

A Correlation of

**Scott Foresman  
Reading Street  
Common Core**

©2013



To the

**Kansas College and  
Career Ready Standards  
for English Language Arts  
Grade 2**

# A Correlation of Scott Foresman Reading Street Common Core, ©2013 to the Kansas College and Career Ready Standards for English Language Arts, Grade 2

## INTRODUCTION

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013* meets the **Kansas College and Career Ready 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>Anchor Standards* for Literacy Learning</b>	
<b>College and Career Readiness Anchor Standards for Literacy Learning</b>	
<b>Literacy Learning</b>	
<p><b>1</b>  Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <b>SE 2.1:</b> 246, 277, 345, 417, 450, 479  <b>SE 2.2:</b> 118, 221</p> <p><b>TE 2.1:</b> 26a–26b, 49f, 50b, 51a, 111e  <b>TE 2.2:</b> 244a, 245f, 246, 247a, 275e, 276b, 277, 277a, 345, 345a  <b>TE 2.3:</b> 415f, 417, 417a, 447b, 449f, 449g, 450, 451a, 477e, 479, 479a  <b>TE 2.4:</b> 81f, 113b, 117e, 117f, 118b, 118, 185e  <b>TE 2.5:</b> 219e, 219f, 221, 221a, 221c, 285e, 285f, 287c  <b>TE 2.6:</b> 447g, 451b, 455e, 493f</p> <p><b>Writing to Sources</b>  <b>Unit 1:</b> 35  <b>Unit 2:</b> 67  <b>Unit 3:</b> 99  <b>Unit 4:</b> 131  <b>Unit 5:</b> 163  <b>Unit 6:</b> 195</p>


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<p><b>2</b>  Use meta-cognitive strategies to monitor literacy learning progress.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <b>SE 2.1:</b> 44, 104, 140, 240, 268, 335, 406, 444, 470  <b>SE 2.2:</b> 76, 110, 178, 212, 278, 348, 448, 488</p> <p><b>TE 2.1:</b> 43a, 44, 45a, 103a, 104, 105a, 139a, 140, 141a, WP•1–10  <b>TE 2.2:</b> 220a–220b, 239a, 240, 241a, 267a, 268, 269a, 335, 336a  <b>TE 2.3:</b> 406, 407a, 443a, 444, 445a, 470, 471a  <b>TE 2.4:</b> 75a, 76, 77a, 109a, 110, 111a, 178, 179a  <b>TE 2.5:</b> 211a, 212, 213a, 277a, 278, 279a, 348, 349a  <b>TE 2.6:</b> 447a, 448, 449a, 487a, 488, 589a</p> <p><b>Writing to Sources</b>  <b>Unit 1:</b> 9, 11, 13, 15, 17, 19, 21, 23, 25  <b>Unit 2:</b> 41, 43, 45, 47, 49, 51, 53, 55, 57  <b>Unit 3:</b> 73, 75, 77, 79, 81, 83, 85, 87  <b>Unit 4:</b> 103, 105, 107, 109, 111, 113, 115, 117, 119, 121  <b>Unit 5:</b> 135, 137, 139, 141, 143, 145, 147, 149, 153  <b>Unit 6:</b> 167, 169, 171, 173, 175, 177, 19, 181, 183, 185</p>



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<p><b>3</b>  Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <b>SE 2.1:</b> 22–23, 24, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 344, 384–385, 386, 388–389, 390–391, 392–393, 394–395, 396–397, 398–399, 400–401, 402–403, 404–405, 416, 478  <b>SE 2.1:</b> 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 80–81, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 220, 356, 460–461, 462–463, 464–465, 466–467, 468–469, 470–471, 472–473, 474–475, 476–477, 478–479, 480–481, 482–483, 484–485, 486–487, 494, 498g, 498–499, 500–501, 502–503   <b>TE 2.1</b> 22–23, 23a, 24a, 24, 24b–24c, 25a, 26c, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43b, 44c–44d, 44f  <b>TE 2.2:</b> 222b–222c, 223a, 224f, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 240f, 268f, 336c, 336f, 344  <b>TE 2.3:</b> 384a–384b, 384–385, 385a, 386, 386a, 388–389, 390–391, 392–393, 394–395, 396–397, 398–399, 400–401, 402–403, 404–405, 406f, 410e, 416, 478  <b>TE 2.4:</b> 55a–55b, 56a, 57c–57d, 58–59, 60c, 60g, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76c–76d, 76f, 80–81, 81a, 83, 83a  <b>TE 2.5:</b> 192a, 192–193, 193a, 193c–193d, 194a, 194–195, 196c, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212c, 220, 356, 357a  <b>TE 2.6:</b> 460a, 460–461, 461a, 462a, 462–463, 464a, 464–465, 466–467, 468–469, 470–471, 472–473, 474–475, 476–477, 478–479, 480–481, 482–483, 484–485, 486–487, 488c–488d, 492e–492f, 494, 498g, 498–499, 500a, 500–501, 502g, 502–503</p>

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<p><b>4</b>  Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:</p> <p><b>SE 2.1:</b> 48–49, 50–51, 84–85, 86, 144–145, 146–147, 222, 246, 250–251, 252, 245–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 276, 340–341, 342–343, 420–421, 422, 424–425, 426–427, 428–429, 430–431, 432–433, 434–435, 436–437, 438–439, 440–441, 442–443, 450, 474–475, 476–477</p> <p><b>SE 2.1:</b> 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273, 274–275, 286–287, 428–429, 430–431, 432–433, 434–435, 436–437, 438–439, 440–441, 442–443, 444–445, 446–447, 456</p> <p><b>TE 2.1</b> 47b, 48c, 48e–48f, 48–49, 49a, 49b, 50–51, 84–85, 85a, 86, 86a, 88c, 118b, 120f, 144–145, 146–147</p> <p><b>TE 2.2:</b> 221a, 222, 222a, 224b, 240c–240d, 244e–244f, 246, 250–251, 251a, 252, 252a, 245–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 276, 340–341, 342–343</p> <p><b>TE 2.3:</b> 420–421, 421a, 422, 422a, 423a, 424–425, 426–427, 428–429, 430–431, 432–433, 434–435, 436–437, 438–439, 440–441, 442–443, 444c–444d, 448e–448f, 450, 474–475, 476–477, 477a</p> <p><b>TE 2.4:</b> 90a–90b, 90g, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110c, 110f, 119, 119a, 178c</p> <p><b>TE 2.5:</b> 262a–262b, 262g, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273, 274–275, 278c, 278f, 282e–282f, 286–287, 287a, 348a–348b, 352e</p> <p><b>TE 2.6:</b> 427a–427b, 428a, 428–429, 429a, 429c–429d, 430a, 430–431, 432g, 432–433, 434–435, 436–437, 438–439, 440–441, 442–443, 444–445, 446–447, 448c–448d, 448f, 456</p>

