g, 153a, SG•72, UR•10, UR•40, UR•50 <b>TE 5:</b> 228e, 329a, 240–241, SG•43, 330g, UR•50 <b>TE 6:</b> 372–373, 374–375, 398e, 418g, 424–425, SG•26, 431a, 432e, 448g, 488g, 494–495, 501a, UR•20, UR•40, UR•50



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a. Use sentence-level context as a clue to the meaning of a word or phrase.	<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</p> <p><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>
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><b>SE 1:</b> 416  <b>SE 2:</b> 160, 186</p> <p><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>
c. 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><b>SE 2:</b> 90, 119, 196, 220, 356</p> <p><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>
d. 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><b>SE 1:</b> 422  <b>SE 2:</b> 294, 322</p> <p><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>

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e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <b>(2.L.4)</b>	<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
<b>Vocabulary Acquisition and Use</b>	
5. Demonstrate understanding of word relationships and nuances in word meanings.	<b>SE 1:</b> 112, 182, 312, 380, 450, 516, UR•50 <b>SE 2:</b> 262, 286  <b>TE 1:</b> 88f, 112–113, 113b, SG•39, 168–169, 156f, 182–183, SG•72  <b>TE 2:</b> 284f, SG•72 <b>TE 3:</b> 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 <b>TE 4:</b> 60g, 76g, 78a, 79b, 81c, 83a, 90e, 109c, 112a, 119g, 126e, 160e, SG•83, UR•20, UR•24 <b>TE 5:</b> 262g, 278g, 286–287, 294e, 330e, UR•30 <b>TE 6:</b> 382g, 448g, 464e, UR•10
a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).	<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, UR•17, UR•27, UR•37, UR•47
b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ). <b>(2.L.5.)</b>	<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

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<p>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., <i>When other kids are happy that makes me happy</i>). <b>(2.L.6)</b></p>	<p><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</p> <p><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</p>