

A Correlation of

Scott Foresman
Reading Street Common Core
Grade 2, ©2013



To the

Indiana Academic Standards
English/Language Arts (2014)
Grade 2

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Introduction

This document demonstrates how **Scott Foresman Reading Street Common Core, ©2013** meets the *Indiana Academic Standards English/Language Arts (2014)*. 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

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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READING	
READING: Foundations	
There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.	
In Reading: Foundations, students are expected to do the following:	
RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS	
Develop, build, and apply knowledge of foundational reading skills	
GRADE 2	
2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	<p>SE 1: 22–23, 50, 54–55, 80, 84–85, 112, 116–117, 148, 152–153, 182, 188–189, 216, 220–221, 246, 250–251, 276, 280–281, 312, 316–317, 344, 350–351, 380, 384–385, 416, 420–421, 450, 454–455, 478, 482–483</p> <p>SE 2: 22–23, 24–25, 52, 56–57, 58–59, 82, 86–87, 88–89, 118, 122–123, 124–125, 152, 156–157, 158–159, 186, 192–193, 194–195, 220, 224–225, 226–227, 254, 258–259, 260–261, 286, 290–291, 292–293, 322, 326–327, 328–329, 356, 362–363, 364–365, 390, 394–395, 396–397, 424, 428–429, 430–431, 456, 460–461, 462–463, 494, 498–499, 500–501, 528</p> <p>TE 1: 22–23, 23a–24a, 25a–25b, 26c, 26f, 26g–26h, 44c–44d, 44f, 44h, 48c, 48d, 49b, 50c, 50–51, 51a, 51b, 54–55, 55a–56a, 57a–57b, 58c, 58f, 58g–58h, 72c–72d, 72f, 72h, 76c, 76d, 79a, 80c, 80–81, 81a, 81b, 84–85, 85a–86a, 87a–87b, 88c, 88f, 88g–88h, 104c–104d, 104f, 104h, 108a, 108d, 111a, 112c, 112–113, 113a, 113b, 116–117, 117a–117b, 119a–119b, 120c, 120f, 120g–120h, 140c–140d, 140f, 140h, 144c, 144d, 147a, 148c, 148–149, 149a, 149b, 152–153, 153a–154b, 155a–155b, 156c, 156f, 156g–156h, 174c–174d, 174f, 174h, 178c, 178d, 181a, 182c, 182–183, 183a, 183b</p> <p>TE 2: 188–189, 189a–190a, 191a–191b, 192c, 192f, 192g–192h, 208a–208d, 208f, 208h, 212c, 212d, 215a, 216c, 216–217, 217a, 217b, 220–221, 221a–222a, 223a–223b, 224c, 224f, 224g–224h, 240c–240d, 240f, 240h, 244c, 244d, 245b, 246c, 246–247, 247a, 247b, 250–251, 251a–252a, 253a–253b, 254c, 254f, 254g–254h, 268c–268d, 268f, 268h, 272c–272d, 275a, 276c, 276–277, 277a, 277b, 280–281, 281a–282a, 283a–283b, 284e, 284f, 284g–284h, 302c–302d, 302f, 203h, 306c, 306d, 311b, 312c, 312–313, 313a–313b, 316–317, 317a–317b, 319a–319b, 320c, 320f, 320g–320h, 336c–336d, 336f, 336h, 340c, 340d, 343a, 344c, 344–345, 345a, 345b</p>

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<p>(Continued) 2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.</p>	<p>(Continued) TE 3: 350–351, 351a–352a, 353a–353b, 354c, 354f, 354g–354h, 372c–372d, 372f, 372h, 376c, 376d, 379a, 380c, 380–381, 381a, 381b, 384–385, 385a–386a, 387a–387b, 388c, 388f, 388g–388h, 406c–406d, 406f, 406h, 410c, 410d, 415b, 416c, 416–417, 417a, 417b, 420–421, 421a–422a, 423a–423b, 424c, 424f, 424g–424h, 444c–444d, 444f, 444h, 448c, 448d, 449b, 450c, 450–451, 451a–451b, 454–455, 455a–456b, 457a–457b, 458c, 458f, 458g–458h, 470c–470d, 470f, 470h, 474c, 474d, 477a, 478c, 478–479, 479a, 479b, 482–483, 483a–484a, 485a–485b, 486c, 486f, 486g–486h, 508c–508d, 508f, 508h, 512c, 512d, 515a, 516c, 516–517, 517a, 517b TE 4: 22a–23a, 24a, 25a, 26c, 26e–26f, 27a–28a, 42c–42d, 42f, 42g, 42h, 46c, 46d, 51b, 52c, 52–53, 53a, 53b, 56a–57a, 58a, 59a, 60c, 60e–60f, 61a–62a, 76c–76d, 76f, 76g, 76h, 80a, 80d, 81b, 82c, 82–83, 83a, 83b, 86a–87a, 88a, 89a, 90c, 90e–90f, 91a–92a, 110c–110d, 110f, 110g, 110h, 114c, 114d, 117a, 118c, 118–119, 119a, 119b, 123a–123b, 124a, 125a, 126c, 126e–126f, 127a–128a, 144c–144d, 144f, 144g, 144h, 148c, 148d, 151a, 152c, 152–153, 153a, 153b, 156a–157a, 158a, 159a, 160c, 160e–160f, 161a–162a, 178c–178d, 178f, 178g, 178h, 182c, 182d, 185a, 186c, 186–187, 187a, 187b TE 5: 192a–193a, 194a, 195a, 196c, 196e–196f, 197a–198a, 212c–212d, 212f, 212g, 212h, 216c, 216d, 219a, 220c, 220–221, 221a, 221b, 224a–225a, 226a, 227a, 228c, 228e–228f, 229a–230a, 248c–248d, 248f, 249g, 248h, 252c, 252d, 253b, 254c, 254–255, 255a, 255b, 258a–259a, 260a, 261a, 262a, 262c–262f, 263a–264a, 278c–278d, 278f, 278g, 278h, 282c, 282d, 285a, 286c, 286–287, 287a, 287b, 290a–291a, 292a, 293a, 294c, 294e–594f, 295a–296a, 314c–314d, 314f, 314g, 314h, 318c, 318d, 321a, 322c, 322–323, 323a, 323b, 326a–327a, 328a, 329a, 330c, 330e–330f, 331a–332a, 348c–349d, 348f, 349g, 348h, 352c, 352d, 355a, 356c, 356–357, 357a, 357b</p>