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<p><b>(Continued)</b></p> <p><b>4</b>  Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.</p>	<p><b>(Continued)</b></p> <p><b>Writing to Sources</b></p> <p><b>Unit 1:</b> 6–9, 10–13, 14–17, 18–21, 22–25, 34–35</p> <p><b>Unit 2:</b> 38–41, 42–45, 46–49, 50–53, 54–57, 66–67</p> <p><b>Unit 3:</b> 70–73, 74–77, 78–81, 82–85, 86–89, 98–99</p> <p><b>Unit 4:</b> 102–105, 106–109, 110–113, 114–117, 118–121, 130–131</p> <p><b>Unit 5:</b> 134–137, 138–141, 142–145, 146–149, 150–153, 162–163</p> <p><b>Unit 6:</b> 166–169, 170–173, 174–177, 178–181, 182–185, 194–195</p> <p><b>More Connect the Texts:</b> 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227</p>
<p><b>5</b>  Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:</p> <p><b>SE 2.1:</b> 72, 108–109, 110–111, 134–135, 142–143, 242–243, 270–271, 272–273, 274–275, 277, 408–409, 410–411, 412–413, 414–415</p> <p><b>SE 2.2:</b> 78–79, 82, 112–113, 114–115, 116–117, 182–183, 184–185, 214–215, 216–217, 218–219, 280–281, 282–283, 284–285, 352–353, 354–355, 357, 452h, 452–453, 454–455, 457, 492–493</p> <p><b>TE 2.1</b> 43g, 103f, 107b, 108h, 108–109, 110–111, 111e, 134–135, 142–143, 143a, 143b, 144h, 147a</p> <p><b>TE2.2:</b> 242–243, 243a, 243b, 245f, 247a, 270–271, 271b, 272h, 272–273, 274–275, 277, 277a, 340h, 343e</p> <p><b>TE2.3:</b> 405g, 408–409, 410h, 410–411, 412–413, 414–415, 415a, 474h</p> <p><b>TE 2.4:</b> 75b, 78–79, 81f, 82, 109b, 109d–109e, 112–113, 114h, 114–115, 116–117, 182h, 182–183, 184–185, 185e</p> <p><b>TE 2.5:</b> 211g, 214–215, 216h, 216–217, 218–219, 219e, 280–281, 281b, 282h, 282–283, 284–285, 352h, 352–353, 354–355, 355e, 357</p>



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<p><b>(Continued)</b></p> <p><b>5</b>  Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.</p>	<p><b>(Continued)</b></p> <p><b>TE 2.6:</b> 452h, 452–453, 454–455, 455e, 457, 457g, 487b, 491b, 492h, 492–493, 493a</p> <p><b>Writing to Sources</b></p> <p><b>Unit 1:</b> 6–9, 10–13, 14–17, 18–21, 22–25, 34–35</p> <p><b>Unit 2:</b> 38–41, 42–45, 46–49, 50–53, 54–57, 66–67</p> <p><b>Unit 3:</b> 70–73, 74–77, 78–81, 82–85, 86–89, 98–99</p> <p><b>Unit 4:</b> 102–105, 106–109, 110–113, 114–117, 118–121, 130–131</p> <p><b>Unit 5:</b> 134–137, 138–141, 142–145, 146–149, 150–153, 162–163</p> <p><b>Unit 6:</b> 166–169, 170–173, 174–177 178–181, 182–185, 194–195</p> <p><b>More Connect the Texts:</b> 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227</p>

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<b>Anchor Standards* for Reading</b>	
<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>Key Ideas and Details</b>	
<p><b>1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:</p> <p><b>SE 1:</b> 44, 72, 104, 140, 170–171, 174, 214245, 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, 58–59, 104–105, 134–135, 155a, 174–175a</p> <p><b>TE 2:</b> 191a–191b, 192g, 192–193, 194–195, 196–197, 198–199, 212–213, 214–215, 217b, 217c, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 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, 332–333, 334–335, 336–337a, 340–341, 342–343, 345bUR•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, 376–377, 378–379, 387a–387b, 388g, 388–389, 390–391, 392–393, 394–395, 396–397, 398–399, 423a, 424–425, 426–427, 428–429, 430–431, 432–433, 434–435, 436–437, 438–439, 443a, 444h, 444–445a, 448–449a</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, 61a, 62–63, 64–65, 70–71, 72–73, 74–75, 75a, 76h, 76–77a, 144–145a, 153b–153c, 161a, 177a, 178–179a</p>

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<p><b>(Continued)</b>  <b>1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>(Continued)</b>  <b>TE 5:</b> 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 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, 260a, 263a–264a, 264–265, 266–267, 268–269, 270–271, 272–273, 274–275, 276–277, 277a, 278–279a, 336–337, 338–339, 344–345, 346–347, 347a, 348–349a, 357b, UR•12, UR•22, UR•32  <b>TE 6:</b> 430a, 433a, 434–435, 436–437, 438–439, 440–441, 442–443, 444–445, 446–447, 447a, 448–449a, 457b, 457c, 466–467, 468–469, 470–471, 472–473, 474–475, 476–477, 500a, 503a, 504–505, 506–507, 508–509, 510–511, 520–521a, 529b, 529c   <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 4:</b> 122–123, 124–125, 126–129, 130–131  <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>

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<p><b>2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>SE 1:</b> 44, 72–73, 76–77, 140–141, 179, 240, 268, 336, 342–343, 372,  <b>SE 2:</b> 42, 58–59, 76, 116, 124–125, 158–159, 212, 321, 328–329, 387, 418, 488, 526</p> <p><b>TE 1:</b> 57a–57b, 58g–58h, 62–63, 64–65, 66–67, 68–69, 70–71, 76–77, 81b, 81c, 119a–119b, 120g, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 136–137, 140–141, 144–145, 146–147, 149d  <b>TE 2:</b> 240–241, 242–243, 269a, 277c  <b>TE 3:</b> 372h, 373a, 407a, 424g–424h, 430–431, 440–441, 444–445a, 448a–448b, 507a  <b>TE 4:</b> 27a–28a, 28–29, 30–31, 40–41, 41a, 41b, 42–43a 58a, 75a, 76–77a, 109a, 111a,  <b>TE 5:</b> 212–213a, 247a, 298–299, 318h, 318–319, 320–321, 328a  <b>TE 6:</b> 399a, 408–409, 414–415, 417b, 418–419, 425b, 425c, 476–477, 488h, 488–489a</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 52–53, 56–57  <b>Unit 4:</b> 104–105,</p>

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<p><b>3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:</p> <p><b>SE 1:</b> 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 200–201, 202–203, 358–359, 360–361, 362–363, 364–365, 368–369,</p> <p><b>SE 2:</b> 30–31, 32–33, 34–35, 36–37, 41, 42, 248, 292, 314, 242–243, 244–245, 248–249,</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, 72b, 87a–87b, 113b, 113h–113i, 170–171, UR•11, UR•31</p> <p><b>TE 2:</b> 200–201, 202–203, 302h, 322–323</p> <p><b>TE 3:</b> 358–359, 360–361, 362–363, 364–365, 368–369, 451c, 458g–458h</p> <p><b>TE 4:</b> 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 46–47, 48–49, 50–51, 51a, 132–133, 134–135, 166–167, 168–169</p> <p><b>TE 5:</b> 242–243, 244–245, 248–249, 272–273, 274–275, 292a, 296–297, 298–299, 300–301, 302–303, 304–305, 306–307, 308–309, 310–311, 313a, 323b, 340–341, 342–343, 344–345, 346–347, 348h</p> <p><b>TE 6:</b> 381a, 508–509, 512–513, 529c</p> <p><b>Writing to Sources:</b></p> <p><b>Unit 2:</b> 42–43, 50–51</p> <p><b>Unit 3:</b> 78–79, 84–85, 98–99</p> <p><b>Unit 4:</b> 102–103, 118–119</p> <p><b>Unit 5:</b> 138–139, 142–143, 150–151, 158–161</p> <p><b>Unit 6:</b> 182–183</p>

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<b>Craft and Structure</b>	
<p><b>4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <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, 122–123, 126–127, 140g  <b>TE 2:</b> 224f, 234–235, 254f, 256–257  <b>TE 3:</b> 502–503, 508g  <b>TE 4:</b> 25a, 59a, 60g, 70–71, 89a, 96–97, 100–101  <b>TE 5:</b> 195a, 204–205, 206–207, 212g, 221b  <b>TE 6:</b> 397a, 398e, 402–403, 425b, 463a, 464e, 478–479</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 48–49  <b>Unit 5:</b> 134–135</p>
<p><b>5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <b>SE 1:</b> 104, 302  <b>SE 2:</b> <b>110</b>, 124–125, 158–159, 260–261, , 282–285, 389, 462–463</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, 108109, 110–111, 113h–113i, 156g–156h, 158–159, 160–161, 162–163, 173b, 174h, UR•31, UR•32–UR•33  <b>TE 2:</b> 236–237, 238–239, 294–295, 298–299, 302–303, 306h, 340h  <b>TE 3:</b> 407a, 417c, 457a, 464–465, 468–469, 479b, 490–491, 492–493, 496–497  <b>TE 4:</b> 46h, 124a, 140–141, 142–143, 143a, 158a, 168–169, 172–173, 174–175, 187b, 187c  <b>TE 5:</b> 227c, 260a, 268–269, 272–273, 277a, 278h, 278–279, 282–283, 284–285, 287b, 293c–293d, 304–305, 312–313, 313a, 321c–321d, 352h  <b>TE 6:</b> 408–409, 410–411, 416–417, 418h, 418–419a, 447b, 448–449a, 457c, 495b</p>

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<p><b>(Continued)</b>  <b>5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><b>(Continued)</b>  <b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27  <b>Unit 2:</b> 38–39  <b>Unit 4:</b> 106–107, 108–109, 116–117  <b>Unit 5:</b> 134–135</p>
<p><b>6</b> Assess how point of view or purpose shapes the content and style of a text.</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  <b>TE 6:</b> 529c</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p><b>7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <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  <b>TE 5:</b> 247g, 287c  <b>TE 6:</b> 391c, 412–413, 487b</p> <p><b>Writing to Sources:</b>  <b>Unit 6:</b> 180–181</p>

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<p><b>8</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p><b>SE 1:</b> 228–229, 230–231, 232–233, 234–235  <b>TE 3:</b> 381b, 490–491, 506–507</p> <p><b>SE 2:</b> 194, 388–389, 404–405, 486–487, 490–491, 506–507</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  <b>TE 6:</b> 388–389, 404–405, 417a, 486–487, 487a</p>
<p><b>9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><b>SE 1:</b> 49, 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, 324–325, 335a, UR•52–UR•53  <b>TE 3:</b> 428–429, 432–433, 442–443, 443a, 444–445, 451c  <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 2:</b> 40–41, 44  <b>Unit 3:</b> 88–89  <b>Unit 4:</b> 108–109, 112–113, 122–123</p>
<b>Range of Reading and Level of Text Complexity</b>	
<p><b>10</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:</p> <p><b>SE 1:</b> 120–139, 224–239, 254–267, 486–507  <b>SE 2:</b> 62–75, 92–110, 206–207, 466–488</p> <p><b>TE 2:</b> 206–207, 224g–224h, 254g–254h  <b>TE 3:</b> 410h, 424g–424h, 442–443, 458g–458h, 470h, 486g–486h, 517c  <b>TE 4:</b> 27a–28a, 61a–62a, 91a–92a, 127a–128a  <b>TE 5:</b> 197a–198a, 216h, 229a–229b  <b>TE 6:</b> 399a–400a, , 422–423, 423a, 503a–504a, 519a, 520h, 520–521</p>



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<p><b>11</b>  Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:</p> <p><b>SE 2.1:</b> 26–27, 2829, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 200–301, 424–425, 426–427, 428–429, 430–431, 432–433, 434–435, 436–437, 438–439, 440–441, 442–443, 474–475, 476–477</p> <p><b>SE 2.2:</b> 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 264–265, 266–267, 268–269, 270–272, 274–275, 276–277, 434–435, 436–437, 438–439, 440–441, 442–443, 444–445, 446–447</p> <p><b>TE 2.1</b> 26–27, 2829, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43</p> <p><b>TE2.2:</b> 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 200–301</p> <p><b>TE2.3:</b> 424–425, 426–427, 428–429, 430–431, 432–433, 434–435, 436–437, 438–439, 440–441, 442–443, 474–475, 476–477</p> <p><b>TE 2.4:</b> 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143</p> <p><b>TE 2.5:</b> 264–265, 266–267, 268–269, 270–272, 274–275, 276–277</p> <p><b>TE 2.6:</b> 434–435, 436–437, 438–439, 440–441, 442–443, 444–445, 446–447</p>