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<p>(Continued) 2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.</p>	<p>(Continued) TE 6: 362a–363a, 364a, 365a, 366c, 366e, 367a–368a, 382a–382d, 382f, 382g, 382h, 386c, 386d, 389a, 390c, 390–391, 391a, 391b, 394a–395a, 396a, 397a, 398c, 398e–398f, 399a–400a, 418c–418d, 418f, 418g, 418h, 422c, 422d, 423b, 424c, 424–425, 425a, 425b, 428a, 428–429, 430a, 431a, 432c, 432e, 433a, 448c–448d, 448f, 448g, 448h, 452c, 452d, 455a, 456c, 456–457, 457a, 457b, 460a–461a, 462a, 463a, 463c, 464e–464f, 465a, 466a, 488c–488d, 488f, 488g, 488h, 492c, 492d, 493b, 494c, 494–495, 495a, 495b, 498a–499a, 500a, 501a, 502c, 502e–502f, 503a–504a, 520c–520d, 520f, 520g, 520h, 524c, 524d, 527a, 528c, 528–529, 529a, 529b</p>
<p>RF.2: PRINT CONCEPTS Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories</p>	
<p>2.RF.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously. See for example: TE 2: 24b–24c, 48e–48f, 56b–56c, 76e–76f, 86b–86c, 108e–108f</p>
<p>2.RF.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>2.RF.2.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>2.RF.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>RF.3: PHONOLOGICAL AWARENESS Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds</p>	
<p>2.RF.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously. See for example: TE 3: 350–351, 351a, 384–385, 385a</p>
<p>2.RF.3.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.</p>

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2.RF.3.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	Scott Foresman Reading Street , Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
2.RF.3.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	Scott Foresman Reading Street , Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
2.RF.3.5: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	Scott Foresman Reading Street , Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.
RF.4: PHONICS Decode and read words by applying phonics and word analysis skills	
2.RF.4.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	Scott Foresman Reading Street , Grade 2 offers students opportunities to build upon and continue applying concepts learned previously. See for example: TE 4: 22a, 22–23, 56a, 56–57, 86a, 86–87
2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.	SE 1: 56, 190, 252, 318, 386, 456 SE 2: 22–23, 56–57, 86–87, 122–123, 156–157, 326–327, 428–429 TE 1: 26c, 48c, 55a–56a, 58c, 72c, 80c, 108c, UR•18 TE 2: 189a–190a, 192c, 208c, 216c, 244c, 251a–252a, 254c, 268c, 276c, 306c, 317a–318a, 320c, 336c, 344c, UR•8, UR•28, UR•48 TE 3: 351a–352a, 354c, 372c, 376c, 380c, 385a–386a, 388c, 406c, 410c, 416c, 448c, 455a–456a, 458c, 470c, 478a, 512c, UR•8, UR•18, UR•38 TE 4: 22a–23a, 26c, 42c, 52c, 56a–57a, 60c, 76c, 80c, 82c, 86a–87a, 90c, 110c, 114c, 118c, 122a–123a, 126c, 144c, 148c, 152c, 156a–157a, 160c, 178c, 182a, 186c, UR•8, UR•18, UR•28, UR•38, UR•48 TE 5: 216c, 326a–327a, 330c, 348c, 356c, UR•49 TE 6: 386c, 428a–429a, 432c, 448c, 456c, 492c, UR•28

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<p>2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p>	<p>SE 1: 24, 54, 56, 190, 252, 318, 352, 386, 456 SE 2: 56, 86, 156, 326</p> <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 TE 2: 317a, 318–318a, 318d, SG•70, SG•75, SG•76, SG•77, SG•82, 320c, 336c–336d, 344c, UR•48 TE 3: 351a, 352–352a, 354c, 372c–372d, 376c–376d, 376e–376f, 376g, 380c, SG•2, SG•3, SG•7, SG•8, SG•9, SG•12, 386–386a, 388c, 406c–406d, 410c–410d, 416c–416d, SG•19, SG•20, SG•24, SG•25, SG•26, SG•29, SG•31, 448c, 448d, 456–456a, 458c, 458d, 470c–470d, 474e–474f, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 512c, UR•8, UR•9, UR•18, 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>2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., <i>through, tough; Jan., Fri.</i>).</p>	<p>SE 1: 25, 57, 87, 119, 155, 191, 223, 253, 283, 319, 353, 387, 423, 457, 485 SE 2: SG•8, 290–291</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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<p>2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., <i>-ale</i>, <i>-est</i>, <i>-ine</i>, <i>-ock</i>).</p>	<p>SE 1: 24, 54, 56</p> <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>
<p>2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., <i>kitten's</i>, <i>sisters'</i>), and compound words.</p>	<p>SE 1: 338–339, 416, 422</p> <p>SE 2: 186, 192–193, 220, 224–225, 294–295, 322, 350–351, 460–461, 498–499</p> <p>TE 2: 319c, 335b, 337b, 343b, 345g, UR•56</p> <p>TE 3: 416–417, 421a, 422, 422a, 422b–422c, 424c, 444c, 444d, 448d, 448e–448f, 450c, 451e, 474c, 512d, UR•30</p> <p>TE 4: 119a, 159a, 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, 294g, 302–303, 314g, 322–323, 329a, UR•42, 329b, 347b, 350a, 350–351, 355b, 357g, 330g, 334–335, 348g, UR•8, UR•18, UR•56</p> <p>TE 6: 379a, 460a, 460–461, 461a, 461c–461d, 463a, 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>

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<p>RF.5: FLUENCY Demonstrate accuracy and fluency when reading</p>	
<p>2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p>SE 1: 80, 113, 182, 216, 246, 312, 344, 416, 450, 479, 516 SE 2: 52, 83, 153, 186, 220, 255, 286, 322, 390, 424, 494</p> <p>TE 1: 44f, 49b, 51a, SG•7, 79a, 81a, SG•24, 108e–108f, 113a, SG•41, 140f, 144d, 144f, 147a, 174f, 181a, 183a, SG•75, SG•80, UR•12–UR•13, UR•43, UR•55 TE 2: SG•7, 208f, 217a, 247a, SG•24, SG•25, SG•26, 240f, 245b, 275a, 302f, 311b, 313a, UR•25, UR•45, SG•40, SG•57, 340f, 345a, SG•75, UR•13 TE 3: SG•7, 410d, 417a, SG•24, 448f, 449b, 451a SG•41, 470f, 477a, 479a, 508f, 515a, 517a, SG•58, SG•75, SG•84, UR•13, UR•35, UR•43, UR•55 TE 4: 46d, SG•7, 53a, 58–59, 83a, SG•24, 110f, 117a, SG•41, 123d, 126–127, 144f, 151a, 153a, 153d, 178f, 185a, 187a, SG•58, SG•70, SG•75, UR•33, UR•45, UR•55 TE 5: 212f, 219a, 221a, 255a, SG•7, SG•24, 278f, 285a, 287a, SG•41, 292–293, 314f, 318f, 321a, 323a, 328–329, 330–331, 352d, SG•75, UR•13, UR•35, UR•45 TE 6: 363d, 391a, SG•7, SG•12, 395a, 418d, 422f, 425a, SG•24, 492f, 495a, SG•58, 524f</p>