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<p><b>12</b>  Read—both independently and collaboratively—print, non-print, and multi-modal works proficiently and critically to be media literate.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:</p> <p><b>SE 2.1:</b> 58–59, 60–61, 62–63, 64–65, 66–57, 68–69, 70–71, 224–225, 226–227, 228–230, 232–233, 234–235, 236–237, 238–239, 458–459, 460–461, 462–463, 464–465, 466–467, 468–469</p> <p><b>SE 2.2:</b> 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 332–333, 334–335, 336–337, 338–339, 340–341, 342–343, 344–345, 346–347, 466–467, 468–469, 470–471, 472–473, 474–475, 476–477, 478–479, 480–481, 482–483, 484–485, 486–487</p> <p><b>TE 2.1</b> 58–59, 60–61, 62–63, 64–65, 66–57, 68–69, 70–71</p> <p><b>TE2.2:</b> 224–225, 226–227, 228–230, 232–233, 234–235, 236–237, 238–239</p> <p><b>TE2.3:</b> 458–459, 460–461, 462–463, 464–465, 466–467, 468–469</p> <p><b>TE 2.4:</b> 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109</p> <p><b>TE 2.5:</b> 332–333, 334–335, 336–337, 338–339, 340–341, 342–343, 344–345, 346–347</p> <p><b>TE 2.6:</b> 466–467, 468–469, 470–471, 472–473, 474–475, 476–477, 478–479, 480–481, 482–483, 484–485, 486–487</p>

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<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
<p><b>RL.2.1</b> – 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.</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, 430–431, 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><b>(Continued)</b>  <b>RL.2.1</b> – Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p><b>(Continued)</b>  <b>TE 4:</b> 27a, 32–33, 34–35, 36–37, 38–39, 42h, 42–43a, 46–47, 48–49, 50–51, 51a, SG•3, SG•4, SG•8, SG•9, SG•10, SG•15, 80–81a, 124a, 127a, 128–129, 130–131, 136–137, 138–139, 144–145a, 153b–153c, SG•54, SG•55, SG•56, SG•57, SG•59, SG•60, SG•61, SG•57, 161a, 177a, 178–179a, SG•71, SG•76, SG•77, SG•78, SG•81, UR•11, UR•12–UR•13  <b>TE 5:</b> 216–217, 218–219, 226a, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243, 244–245, 246–247a, 247b, 248h, 248–249a, 252–253a, 255b, 255g, SG•20, SG•21, SG•22, SG•25, SG•26, SG•31, SG•32, 260a, 263a–264a, 264–265, 266–267, 268–269, 270–271, 272–273, 274–275, 276–277, 277a, 278–279a, SG•37, SG•38, SG•43, SG•44, SG•49, 295a, 313a, 313b, 314–315a, 318–319, 320–321, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 331a, 336–337, 338–339, 344–345, 346–347, 347a, 348–349a, 357b, SG•71, SG•72, SG•73, SG•76, SG•77, UR•12, UR•22, UR•32  <b>TE 6:</b> 367a, 368–369, 370–371, 372–373, 374–375, 376–377, 378–379, 380–381, 381a, 381b, 382–383a, SG•3, 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   <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>

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<b>Kansas College and Career Ready Standards for English Language Arts</b>	<b>Scott Foresman Reading Street Common Core, ©2013</b>
<p><b>RL.2.2</b> – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</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><b>RL.2.3</b> – Describe how characters in a story respond to major events and challenges.</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>	
<b>RL.2.4</b> – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<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>
<b>RL.2.5</b> – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<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><b>RL.2.6</b> – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</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>
<p align="center"><b>Integration of Knowledge and Ideas</b></p>	
<p><b>RL.2.7</b> – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</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>  <b>RL.2.7</b> – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</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>
(Not applicable to literature)	
<p><b>RL.2.9</b> – Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</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><b>RL.2.10</b> – 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.</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</b>	
<b>Key Ideas and Details</b>	
<p><b>RI.2.1</b> – 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.</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>  <b>RI.2.1</b> – Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</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><b>RI.2.2</b> – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</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><b>RI.2.3</b> – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><b>SE 1:</b> EI•26, 108–109, 110–111  <b>SE 2:</b> 58–59, 110, 282–285, 389, 462–463</p> <p><b>TE 1:</b> 108–109, 110–111, 113c  <b>TE 2:</b> 236–237, 238–239  <b>TE 3:</b> 490–491, 492–493, 496–497, 507a  <b>TE 4:</b> 58a, 83b, SG•22, SG•26, SG•27, SG•32, SG•34, SG•39, 150–151  <b>TE 5:</b> 282–283, 284–285, 287c  <b>TE 6:</b> 408–409, 410–411, 416–417, 418h, 418–419a, 468–469, 472–473, UR•42</p> <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><b>RI.2.4</b> – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</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><b>RI.2.5</b> – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p><b>SE 1:</b> 72, 76, 78–79, 108–109, 144–145, 178–179, 212–213, 236–237, 272–273, 274–275, 512–513, 514–515  <b>SE 2:</b> 114–115, 148–149, 216–217, 318–319, 386, 389, 452–453, 454</p> <p><b>TE 1:</b> 58–59, 60–61, 66–67, 71b, 72–73, 76h, 76–77, 78–79, 81c, SG•25, SG•26, 108–109, 136–137, 139f, 144h, 149c, 178h  <b>TE 2:</b> 236–237, 253a–253b, 262–263, 264–265, 267g, 272h, 272–273, 274–275, 301g, 335f, UR•23, UR•31  <b>TE 3:</b> 405g, 469f, 512–513, 514–515  <b>TE 4:</b> 41g, 61a, 64–65, 68–69, 75a, 109a, 114h, 114–115, SG•39, 143f  <b>TE 5:</b> 211g, 313g, 318h, 318–319, 352h  <b>TE 6:</b> 452h, 452–453, 487g, 492–493a, 493f</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 10–11, 12–13, 16–17, 20–21</p>
<p><b>RI.2.6</b> – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>SE 1:</b> 72, 140, 240, 268, 378, 508  <b>SE 2:</b> 76, 110, 144, 178, 320, 321, 328–329, 396–397, 418, 492, 525</p> <p><b>TE 1:</b> SG•5, SG•10, 72h, 72–73a, 108h, 136–137, 139a, 140–141, 144–145, 149b  <b>TE 2:</b> 212h, 223a–223b, 224g, 228–229, 240–241, 267b, UR•21, UR•22–UR•23, UR•31  <b>TE 3:</b> 353a–353b, 376h, 376–377, 378–379, 381b, 508–509  <b>TE 4:</b> 75b, 76–77, 119c, 150–151, 182h  <b>TE 5:</b> 212h, 212–213, 282–283, 284–285, 320–321, 323c, 352h  <b>TE 6:</b> 396a, 402–403, 404–405, 408–409, 410–411, 412–413, 418–419, 425b, 425c, 487a, 488–489a, 495c, 524h, UR•26</p> <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><b>RI.2.7</b> – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><b>SE 1:</b> 108–109  <b>SE 2:</b> 152, 282, 388</p> <p><b>TE 1:</b> 108–109, 113c, 173g  <b>TE 2:</b> 236–237, 239f  <b>TE 3:</b> 371g, 486–487  <b>TE 4:</b> 68–69, 104–105, 109b, 109g, SG•42, SG•43  <b>TE 5:</b> 247g, 287c  <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><b>RI.2.8</b> – Describe how reasons support specific points the author makes in a text.</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><b>RI.2.9</b> – Compare and contrast the most important points presented by two texts on the same topic.</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>	
<p><b>RI.2.10</b> – 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.</p>	<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>
<b>Reading Standards: Foundation Skills</b>	
<b>Phonics and Word Recognition</b>	
<p><b>RF.2.3</b> – 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  <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>  <b>RF.2.3</b> – 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 align="center"><b>Kansas College and Career Ready Standards for English Language Arts</b></p>	<p align="center"><b>Scott Foresman Reading Street Common Core, ©2013</b></p>
<p><b>(Continued)</b> <b>RF.2.3</b> – 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><b>RF.2.3a</b> – 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>RF.2.3b</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><b>RF.2.3c</b> – 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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<b>RF.2.3d</b> – 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>
<b>RF.2.3e</b> – 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>
<b>RF.2.3f</b> – Recognize and read grade-appropriate irregularly spelled words.	<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>	
<p><b>RF.2.4</b> – Read with sufficient accuracy and fluency to support comprehension.</p>	<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>
<p><b>RF.2.4a</b> – Read on-level text with purpose and understanding.</p>	<p><b>SE 1:</b> See all the main and paired selections. For specific fluency activities, see pp. 50, 80, 113, 148, 182, 216, 246, 276, 312, 344, 380, 416, 450, 479, 516.</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>RF.2.4b</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><b>RF.2.4c</b> – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</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>Anchor Standards* for Writing</b>	
<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>Text Types and Purposes*</b>	
<p><b>1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>SE 2:</b> 510–511, 522–523</p> <p><b>TE 3:</b> 485d, 485e, 507d–507e, 510–511, 511e, 515c–515d, 517h–517g</p> <p><b>TE 6:</b> 501c–501d, 519c–519d, 522–523, 523a, 527c–527d, 529h–529i</p> <p><b>Writing to Sources:</b>  <b>Unit 3:</b> 70–71, 72–73, 74–75, 76–77, 78–79, 80–82, 82–83, 84–85, 86–87, 88–89, 98–99  <b>Unit 6:</b> 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182, 184–185, 194–195  <b>More Connect the Texts:</b> 198–199, 200–201, 202–203, 204–205, 207–207, 208–210, 212–214, 216–217, 218–219, 222–223</p>
<p><b>2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:</p> <p><b>SE 2.1:</b> 74–75, 210–211  <b>SE 2.2:</b> 78–79</p> <p><b>TE 2.1</b> 57d, 57e, 71d, 71e, 74–75, 75a, 79c–79d, 81h–81g  <b>TE2.2:</b> 191d, 191e, 207c–207d, 210–211, 211a, 221c–221d, 217h–217i  <b>TE 2.4:</b> 59c–59d, 75d–75e, 78–79, 79a, 81d–81e, 83h–83i</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 66–67  <b>Unit 4:</b> 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–122, 130–131  <b>More Connect the Texts:</b> 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241</p>

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<p><b>3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <b>SE 2.1:</b> 46–47, 106–107, 304–305, 374–375  <b>SE 2.2:</b> 316–317</p> <p><b>TE 2.1</b> 25d, 25e, 43d, 43e, 46–47, 47a, 49d–49e, 51b–51c, 87d, 87e, 103c–103d, 106–107, 107a, 111c–111d  <b>TE2.2:</b> 283d, 283e, 301d–301e, 304–305, 305a, 311d–311e, 313h  <b>TE2.3:</b> 353d, 353e, 371d–371e, 374–375, 375a, 379c–379d, 381h–381i  <b>TE 2.5:</b> 293c–293d, 313d–313e, 316–317, 317a, 321c–321d, 323h</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, 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, 162–163</p>

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<p><b>11</b>  Create—both independently and collaboratively—technical, non-print, digital, and multi-modal versions of text types and purposes outlined in standards 1, 2, and 3.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <b>SE 2.1:</b> 46–47, 74–75, 106–107, 210–211, 304–305, 374–375  <b>SE 2.2:</b> 78–79, 316–317, 510–511, 522–523</p> <p><b>TE 2.1</b> 25d, 25e, 43d, 43e, 46–47, 47a, 49d–49e, 51b–51c, 57d, 57e, 71d, 71e, 74–75, 75a, 79c–79d, 81h–81g, 87d, 87e, 103c–103d, 106–107, 107a, 111c–111d  <b>TE2.2:</b> 191d, 191e, 207c–207d, 210–211, 211a, 221c–221d, 217h–217i, 283d, 283e, 301d–301e, 304–305, 305a, 311d–311e, 313h  <b>TE2.3:</b> 353d, 353e, 371d–371e, 374–375, 375a, 379c–379d, 381h–381i, 485d, 485e, 507d–507e, 510–511, 511e, 515c–515d, 517h–517g  <b>TE 2.4:</b> 59c–59d, 75d–75e, 78–79, 79a, 81d–81e, 83h–83i  <b>TE 2.5:</b> 293c–293d, 313d–313e, 316–317, 317a, 321c–321d, 323h  <b>TE 6:</b> 501c–501d, 519c–519d, 522–523, 523a, 527c–527d, 529h–529i</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 12–13, 14–15, 16–17, 20–21, 22–23, 34–35  <b>Unit 2:</b> 38–39, 44–45, 46–47, 50–51, 52–53, 56–57, 66–67  <b>Unit 3:</b> 74–75, 76–77, 82–83, 84–85, 86–87, 98–99  <b>Unit 4:</b> 102–103, 108–109, 112–113, 114–115, , 118–119, 120–122, 130–131  <b>Unit 5:</b> 134–135, 136–137, 140–141, 142–143, 148–149, 150–151, 162–163  <b>Unit 6:</b> 166–167, 170–171, 172–173, 1 74–175, 180–181, 182, 184–185, 194–195  <b>More Connect the Texts:</b> 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 162–163, 198–199, 200–201, 202–203, 208–210, 212–214, 216–217</p>