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<p>READING: Literature There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.</p>	
<p>In Reading: Literature, students are expected to do the following:</p>	
<p>RL.1: LEARNING OUTCOME FOR READING LITERATURE</p>	
<p>Read and comprehend a variety of literature independently and proficiently</p>	
<p>2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2–3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<p>SE 1: 26–43, 48–49, 88–103, 156–173, 244–245, 284–301, 306–311, 320–335, 340–343, 354–371, 388–405, 410–415, 424–443, 448–449, 458–469, 474–477 SE 2: 28–41, 46–51, 80–81, 128–143, 162–177, 216–219, 230–247, 252–253, 264–277, 296–313, 332–347, 368–381, 422–423, 434–447, 504–519 TE 1: 26g–26h, 43a, 44h, 44–45, 45a, 48h, 49a, 88g–88h, 103a, 104h, 104–105, 105a, 156g–156h, 173a, 174h, 174–175, 175a TE 2: 244h, 244–245, 245a, 284g–284h, 301a, 302h, 302–303, 303a, 306h, 311a, 320g–320h, 335a, 336h, 336–337, 337a, 340h TE 3: 354g–354h, 371a, 372h, 372–373, 373a, 388g–388h, 405a, 406h, 406–407, 407a, 410h, 415a, 424g–424h, 443a, 444h, 444–445, 445a, 448h, 449a, 458g–458h, 469a, 470h, 470–471, 471a, 474h TE 4: 27a–28a, 41a, 42h, 42–43, 43a, 46h, 51a, 80h, 81a, 127a–128a, 143a, 144h, 144–145, 145a, 161a–162a, 177a, 178h, 178–179, 179a TE 5: 216h, 229a–230a, 247a, 248a, 248–249, 249a, 252h, 253a, 263a–264a, 277a, 278h, 278–279, 279a, 295a–296a, 313a, 314h, 314–315, 315a, 331a–332a, 347a, 348h, 348–349, 349a TE 6: 367a–368a, 381a, 382h, 382–383, 383a, 422h, 433a–434a, 447a, 448h, 448–449, 449a, 503a–504a, 519a, 520h, 520–521, 521a</p>

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<p>RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes</p>	
<p>2.RL.2.1: Ask and answer questions (e.g., <i>who was the story about; why did an event happen; where did the story happen</i>) to demonstrate understanding of main idea and key details in a text.</p>	<p>SE 1: 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 SE 2: 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>TE 1: 43a, 44–45a, 48h, 48–49a, SG•3, SG•4, SG•8, SG•15, 104–105a, 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 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, 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 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>

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<p>(Continued) 2.RL.2.1: Ask and answer questions (e.g., <i>who was the story about; why did an event happen; where did the story happen</i>) to demonstrate understanding of main idea and key details in a text.</p>	<p>(Continued) 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•67, 161a, 177a, 178h, 178–179a, SG•71, SG•76, SG•77, SG•78, SG•81, UR•11, UR•12–UR•13 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, 342–343, 344–345, 346–347, 347a, 348–349a, 357b, 357f, SG•71, SG•72, SG•73, SG•76, SG•77, UR•12, UR•22, UR•32, UR•52 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>2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>SE 1: 44, 311, 336, 342–343, 372, 444, 474 SE 2: 42, 124–125, 158–159, 178, 260–261</p> <p>TE 1: 43b, 44–45, SG•48, SG•82, 90–91, 94–95, 100–101, 105a, UR•33 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, 451c, 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, 132–133, 138–139, 140–141, 142–143, 143a, 144–145a, 144h, 153b, 153c, SG•65, SG•66, 158a, 166–167, 168–169, 172–173, 177a, 178h, 178–179a, 187b, SG•72, SG•82, UR•12–UR•13, UR•42–UR•43, UR•52–UR•53 TE 5: 247a, 260a, 268–269, 277a, 284g, 287b, 298–299, 303a, 310–311, 314h, 314–315a, 348–349a, UR•32 TE 6: 447b, 449a, 457c, 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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<p>2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.</p>	<p>SE 2: 292–293</p> <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>
<p>2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</p>	<p>SE 2: 500–501</p> <p>TE 1: 26g, 43a, 48h, 88g, 103a, 156g, 173a, UR•11, UR•31, UR•51</p> <p>TE 2: 244h, 254g, 301a, 306h, 320g, 335a, 340h, UR•41, UR•51</p> <p>TE 3: 354g, 371a, 388g, 405a, 410h, 424g, 443a, 448h, 458g, 469a, 474h, UR•11, UR•21, UR•31, UR•41</p> <p>TE 4: 27a, 41a, 46h, 80h, 127a, 143a, 161a, 177a, UR•11, UR•41, UR•51</p> <p>TE 5: 216h, 229a, 247a, 252h, 263a, 277a, 282h, 295a, 313a, 331a, 347a, UR•21, UR•31, UR•41, UR•51</p> <p>TE 6: 367a, 381a, 422h, 433a, 447a, 500a, 503a, 519a, UR•11, UR•31, UR•51</p>

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<p>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</p>	
<p>2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>SE 1: 104, 302 SE 2: 124–125, 158–159, 260–261</p> <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, 104–105, 104h, 113h–113i, 156g–156h, 158–159, 160–161, 162–163, 173b, 174h, UR•31, UR•32–UR•33 TE 2: 294–295, 298–299, 302–303, 306h, SG•55, 340h, UR•41, UR•43 TE 3: SG•14, 407a, 417c, SG•31, SG•48, 457a, 464–465, 468–469, 479b, SG•65, UR•31, UR•32–UR•33, UR•41, UR•42–UR•43 TE 4: 46h, 124a, 140–141, 142–143, 143a, SG•65, 158a, 168–169, 172–173, 174–175, 187b, 187c, SG•82 TE 5: 227c, 260a, 268–269, 272–273, 277a, 278h, 278–279, 287b, 293c–293d, 304–305, 312–313, 313a, 321c–321d, 352h, UR•42 TE 6: 447b, 448–449a, 457c, 495b, SG•82</p> <p>Writing to Sources: Unit 1: 26–27 Unit 5: 142–143</p>
<p>2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.</p>	<p>SE 1: 183, 312, 450 SE 2: 322</p> <p>TE 1: 173b, 174f, 181e, 183, 183c TE 2: 284h, 301b, 311b, 313a, 313b TE 3: 444f, 449b, 462–463, 464–465, UR•33 TE 4: 34–35, 144f TE 5: 216h, 221c, 232–233, 268–269, 277a, 285a, 295a–296a, 306–307, 314f, 318–319, 320–321, 357c, UR•42 TE 6: 529c</p>

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RL.4: CONNECTION OF IDEAS Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning	
2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	SE 1: 104, 174 SE 2: 124–125, 144, 158–159, 178, 260–261, 278, 292–293 TE 1: 38–39, 40–41, 100–101, 102–103, 103a, 104–105a, 156g–156h, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 170–171, 172–173, 174, 174h, UR•12–UR•13, UR•32–UR•33, UR•51, UR•52–UR•53 TE 2: 200–201, 248, 278, 314, 335a TE 3: 362–363, 388–389, 390–391, 392–393, 394–395, 400–401, 402–403, 410–411, 412–413, 424–425, 426–427, 432–433, 434–435, 470–471, UR•12, UR•32, UR•51, UR•52–UR•53 TE 4: 124a, 128–129, 130–131, 132–133, 134–135, 144–145a, 153b, 158a, 162–163, 164–165, 178–179a, UR•41–UR•43, UR•51–UR•53 TE 5: 234–235, 236–237, 238–239, 248–249a, 260a, 264–265, 266–267, 268–269, 270–271, 278–279a, 292a, 295a, 300–301, 302–303, 310–311, 312–313, 313a, 314–315, 323b, 332–333, 334–335, 342–343, 348–349a, 357b, 357c, UR•31–UR•33, UR•41–UR•43 TE 6: 367a, 380–381, 382–383a, 434–435, 438–439, 448–449, 520–521, UR•52 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
2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	SE 1: 49, 79, 444 TE 2: 324–325, 334–335, 335a, UR•52–UR•53 TE 3: 428–429, 432–433, 442–443, 443a, 444–445, 451c