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<b>Production and Distribution of Writing</b>	
<p><b>4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <b>SE 2.1:</b> 46–47, 74–75, 106–107, 210–211, 304–305, 374–375  <b>SE 2.2:</b> 78–79, 316–317, 510–511, 522–523</p> <p><b>TE 2.1</b> 25d, 25e, 43d, 43e, 46–47, 47a, 49d–49e, 51b–51c, 57d, 57e, 71d, 71e, 74–75, 75a, 79c–79d, 81h–81g, 87d, 87e, 103c–103d, 106–107, 107a, 111c–111d  <b>TE2.2:</b> 191d, 191e, 207c–207d, 210–211, 211a, 221c–221d, 217h–217i, 283d, 283e, 301d–301e, 304–305, 305a, 311d–311e, 313h  <b>TE2.3:</b> 353d, 353e, 371d–371e, 374–375, 375a, 379c–379d, 381h–381i, 485d, 485e, 507d–507e, 510–511, 511e, 515c–515d, 517h–517g  <b>TE 2.4:</b> 59c–59d, 75d–75e, 78–79, 79a, 81d–81e, 83h–83i  <b>TE 2.5:</b> 293c–293d, 313d–313e, 316–317, 317a, 321c–321d, 323h  <b>TE 6:</b> 501c–501d, 519c–519d, 522–523, 523a, 527c–527d, 529h–529i</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 12–13, 14–15, 16–17, 20–21, 22–23, 34–35  <b>Unit 2:</b> 38–39, 44–45, 46–47, 50–51, 52–53, 56–57, 66–67  <b>Unit 3:</b> 74–75, 76–77, 82–83, 84–85, 86–87, 98–99  <b>Unit 4:</b> 102–103, 108–109, 112–113, 114–115, , 118–119, 120–122, 130–131  <b>Unit 5:</b> 134–135, 136–137, 140–141, 142–143, 148–149, 150–151, 162–163  <b>Unit 6:</b> 166–167, 170–171, 172–173, 1 74–175, 180–181, 182, 184–185, 194–195  <b>More Connect the Texts:</b> 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 162–163, 198–199, 200–201, 202–203, 208–210, 212–214, 216–217</p>

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<p align="center"><b>Kansas College and Career Ready Standards for English Language Arts</b></p>	<p align="center"><b>Scott Foresman Reading Street Common Core, ©2013</b></p>
<p><b>(Continued)</b>  <b>4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>(Continued)</b>  <b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 12–13, 14–15, 16–17, 20–21, 22–23, 34–35  <b>Unit 2:</b> 38–39, 44–45, 46–47, 50–51, 52–53, 56–57, 66–67  <b>Unit 3:</b> 74–75, 76–77, 82–83, 84–85, 86–87, 98–99  <b>Unit 4:</b> 102–103, 108–109, 112–113, 114–115, , 118–119, 120–122, 130–131  <b>Unit 5:</b> 134–135, 136–137, 140–141, 142–143, 148–149, 150–151, 162–163  <b>Unit 6:</b> 166–167, 170–171, 172–173, 174–175, 180–181, 182, 184–185, 194–195  <b>More Connect the Texts:</b> 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 162–163, 198–199, 200–201, 202–203, 208–210, 212–214, 216–217</p>
<p><b>12</b>  Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <b>SE 2.1:</b> 46–47, 74–75, 106–107, 210–211, 304–305, 374–375  <b>SE 2.2:</b> 78–79, 316–317, 510–511, 522–523   <b>TE 2.1</b> 25d, 25e, 43d, 43e, 46–47, 47a, 49d–49e, 51b–51c, 57d, 57e, 71d, 71e, 74–75, 75a, 79c–79d, 81h–81g, 87d, 87e, 103c–103d, 106–107, 107a, 111c–111d  <b>TE2.2:</b> 191d, 191e, 207c–207d, 210–211, 211a, 221c–221d, 217h–217i, 283d, 283e, 301d–301e, 304–305, 305a, 311d–311e, 313h  <b>TE2.3:</b> 353d, 353e, 371d–371e, 374–375, 375a, 379c–379d, 381h–381i, 485d, 485e, 507d–507e, 510–511, 511e, 515c–515d, 517h–517g  <b>TE 2.4:</b> 59c–59d, 75d–75e, 78–79, 79a, 81d–81e, 83h–83i  <b>TE 2.5:</b> 293c–293d, 313d–313e, 316–317, 317a, 321c–321d, 323h  <b>TE 6:</b> 501c–501d, 519c–519d, 522–523, 523a, 527c–527d, 529h–529i</p>

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<p><b>(Continued)</b></p> <p><b>12</b>  Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.</p>	<p><b>(Continued)</b></p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 12–13, 14–15, 16–17, 20–21, 22–23, 34–35  <b>Unit 2:</b> 38–39, 44–45, 46–47, 50–51, 52–53, 56–57, 66–67  <b>Unit 3:</b> 74–75, 76–77, 82–83, 84–85, 86–87, 98–99  <b>Unit 4:</b> 102–103, 108–109, 112–113, 114–115, , 118–119, 120–122, 130–131  <b>Unit 5:</b> 134–135, 136–137, 140–141, 142–143, 148–149, 150–151, 162–163  <b>Unit 6:</b> 166–167, 170–171, 172–173, 1 74–175, 180–181, 182, 184–185, 194–195  <b>More Connect the Texts:</b> 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 162–163  198–199, 200–201, 202–203, 208–210, 212–214, 216–217</p>
<p><b>5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:</p> <p><b>SE 2.1:</b> 46–47, 74–75, 106–107, 210–211, 304–305, 374–375  <b>SE 2.2:</b> 78–79, 316–317, 510–511, 522–523</p> <p><b>TE 2.1</b> 25d, 25e, 43d, 43e, 46–47, 47a, 49d–49e, 51b–51c, 57d, 57e, 71d, 71e, 74–75, 75a, 79c–79d, 81h–81g, 87d, 87e, 103c–103d, 106–107, 107a, 111c–111d  <b>TE2.2:</b> 191d, 191e, 207c–207d, 210–211, 211a, 221c–221d, 217h–217i, 283d, 283e, 301d–301e, 304–305, 305a, 311d–311e, 313h  <b>TE2.3:</b> 353d, 353e, 371d–371e, 374–375, 375a, 379c–379d, 381h–381i, 485d, 485e, 507d–507e, 510–511, 511e, 515c–515d, 517h–517g  <b>TE 2.4:</b> 59c–59d, 75d–75e, 78–79, 79a, 81d–81e, 83h–83i  <b>TE 2.5:</b> 293c–293d, 313d–313e, 316–317, 317a, 321c–321d, 323h  <b>TE 6:</b> 501c–501d, 519c–519d, 522–523, 523a, 527c–527d, 529h–529i</p>