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<p>READING: Nonfiction There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Features and Structure, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.</p>	
<p>In Reading: Nonfiction, students are expected to do the following:</p>	
<p>RN.1: LEARNING OUTCOME FOR READING NONFICTION Read and comprehend a variety of nonfiction independently and proficiently</p>	
<p>2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2–3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<p>SE 1: 58–71, 76–79, 108–111, 120–139, 144–147, 178–181, 192–207, 212–215, 224–239, 254–267, 272–275, 376–379, 486–507, 512–515 SE 2: 62–75, 92–109, 114–117, 148–151, 182–185, 198–211, 318–321, 352–353, 386–389, 400–417, 452–455, 466–487, 492–493, 524–527</p> <p>TE 1: 58g–58h, 71a, 72h, 72–73, 73a, 76h, 108h, 120g–120h, 139a, 140h, 140–141, 141a, 144h, 178h, 181a TE 2: 192g–192h, 207a, 208h, 208–209, 209a, 212h, 224g–224h, 239a, 240h, 240–241, 241a, 254g–254h, 267a, 268h, 268–269, 269a, 272h TE 3: 376h, 486g–486h, 507a, 508h, 508–509, 509a, 512h TE 4: 61a–62a, 75a, 76h, 76–77, 77a, 91a–92a, 109a, 110h, 110–111, 111a, 114h, 148h, 185h TE 5: 197a–198a, 211a, 212h, 212–213, 213a, 282h, 318h, 352h, 386h TE 6: 399a–400a, 417a, 418h, 418–419, 419a, 452h, 465a–466a, 487a, 488h, 488–489, 489a, 492h, 493a, 524h</p>

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<p>RN.2: KEY IDEAS AND TEXTUAL SUPPORT Extract and construct meaning from nonfiction texts using a range of comprehension skills</p>	
<p>2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.</p>	<p>SE 1: 72, 140, 214, 240, 268, 377, 378–379, 508 SE 2: 24–25, 58–59, 76–77, 80, 88–89, 110, 116, 182–185, 194–195, 200, 211, 212, 387, 388, 396–397, 418</p> <p>TE 1: 57a–57b, 58g, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 71a, 71b, 72–73, 81b, 119a–119b, 120g, 122–123, 124–125, 126–127, 128–129, 130–131, SG•20, SG•25, SG•26, SG•32, 132–133, 134–135, 136–137, 140–141, 140h, 140–141a, 144–145, 146–147, 149b, 149f, 178–179, 180–181, 183b, SG•54, SG•55, SG•59, SG•60, SG•66, SG•78, SG•84</p> <p>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, 253a–253b, 254g, SG•20, SG•21, SG•25, SG•26, SG•27, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 267a, 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</p> <p>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</p> <p>TE 4: 24a, 58a, 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</p> <p>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</p> <p>TE 6: 364a, 386–387, 388–389, 396a, 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>

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<p>(Continued) 2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.</p>	<p>(Continued) 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>2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.</p>	<p>SE 1: 72–73, 76–77, 140–141, 179, 240, 268 SE 2: 58–59, 76, 116, 212, SG•31, SG•48, 321, 328–329, 387, 418, 488, 526</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>
<p>2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.</p>	<p>SE 1: 108–109, 110–111 SE 2: 58–59, 110, 282–285, 389, 462–463</p> <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, 109a, 116–117, 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>

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Indiana Academic Standards English/Language Arts Grade 2	Scott Foresman Reading Street Common Core, ©2013
RN.3: FEATURES AND STRUCTURES Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective	
2.RN.3.1: Use various text features (e.g., <i>table of contents, index, headings, captions</i>) to locate key facts or information and explain how they contribute to and clarify a text.	<p>SE 1: 72, 76, 78–79, 108–109, 144–145, 178–179, 212–213, 236–237, 272–273, 274–275, 512–513, 514–515</p> <p>SE 2: 114–115, 148–149, 216–217, 318–319, 386, 389, 452–453, 454</p> <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>
2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	<p>SE 1: 72, 108–111</p> <p>TE 1: 72–73, 108h, 108–109, 110–111, 113c, 140h</p> <p>TE 2: 191a–191b, 196–197, 198–199, 200–201, 202–203, 204–205, 207a, 232–233, 239a, UR•11, UR•12</p> <p>TE 3: 496–497</p> <p>TE 4: 109a, 114–115</p>
2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.	<p>SE 1: 72, 140, 240, 268, 378, 508</p> <p>SE 2: 76, 110, 144, 178, 320, 321, 328–329, 396–397, 418, 492, 525</p> <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>

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RN.4: CONNECTION OF IDEAS Build understanding of nonfiction texts by verifying points and making connections between topics and ideas	
2.RN.4.1: Describe how an author uses facts to support specific points in a text.	SE 2: 194 TE 2: 223a, 228–229, 230–231, 232–233, 234–235, UR•22 TE 3: 381b, 490–491, 506–507 TE 4: 75b, SG•46 TE 6: 388–389, 404–405, 417a, 486–487, 487a
2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic.	SE 1: 79, 181, 215, 245, 449 SE 2: 81, 117, 185, 219, 285, 389, 493, 527 TE 1: 78–79 TE 2: 245a TE 4: 109a TE 5: 202–203, 211a TE 6: 417a, 487a, 493a 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
2.RN.4.3: <i>Standard begins at sixth grade.</i>	This standard begins at sixth grade according to the Indiana Academic Standards English/Language Arts.

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<p align="center">Indiana Academic Standards English/Language Arts Grade 2</p>	<p align="center">Scott Foresman Reading Street Common Core, ©2013</p>
<p>READING: Vocabulary There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary and Literary and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.</p>	
<p>In Reading: Vocabulary, students are expected to do the following:</p>	
<p>RV.1: LEARNING OUTCOME FOR READING VOCABULARY Build and apply vocabulary using various strategies and sources</p>	
<p>2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>	<p>SE 1: 52, 82, 114, 150, 186, 218, 248, 278, 314, 348, 382, 418, 452, 480 SE 2: 20, 54, 84, 112, 120, 146, 154, 180, 190, 222, 256, 288, 324, 360, 392, 426, 458, 496</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 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 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 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 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 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>

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Indiana Academic Standards English/Language Arts Grade 2	Scott Foresman Reading Street Common Core, ©2013
RV.2: VOCABULARY BUILDING Use strategies to determine and clarify words and understand their relationships	
2.RV.2.1: Use context clues (e.g., <i>words and sentence clues</i>) and text features (e.g., <i>table of contents, headings</i>) to determine the meanings of unknown words.	<p>SE 1: 216, 344, 478 SE 2: 26–27, 52, 60–61, 82–83, 126–127, 366–367, 390, 398–399, 424, 432–433, 456, 464–465, 494</p> <p>TE 1: 76–77, 78–79, 81a, SG•9, 96–97, 108–109, 113c, 122–123, 126–127, 149c, 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</p>
2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., <i>change, duck</i>).	<p>SE 2: 60–61, 126–127, 398–399, 502–503</p> <p>TE 1: 88f, 90–91, 112–113, 156f, 168–169, 182–183, UR•30, UR•50 TE 2: 234–235 TE 3: 254f, 360–361, 380–381, 424f, 428–429, 450–451, 486f, 498–499, 516–517, UR•10, UR•30, UR•50 TE 4: 26g, 26–27, 32–33, 41g, 42g, 52–53, 59g, 60q, 66–67, 76g, 82–83, 126g, 138–139, 144g, 153a, UR•10, UR•40 TE 6: 398g, 406–407, 418g, 424–425, 431a, 502g, 506–507, 520g, 528–529, UR•20, UR•50</p>
2.RV.2.3: <i>Standard begins at sixth grade.</i>	This standard begins at sixth grade according to the Indiana Academic Standards English/Language Arts.
2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	<p>SE 2: 90, 119, 196, 220, 356</p> <p>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</p>
2.RV.2.5: Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases.	<p>SE 2: 228, 254, 262, 286, 502, 528</p> <p>TE 2: 224f, 234–235, UR•20 TE 4: 144g, 164–165 TE 5: 228g, 240–241, 248g, 254–255, 262g, 278g, UR•20, UR•30 TE 6: 366e, 502g, 506–507, 528–529</p>

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<p align="center">Indiana Academic Standards English/Language Arts Grade 2</p>	<p align="center">Scott Foresman Reading Street Common Core, ©2013</p>
<p>RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses</p>	
<p>2.RV.3.1: Recognize that authors use words (e.g., <i>regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms</i>) to provide rhythm and meaning in a story, poem, or song.</p>	<p>SE 1: 48–49, 244–245, 311, 448–449 SE 2: 80–81, 252–253, 422–423</p> <p>TE 1: 48h, 48–49a, 51c TE 2: 244–245a, 286–287, 311a, SG•66, 345c TE 3: 371b, 405b, 448h, 446–447, 448–449a TE 4: 80h, 80–81a, 83c, 136–137 TE 5: 252h, 255c, 277b 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>
<p>2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</p>	<p>SE 2: 26–27, 60–61, 126–127, 196–197, 398–399, 432–433, 464–465</p> <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>
<p>2.RV.3.3: <i>Standard begins at third grade.</i></p>	<p>This standard begins at third grade according to the Indiana Academic Standards English/Language Arts.</p>

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Indiana Academic Standards English/Language Arts Grade 2	Scott Foresman Reading Street Common Core, ©2013
WRITING	
WRITING: There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing. Note: the teaching of cursive writing that is included in this section is to be taught at the discretion of local decision. The Indiana Department of Education recommends the teaching of cursive writing to students in grades 3 and 4, not only for the purpose of allowing students to use the form of writing most appropriate to them and the setting, but for the more important purpose of being able to <u>read</u> cursive writing. Students need to be able to read cursive writing as they utilize primary documents (e.g., <i>historical documents, letters, etc.</i>).	
In Writing, students are expected to do the following:	
W.1: LEARNING OUTCOME FOR WRITING Write effectively for a variety of tasks, purposes, and audiences	
2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	<p>SE 1: 46–47, 74–75, 106–107, 142–143, 176–177, 210–211, 242–243, 270–271, 304–305, 338–339, 374–375, 408–409, 446–447, 472–473, 510–511</p> <p>SE 2: 44–45, 78–79, 112–113, 146–147, 180–181, 214–215, 250–251, 280–281, 316–317, 350–351, 384–385, 420–421, 450–451, 490–491, 522–523</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, 106–107, 107a, 111c–111d, 113h–113i, 119d–119e, 139c–139d, 142–143, 143a, 147c–147d, 149h–149i, 155d–155e, 173d–173e, 176–177, 177a, 181c–181d, 183h–183i, 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, 253d–253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i, 283d–283e, 301d–301e, 304–305, 305a, 311d–311e, 313h–313i, 319d–319e, 335c–335d, 338–339, 339a, 343c–343d, 345h–345i, WP•1–WP•10</p> <p>TE 3: 353d–353e, 371d–371e, 374–375, 375a, 379c–379d, 381h–381i, 389d–389e, 405d–405e, 408–409, 409a, 415c–415d, 417h–417i, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 451h–451i, 457d–457e, 469c–469d, 472–173, 473a, 477c–477d, 479h–479i, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i, WP•1–WP•10</p> <p>TE 4: 25c–25d, 41d–41e, 44–45, 51d–51e, 53h–53i, 59c–59d, 75d–75e, 78–79, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 112–113, 113a, 117c–117e, 119h–119i, 125c–125d, 143c–143d, 146–147, 147a, 151c–151d, 153h–153i, 159c–159d, 177c–177d, 180–181, 181a, 185c–185d, 187h–187i, WP•1–WP•10</p>

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<p>(Continued) 2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</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, 316–317, 317a, 321c–321d, 323h–323i, 329c–329d, 347c–347d, 350–351, 351a, 355c–355d, 357h–357i TE 6: 365c–365d, 381d–381e, 384–385, 385a, 389c–389d, 391h–391i, 397c–397d, 417d–417e, 420–421, 421a, 423d–423e, 425h–425i, 431c–431d, 447d–447e, 450–451, 451a, 455c–455d, 457h–457i, 463c–463d, 487d–487e, 490–491, 491a, 493d–493e, 495h–495i, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d, 529h–529i, WP•1–WP•10 Writing to Sources: Unit 1: 6–35, 38–67, 70–99, 101–131, 134–163, 165–195</p>
<p>W.2: HANDWRITING Demonstrate the ability to write legibly</p>	
<p>2.W.2.1: Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</p>	<p>TE 1: 43f, 71f, 103e, 139e, 173f, UR•14, UR•24, UR•34, UR•44, UR•54 TE 2: 207e, 239e, 267f, 301f, 335e, UR•14, UR•24, UR•34, UR•44, UR•54 TE 3: 371f, 405f, 443e, 469e, 507f, UR•14, UR•24, UR•34, UR•44, UR•54 TE 4: 41f, 75f, 109g, 143e, 177e, UR•14, UR•24, UR•34, UR•44, UR•54 TE 5: 211f, 247f, 277f, 313f, 347e, UR•14, UR•24, UR•34, UR•44, UR•54 TE 6: 381f, 417f, 447f, 487f, 519e, UR•14, UR•24, UR•34, UR•44, UR•54</p>
<p>2.W.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 2 offers students opportunities to build upon and continue applying concepts learned previously.</p>

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Indiana Academic Standards English/Language Arts Grade 2	Scott Foresman Reading Street Common Core, ©2013
PERSUASIVE	
W.3: WRITING GENRES Develop writing skills by writing for different purposes and to specific audiences or people	
<p>• 2.W.3.1: Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.</p>	<p>SE 1: 240, 510–511 SE 2: 44–45, 178, 522–523</p> <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>