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<p><b>(Continued)</b>  <b>5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>(Continued)</b>  <b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 12–13, 14–15, 16–17, 20–21, 22–23, 34–35  <b>Unit 2:</b> 38–39, 44–45, 46–47, 50–51, 52–53, 56–57, 66–67  <b>Unit 3:</b> 74–75, 76–77, 82–83, 84–85, 86–87, 98–99  <b>Unit 4:</b> 102–103, 108–109, 112–113, 114–115, 118–119, 120–122, 130–131  <b>Unit 5:</b> 134–135, 136–137, 140–141, 142–143, 148–149, 150–151, 162–163  <b>Unit 6:</b> 166–167, 170–171, 172–173, 174–175, 180–181, 182, 184–185, 194–195  <b>More Connect the Texts:</b> 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 162–163, 198–199, 200–201, 202–203, 208–210, 212–214, 216–217</p>
<p><b>6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p><b>TE2.2:</b> WP•9  <b>TE2.3:</b> 517g  <b>TE 2.4:</b> WP•10  <b>TE 2.5:</b> 323i, WP•10  <b>TE 2.6:</b> WP•10</p>
<p><b>Research to Build and Present Knowledge</b></p>	
<p><b>7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p><b>TE 2.1</b> 25f, 57f, 155f  <b>TE2.2:</b> 223f, 283f  <b>TE2.3:</b> 457f  <b>TE 2.4:</b> 125e  <b>TE 2.5:</b> 329e  <b>TE 2.6:</b> 397e</p>
<p><b>8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p><b>TE 2.1</b> 43g, 47b, 71g, 75b, 173g, 177b  <b>TE2.2:</b> 243b, 301g, 305b  <b>TE2.3:</b> 469f, 473b, 507g  <b>TE 2.4:</b> 143f, 147b, 177f  <b>TE 2.5:</b> 347f, 351b  <b>TE 2.6:</b> 417g, 421b</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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<p><b>9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <b>TE 2.1</b> 51j, 81j, 183j  <b>TE2.2:</b> 231j, 247j  <b>TE2.3:</b> 479j, 517j  <b>TE 2.4:</b> 153j, 187j  <b>TE 2.5:</b> 357j, 425j</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>
<b>Range of Writing</b>	
<p><b>10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <b>SE 2.1:</b> 46–47, 74–75, 106–107, 210–211, 304–305, 374–375  <b>SE 2.2:</b> 78–79, 316–317, 510–511, 522–523</p> <p><b>TE 2.1</b> 25d, 25e, 43d, 43e, 46–47, 47a, 49d–49e, 51b–51c, 57d, 57e, 71d, 71e, 74–75, 75a, 79c–79d, 81h–81g, 87d, 87e, 103c–103d, 106–107, 107a, 111c–111d  <b>TE2.2:</b> 191d, 191e, 207c–207d, 210–211, 211a, 221c–221d, 217h–217i, 283d, 283e, 301d–301e, 304–305, 305a, 311d–311e, 313h  <b>TE2.3:</b> 353d, 353e, 371d–371e, 374–375, 375a, 379c–379d, 381h–381i, 485d, 485e, 507d–507e, 510–511, 511e, 515c–515d, 517h–517g  <b>TE 2.4:</b> 59c–59d, 75d–75e, 78–79, 79a, 81d–81e, 83h–83i  <b>TE 2.5:</b> 293c–293d, 313d–313e, 316–317, 317a, 321c–321d, 323h  <b>TE 6:</b> 501c–501d, 519c–519d, 522–523, 523a, 527c–527d, 529h–529i</p>

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<p><b>(Continued)</b>  <b>10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>(Continued)</b>  <b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 12–13, 14–15, 16–17, 20–21, 22–23, 34–35  <b>Unit 2:</b> 38–39, 44–45, 46–47, 50–51, 52–53, 56–57, 66–67  <b>Unit 3:</b> 74–75, 76–77, 82–83, 84–85, 86–87, 98–99  <b>Unit 4:</b> 102–103, 108–109, 112–113, 114–115, 118–119, 120–122, 130–131  <b>Unit 5:</b> 134–135, 136–137, 140–141, 142–143, 148–149, 150–151, 162–163  <b>Unit 6:</b> 166–167, 170–171, 172–173, 174–175, 180–181, 182, 184–185, 194–195  <b>More Connect the Texts:</b> 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 162–163, 198–199, 200–201, 202–203, 208–210, 212–214, 216–217</p>
<p><b>Writing Standards</b></p>	
<p><b>Text Types and Purposes</b></p>	
<p><b>W.2.1</b> – 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</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</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><b>W.2.2</b> – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</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 align="center"><b>Kansas College and Career Ready Standards for English Language Arts</b></p>	<p align="center"><b>Scott Foresman Reading Street Common Core, ©2013</b></p>
<p><b>W.2.3</b> – 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.</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>	
<b>W.2.4 – (Begins in grade 3)</b>	
<p><b>W.2.5</b> – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</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  <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  <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  <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  <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  <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><b>W.2.6</b> – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>TE 1:</b> WP•9  <b>TE 2:</b> 247j, 302–303, 303a, 311g, WP•9  <b>TE 3:</b> 417i, 507g, 511b  <b>TE 4:</b> 187i, WP•9, WP•10  <b>TE 5:</b> 215b, 277g, 347f, 351b, WP•9, WP•10  <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>	
<p><b>W.2.7</b> – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<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  <b>TE 2:</b> 223f, 243b, 245g  <b>TE 3:</b> 375b, SG•16, SG•29, SG•33, SG•46, SG•50, SG•67  <b>TE 4:</b> 181b  <b>TE 5:</b> SG•33, SG•50, SG•67, 351b, SG•85  <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>
<p><b>W.2.8</b> – Recall information from experiences or gather information from provided sources to answer a question.</p>	<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  <b>TE 2:</b> 207f, 211b, 243b, 245g, 271b, 275f, 305b, 311f, 311g, 339b, 343f, SG•80, SG•84  <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  <b>TE 4:</b> 45b, 75g, 79b, 81g, 177f, 185f  <b>TE 5:</b> 251b, 253g, SG•29, SG•46, 277g, 281b, 285f, 317b, 321f, SG•53, 355f, SG•80  <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>
<b>W.2.9</b> – (Begins in grade 4)	
<b>Range of Writing</b>	
<b>W.2.10</b> – (Begins in grade 3)	