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<p align="center">Indiana Academic Standards English/Language Arts Grade 2</p>	<p align="center">Scott Foresman Reading Street Common Core, ©2013</p>
<p>INFORMATIVE</p>	
<p>• 2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</p>	<p>SE 1: 74–75, 142–143, 242–243, 270–271 SE 2: 76, 78–79, 110, 112–113, 212, 248, 418, 488, 490–491</p> <p>TE 1: 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i TE 2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i, WP•2–WP•7 TE 3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e, UR•15, UR•25, WP•2–WP•10 TE 4: 59c–59d, 75d–75e, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 112–113, 113a, 117c–117d, 119h–119i, WP•2–WP•7 TE 6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i, WP•2–WP•9</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>

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<p>NARRATIVE</p>	
<p>2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p>	<p>SE 1: 46–47, 106–107, 174, 210–211, 304–305, 338–339, 374–375, 446–447, 472–473 SE 2: 180–181, 250–251, 280–281, 314, 316–317, 348, 350–351, 382, 384–385, 420–421, 448, 520</p> <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 TE 2: 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283e, 301d–301e, 304–305, 305a, 319d–319e, 335c–335d, 338–339, 339a TE 3: 371d–371e, 374–375, 375a, 409a, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d TE 4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a TE 5: 195c–195d, 211d–211e, 214–215, 215a, 219c–219d, 221h–221i, 227c–227d, 247d–247e, 250–251, 251a, 253d–253e, 255h–255i, 261c–261d, 277d–277e, 280–281, 281a, 285c–285d, 287h–287i, 293c–293d, 313d–313e, 414–315a, 316–317, 317a, 323h–323i, 347c–347d, 350–351, 351a, 355c–355d 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: 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 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>

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<ul style="list-style-type: none"> • Include a beginning. 	<p>SE 1: 106–107, 304–305, 338–339 SE 2: 316–317</p> <p>TE 1: 47a, 49d, 87d–87e, 103c–103d, 107a, 111c–111d, WP•1–WP•2, WP•4, WP•8 TE 2: 207c–207d, 211a, 283e, 305a, 311d, 319e, 335c–335d, 399a, 343c TE 3: 353d–353e, 371d–371e, 375a, 457d–457e, 469c TE 5: 195c–195d, 211d–211e, 227c–227d, 247d–247e, 277d–277e, 293c, 313d–313e, 329c, 347c–347d TE 6: 365c–365d, 381d–381e, 384–385, 385c, 389c–389d</p> <p>Writing to Sources: Unit 1: 26</p>
<ul style="list-style-type: none"> • Use temporal words to signal event order (e.g., <i>first of all</i>). 	<p>SE 2: 250–251</p> <p>TE 1: 111c–111d TE 2: 311d TE 5: 250–251, 251a, 253d–253e TE 6: 389c–389d</p> <p>Writing to Sources: Unit 1: 7</p>
<ul style="list-style-type: none"> • Provide details to describe actions, thoughts, and feelings. 	<p>SE 1: 242–243, 422–423 SE 2: 146–147, 214–215</p> <p>TE 1: 25d–25e, 43d–43e, 173d–173e, WP•6 TE 2: 191d–191e, 215c–215d, 223d–223e, 239c–239d, 243a, 301d–301e, 335c–335d, 375a TE 3: 423d–423e, 443c–443d, 447a, 469c–469d, 473a, 477c–477d TE 4: 125c–125d, 143d, 147a, 151c–151d TE 5: 215a, 219c–219d, 261c–216d, 281a, 285c–285d</p> <p>Writing to Sources: Unit 1: 7, 9, 11, 13, 14–15, 17, 19, 20–21, 23, 24–25, 35</p>

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<ul style="list-style-type: none"> • Provide an ending. 	<p>SE 1: 106–107, 304–305, 338–339 SE 2: 316–317, 384–385</p> <p>TE 1: 49d, 87d–87e, 103c–103d, 107a, WP•1–WP•2, WP•4, WP•8 TE 2: 211a, 283e, 305a, 311d, 319e, 335c–335d, 339a, 343c TE 3: 353d–353e, 371d–371e, 275a, 457d–457e, 469c TE 5: 195c–195d, 211d–211e, 227c–227d, 247d–247e, 277d–277e, 293c, 313d–313e, 329c, 347c–347d TE 6: 365c–365d, 381d–381e, 384–385, 385a, 389c–389d</p> <p>Writing to Sources: Unit 1: 26</p>
<p>W.4: THE WRITING PROCESS Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</p>	
<p>2.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., <i>organization, sentence structure, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>); and provide feedback to other writers. 	<p>SE 1: 46–47, 74–75, 106–107, 142–143, 176–177, 210–211, 242–243, 270–271, 304–305, 338–339, 374–375, 408–409, 446–447, 472–473, 510–511 SE 2: 44–45, 78–79, 112–113, 146–147, 180–181, 214–215, 250–251, 280–281, 316–317, 350–351, 384–385, 420–421, 450–451, 490–491, 522–523</p> <p>TE 1: 46–47, 47a, 49d–49e, 51h–51i, 74–75, 75a, 79c–79d, 81h–81i, 106–107, 107a, 111c–111d, 113h–113i, 142–143, 143a, 147c–147e, 149h–149i, 176–177, 177a, 181c–181d, 183h–183i, WP•5–WP•10 TE 2: 210–211, 211a, 215c–215d, 217h–217i, 242–243, 243a, 245d–245e, 247h–247i, 270–271, 271a, 275c–275d, 277h–277i, 304–305, 305a, 311d–311e, 313h–313i, 338–339, 339a, 343c–343d, 345h–345i, WP•5–WP•10 TE 3: 374–375, 375a, 379c–379d, 381h–381i, 408–409, 409a, 415c–415d, 417h–417i, 446–447, 447a, 449d–449e, 451h–451i, 472–473, 473a, 477c–477d, 479h–479i, 510–511, 511a, 515c–515d, 517h–517i, WP•5–WP•10 TE 4: 44–45, 51d–51e, 53h–53i, 78–79, 81d–81e, 83h–83i, 112–113, 113a, 117c–117e, 119h–119i, 146–147, 147a, 151c–151d, 153h–153i, 180–181, 181a, 185c–185d, 187h–187i, WP•5–WP•10</p>

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<p>(Continued) 2.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., <i>organization, sentence structure, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>); and provide feedback to other writers. 	<p>(Continued) TE 5: 214–215, 215a, 219c–219d, 221h–221i, 250–251, 251a, 253d–253e, 255h–255i, 280–281, 281a, 285c–285d, 287h–287i, 316–317, 317a, 321c–321d, 323h–323i, 350–351, 351a, 355c–355d, 357h–357i TE 6: 384–385, 385a, 389c–389d, 391h–391i, 420–421, 421a, 423d–423e, 425h–425i, 450–451, 451a, 455c–455d, 457h–457i, 490–491, 491a, 493d–493e, 495h–495i, 522–523, 523a, 527c–527d, 529h–529i, WP•5–WP•10</p>
<ul style="list-style-type: none"> • Use available technology to publish legible documents. 	<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>

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FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION	
STANDARD 5: THE RESEARCH PROCESS	
W.5: Build knowledge about the research process and the topic under study by conducting short research	
2.W.5: With support, conduct short research on a topic.	<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•1–WP•10</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>
• Find information on a topic of interest (e.g., <i>cardinals</i>).	<p>TE 1: 47b, 75b, 107b, 143b, 177b TE 2: 211b, 243b, 271b, 305b, 339b TE 3: 375b, 409b, 447b, 473b, 511b TE 4: 45b, 79b, 113b, 147b, 181b TE 5: 215b, 251b, 281b, 317b, 351b TE 6: 385b, 421b, 451b, 491b, 523b, WP•3</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>
• Identify various visual and text reference sources	<p>SE 1: 246–247 SE 2: 228–229, 318–321</p> <p>TE 1: 43g, 47b, 57f, 71g, 75b, 107b, 111e, 143b, 155f, 177b TE 2: 211b, 224f, 243b, 246–247, 271b, 301g, 305b, 339b TE 3: 375b, 405g, 409b, 447b, 473b, 511b TE 4: 41g, 45b, 79b, 113b, 147b, 181b TE 5: 215b, 228g, 248g, 251b, 281b, 317b, 318h, 323c, 351b TE 6: 385b, 421b, 451b, 491b, 523b, WP•3</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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<ul style="list-style-type: none"> • Organize, summarize, and present the information, choosing from a variety of formats 	<p>TE 1: 49g, 51j, 79f, 81j, 111f, 113j, 147f, 149j, 181f, 183j TE 2: 215f, 217j, 245f, 247j, 275f, 277j, 311g, 313j, 343f, 345j TE 3: 379f, 381j, 415g, 417j, 449g, 451j, 477f, 479j, 515f, 517j TE 4: 51g, 53j, 81g, 83j, 117f, 119j, 151f, 153j, 185f, 187j TE 5: 219f, 221j, 253g, 255j, 285f, 287j, 321f, 323j, 355f, 357j TE 6: 389f, 391j, 423g, 425j, 455f, 457j, 493g, 495j, 527f, 529j, WP•10</p> <p>Writing to Sources: Unit 1: 13, 21 Unit 2: 41, 49 Unit 3: 89 Unit 4: 109, 113, 123, 125</p>

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GRAMMAR AND USAGE	
W.6: CONVENTIONS OF STANDARD ENGLISH	
Demonstrate command of the conventions of standard English	
2.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<p>SE 1: 47, 75, 107, 143, 177, 210, SG•7, 242, 270, 304, 374, 408, 446</p> <p>SE 2: 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>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</p> <p>TE 2: 191c, 207b, 215b, 217g, SG•16, 253c, 267c, 269b, 270–271, 275b, 277g, SG•40, UR•14, UR•34</p> <p>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</p> <p>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</p> <p>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</p> <p>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: 7, 11, 15, 19, 23 Unit 2: 39, 43, 47, 51, 55 Unit 3: 71, 74, 79, 83, 87 Unit 4: 103, 107, 111, 115, 119 Unit 5: 135, 139, 143, 147, 151 Unit 6: 167, 171, 175, 179, 183</p>

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2.W.6.1a: Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.	SE 1: 210–211, 242–243, 304–305 SE 2: 215–215, 280–281, 317–318 TE 2: 191c, 207b, 209b, 215b, 217g, 223c, 239b, 241b, 145c, 247g, 251c, 283c, 292–293, 301c, 303b, 304–305, 311c, 313g, 313h–313i, UR•14, UR•24, UR•44 TE 3: 405c, 417g, 477b TE 5: 195b, 211c, 214a, 219b, 221g, 261b, 277c, 280a, 285b, 287g, 293b, 313c, 316a, 321b, 323g, UR•34, UR•44
2.W.6.1b: Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs. •	SE 1: 473, 511 TE 3: 457c, 469b, 471b, 472–473, 477b, 479g, 485c, 507c, 509b, 515b, 517g, SG•74, UR•44
• Understanding the functions of different types of verbs (e.g., <i>action, linking</i>) in sentences.	SE 1: 374–375, 510–511 TE 3: 353c, 371c, 373b, 374–375, 379b, 381g, 485c, 507c, 509b, 510–511, 515b, 517g, UR•14, UR•54
2.W.6.1c: Adjectives/Adverbs – Writing sentences that use adjectives and adverbs.	SE 2: 44–45, 78–79, 112–113, 146–147, 180–181 TE 4: 25b, 41c, 44a, 51c, 53g, 59b, 75c, 78a, 81c, 83g, 89b, 109c, 112a, 117b, 119g, 125b, 143b, 146a, 151b, 153g, 159b, 177b, 180a, 185b, 198g, UR•16, UR•26, UR•36, UR•46, UR•56
2.W.6.1d: Prepositions – <i>Standard begins at fourth grade.</i>	This standard begins at fourth grade according to the Indiana Academic Standards English/Language Arts.
2.W.6.1e: Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	SE 1: 46–47, 142–143, 176–177 TE 1: 25c, 43c, 45b, 49c, 51g, 57c, 71c, 73b, 74–75, 79b, 81g, 87c, 103b, 105b, 111b, 113g, 119c, 139b, 141b, 147b, 149g, 155c, 173c, 175b, 181b, 183g, UR•44, UR•54 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, UR•54

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CAPITALIZATION, PUNCTUATION, AND SPELLING	
<p>2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	<p>SE 1: 46–47, 143, 177, 242–243, 338–339 SE 2: 180–181, 384–385, 420–421, 490–491</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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2.W.6.2a: Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.	SE 1: 242–243 SE 2: 384–385 TE 2: 223c, 239b, 241b, 245c, 247g, UR•24 TE 4: 148g TE 6: 365b, 381c, 384a, 389b, 391g, UR•14
2.W.6.2b: Punctuation – • Correctly using a period, question mark, or exclamation mark at the end of a sentence.	SE 1: 142–143, 176–177 TE 1: 119c, 139b, 141b, 147b, 149g, 155c, 173c, 175b, 181b, 183g, UR•44, UR•54
• Using an apostrophe to form contractions and singular possessive nouns.	SE 1: 222, 338–339 SE 2: 351 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
• Using commas in greetings and closings of letters, dates, and to separate items in a series.	SE 1: 409 SE 2: 450 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

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<p>2.W.6.2c: Spelling –Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</p>	<p>TE 1: 24d, 26d, 44e, 48g, 50d, 56d, 58d, 72e, 76g, 80d, 86d, 88d, 104e, 108g, 112d, UR•9, UR19, UR•29</p> <p>TE 2: 190d, 192d, 208e, 212g, 216c, 252d, 254d, 268e, 272g, 276d, UR•9, UR•29</p> <p>TE 3: 352d, 354d, 372e, 376g, 380c, 386d, 388d, 406e, 410g, 416c, 456d, 458d, 470e, 474g, 478d, UR•9, UR19, UR•39</p> <p>TE 5: 291b, 294d, 314e, 318g, 322d, UR•39</p>
<ul style="list-style-type: none"> • Generalizing learned spelling patterns (e.g., <i>word families</i>) when writing words. 	<p>TE 1: 24d, 26d, 44e, 48g, 50d, 56d, 58d, 72e, 76g, 80d, UR•9, UR19</p> <p>TE 2: 190d, 192d, 208e, 212g, 216c, 252d, 254d, 268e, 272g, 276d, 318d, 320d, 336e, 340g, 344f, UR•9, UR•29, UR•49</p> <p>TE 3: 352d, 354d, 372e, 376g, 380c, 380d, 386d, 388d, 406e, 410g, 416c, 416d, 456d, 458d, 470e, 474g, 478d, UR•9, UR19, UR•39</p> <p>TE 4: 57b, 60d, 76e, 80g, 82d, 87b, 90d, 110e, 114g, 118d, UR•19, UR•39</p> <p>TE 5: 327b, 330d, 348c, 352g, 356d, UR•49</p>
<ul style="list-style-type: none"> • Correctly spelling common irregularly-spelled grade-appropriate high frequency words. 	<p>TE 1: 25, 26e, 44g, 51b, 57, 58e, 72g, 81b, 87, 88e, 104g, 119, 120e, 140g, 149b, 155, 156e, 174g, 183b</p> <p>TE 2: 191, 192e, 208g, 217b, 223, 224e, 240g, 247b, 253, 254e, 268g, 277b, 283, 284e, 302g, 313b, 319, 320e, 336g, 345b</p> <p>TE 3: 353, 354e, 372g, 381b, 387, 388e, 406g, 417b, 423, 424e, 444g, 451b, 457, 458e, 470g, 479b, 485, 486e, 508g, 517b</p>

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SPEAKING AND LISTENING	
SPEAKING AND LISTENING: There are five key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
In Speaking and Listening, students are expected to do the following:	
SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING Develop and apply effective communication skills through speaking and active listening	
2.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	SE 1: 51, 81, 149, 183, 217, 277, 313, 345, 381, 417 SE 2: 82, 255, 287, 357, 391, 425, 457, 529 TE 1: 49f, 51a, 51j, 79e, 81a, 81j, 147e, 149a, 149j, 183a TE 2: 215e, 217a, 247j, 275e, 277a, 277j, 311f, 313a, 343e, 345a TE 3: 379e, 381a, 415f, 417a, 451a, 451j, 479j, 517j TE 4: 53j, 81f, 82–83, 83j, 117e, 118–119, 119j, 153j, 187j, TE 5: 221j, 255a, 255j, 285e, 287a, 287j, 323a, 323j, 357a TE 6: 389e, 391a, 423f, 425a, 425j, 455e, 457a, 457j, 495j, 527e, 529a, 529j

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<p align="center">Indiana Academic Standards English/Language Arts Grade 2</p>	<p align="center">Scott Foresman Reading Street Common Core, ©2013</p>
<p>SL.2: DISCUSSION AND COLLABORATION Develop and apply reciprocal communication skills by participating in a range of collaborative discussions</p>	
<p>2.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<p>SE 1: 20, 51, 82, 150, 186, 218, 248, 278, 313, 314, 348, 382, 418, 452 SE 2: 20, 53, 54, 82, 84, 120, 154, 186, 190, 222, 256, 286, 288, 324, 360, 392, 425, 426, 458, 496</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 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 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 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 TE 5: 195e, 227e, 261e, 287a, 293c, 293e, 313g, 329c, 329e, UR•6, UR•15, UR•16, UR•25, UR•26, UR•34, UR•36, UR•37, UR•45, UR•46, UR•55 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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2.SL.2.2: <i>Standard begins in third grade.</i>	This standard begins at third grade according to the Indiana Academic Standards English/Language Arts.
2.SL.2.3: Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.	<p>SE 1: 51, 81, 149, 183, 247, 277, 313, 417 SE 2: 53, 82, 118, 152, 221, 255, 323, 357, 457</p> <p>TE 1: 51, 51j, 79e, 81, 81a, 81j, 149a, 149j, 181e, 183a, 183j TE 2: 217j, 245f, 247j, 277j, 313a, 313j TE 3: 415f, 417a, 451j TE 4: 51a, 53j, 81f, 83j, 117e, 118–119, 119j, 151e, 152–153, 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>
2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.	<p>SE 1: 247, 277, 345</p> <p>TE 2: 245f, 275e, 313j, 343e, 345a TE 3: 358–359, 370–371, 417a, 515e, UR•13 TE 4: 94–95, 126a–126b TE 5: 253a, 253f, 255a TE 6: 391j, 452–453, 454–455</p>
2.SL.2.5: Build on others’ talk in conversations by linking 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>

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SL.3: COMPREHENSION Develop and apply active listening and interpretation skills using various strategies	
2.SL.3.1: Determine the purpose for listening (e.g., <i>to obtain information, to enjoy humor</i>) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	SE 1: 51, 81, 149, 183, 217, 277, 313, 345, 381, 417 SE 2: 82, 255, 287, 357, 391, 425, 457, 529 TE 1: 49f, 51a, 51j, 79e, 81a, 81j, 147e, 149a, 149j, 183a TE 2: 215e, 217a, 247j, 275e, 277a, 277j, 311f, 313a, 343e, 345a TE 3: 379e, 381a, 415f, 417a, 451a, 451j, 479j, 517j TE 4: 53j, 81f, 82–83, 83j, 117e, 118–119, 119j, 153j, 187j TE 5: 221j, 255a, 255j, 285e, 287a, 287j, 323a, 323j, 357a TE 6: 389e, 391a, 423f, 425a, 425j, 455e, 457a, 457j, 495j, 527e, 529a, 529j
2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	SE 1: 277, 313, 345 TE 1: 149j TE 2: 215e, 247a, 275e, 277a, 345a TE 3: 381j, 451j, 479j TE 4: 81f, 82–83, 83j, 153j, 187j, WP•10 TE 5: 255j, 287j, 357a, 357j TE 6: 423g, 425a, 455e, 457a, 457j, 495j, 519f, 529j
SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS Develop and apply speaking skills to communicate ideas effectively in a variety of situations	
2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	SE 1: 149, 451, 479 SE 2: 118, 187, 323, 457 TE 1: 147e, 149a TE 3: 451a, 477e TE 4: 82–83, 117e, 118–119, 187a TE 5: 255a, 321e, 323a TE 6: 425i, SG•51
2.SL.4.2: Create simple presentations that maintain a clear focus, using various media 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
2.SL.4.3: Give and follow multi-step directions.	SE 1: 217, 345 TE 2: 215e, 217a, 343e, 345a

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MEDIA LITERACY	
MEDIA LITERACY: By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
In Media Literacy, students are expected to do the following:	
ML.1: LEARNING OUTCOME FOR MEDIA LITERACY Develop an understanding of media and the roles and purposes of media	
2.ML.1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.	SE 1: 113, 247, 313, 517 SE 2: 53, 153, 221, 425, 495 TE 1: 111e, 113a TE 2: 245f, 247a, 311f, 313a TE 3: 515e, 517a TE 4: 51f, 53a, 151e, 152–153 TE 5: 219e, 221a TE 6: 423f, 425a, 493f, 495a
ML.2: MEDIA LITERACY Recognize the purposes of media and the ways in which media can have influences	
2.ML.2.1: Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	SE 1: 113, 247, 313, 517 SE 2: 53, 153, 221, 425, 495 TE 1: 111e, 113a TE 2: 245f, 247a, 311f, 313a TE 3: 515e, 517a TE 4: 51f, 53a, 151e, 152–153 TE 5: 219e, 221a TE 6: 423f, 425a, 493f, 495a
2.ML.2.2: <i>Standard begins in fifth grade.</i>	This standard begins at fifth grade according to the Indiana Academic Standards English/Language Arts.