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Kansas College and Career Ready Standards for English Language Arts	Scott Foresman Reading Street Common Core, ©2013
<b>Anchor Standards for Speaking and Listening</b>	
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
<p><b>1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <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>2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <b>SE 1:</b> 247, 277, 345</p> <p><b>TE 2:</b> 245f, 275e, 313j, 343e, 345a  <b>TE 3:</b> 358–359, 370–371, 417a, 515e, UR•13  <b>TE 4:</b> 94–95, 126a–126b  <b>TE 5:</b> 253a, 253f, 255a  <b>TE 6:</b> 391j, 452–453, 454–455</p>
<p><b>3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <b>SE 1:</b> 277, 313, 345</p> <p><b>TE 1:</b> 149j  <b>TE 2:</b> 215e, 247a, 275e, 277a, 345a  <b>TE 3:</b> 381j, 451j, 479j  <b>TE 4:</b> 81f, 82–83, 83j, 153j, 187j, WP•10  <b>TE 5:</b> 255j, 287j, 357a, 357j  <b>TE 6:</b> 423g, 425a, 455e, 457a, 457j, 495j, 519f, 529j</p>

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<b>Kansas College and Career Ready Standards for English Language Arts</b>	<b>Scott Foresman Reading Street Common Core, ©2013</b>
<b>Presentation of Knowledge and Ideas</b>	
<b>4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	This standard is addressed throughout the <i>Reading Street</i> program. Representative pages: <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
<b>5</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>TE 3:</b> 381i, 451i <b>TE 4:</b> 153i <b>TE 5:</b> 221i, 323i <b>TE 6:</b> 425i, WP•10
<b>6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	This standard is addressed throughout the <i>Reading Street</i> program. Representative pages: <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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Kansas College and Career Ready Standards for English Language Arts	Scott Foresman Reading Street Common Core, ©2013
<b>Speaking and Listening Standards</b>	
<b>Comprehension &amp; Collaboration</b>	
<p><b>SL.2.1</b> – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p><b>SE 1:</b> 20, 51, 82, 150, 186, 218, 248, 278, 313, 314, 348, 382, 418, 452  <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  <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  <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  <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  <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  <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>

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<p><b>(Continued)</b>  <b>SL.2.1</b> – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p><b>(Continued)</b>  <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><b>SL.2.1a</b> – Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><b>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>SL.2.1b</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><b>SL.2.1c</b> – Ask for clarification and further explanation as needed about the topics and texts under discussion.</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><b>SL.2.2</b> – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</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><b>SL.2.3</b> – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p><b>SE 1:</b> 277, 313, 345</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>Kansas College and Career Ready Standards for English Language Arts</b>	<b>Scott Foresman Reading Street Common Core, ©2013</b>
<b>Presentation of Knowledge and Ideas</b>	
<b>SL.2.4</b> –Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<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
<b>SL.2.5</b> – 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>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
<b>SL.2.6</b> – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 [of the CCSS] for specific expectations.)	<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>Anchor Standards for Language</b>	
<b>College and Career Readiness Anchor Standards for Language</b>	
<b>Conventions of Standard English</b>	
<p><b>1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:</p> <p><b>SE 1:</b> 47, 75, 107, 143, 177, 210, 242, 270, 304, 374, 408, 446</p> <p><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, 57c, 71c, 73b, 79b, 81g, 87c, 103b, 105b, 111b, 113g, 155c, 173c, 181b, 181g</p> <p><b>TE 2:</b> 191c, 207b, 215b, 217g, 253c, 267c, 269b, 270–271, 275b, 277g</p> <p><b>TE 3:</b> 353c, 371c, 373b, 379b, 381g, 387c, 405c, 407b, 415c, 417g, 423c, 443b, 443d, 446a, 449c, 451g, 451h–451</p> <p><b>TE 4:</b> 75c, 83j, 83k, 112a, 119g, 146a, 146–147, 151b, 153g, 177b, 180a, 180–181, 185b, 187g</p> <p><b>TE 5:</b> 195b, 211c, 214a, 219b, 221g, 227b, 247c, 250a, 253c, 255g, 261b, 277b, 277c, 280a, 285b, 287g, 293b, 294g, 313c, 316a, 316–317, 321b, 323g, 329c–329d, 347b, 350a, 357g</p> <p><b>TE 6:</b> 431b, 447c, 450a, 455b, 457g, 529g</p> <p><b>Writing to Sources:</b></p> <p><b>Unit 1:</b> 6–7, 10–11, 14–15, 18–19, 22–23</p> <p><b>Unit 2:</b> 38–39, 42–43, 46–47, 50–51, 54–55</p> <p><b>Unit 3:</b> 70–71, 73–74, 78–79, 82–83, 86–87</p> <p><b>Unit 4:</b> 102–103, 106–107, 110–111, 114–115, 118–119</p> <p><b>Unit 5:</b> 134–135, 138–139, 142–143, 146–147, 150–151</p> <p><b>Unit 6:</b> 166–167, 170–171, 174–175, 178–179, 182–183</p>

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<p><b>2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:  <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, WP•9</p> <p><b>TE 2:</b> 190d, 191, 192d, 208e, 216d, 222a, 223c, 240c–240d, 240e, 246d, 247g, 252d, 254d, 268e, 272g, 276d, 282d, 284d, 302e, 306g, 312d, 318d, 320d, 336e, 340g, 344d</p> <p><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</p> <p><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</p> <p><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</p> <p><b>TE 6:</b> 363b, 365b, 366d, 381c, 382e, 386g, 390d, 391g, 395b, 397b, 398d, 417c, 418e, 420a, 422g, 423c, 424d, 425g, 429b, 432d, 448e, 452g, 456d, 457h–457i, 461b, 463b, 464d, 487c, 488e, 490a, 492g, 493c, 494d, 495g, 495h–495i, 502d, 520e, 522a, 524g, 528d, 529h–529i, WP•9</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>

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<b>Knowledge of Language</b>	
<b>3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	This standard is addressed throughout the <i>Reading Street</i> program. Representative pages: <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> 287g, 294g, 357a, WP•6–WP•9 <b>TE 6:</b> 502e, 520g
<b>Vocabulary Acquisition and Use</b>	
<b>4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	This standard is addressed throughout the <i>Reading Street</i> program. Representative pages: <b>SE 1:</b> 216, 344, 416, 478 <b>SE 2:</b> 26–27, 52, 60–61, 82–83, 126–127, 152, 228–229, 262–263, 286, 330–331, 356, 398–399, 424, 464–465, 502–503, 528  <b>TE 1:</b> 96–97, 122–123, 126–127 <b>TE 2:</b> 194–195, 202–203, 216–217, 224f, 234–235, 324–325, 246–247, 344–345 <b>TE 3:</b> 362–363, 416–417, 478–479 <b>TE 4:</b> 26g, 52–53, 125a, 126g, 144g, 153a <b>TE 5:</b> 228e, 329a, 240–241, 330g <b>TE 6:</b> 372–373, 374–375, 390–391, 398e, 418g, 424–425, 431a, 432e, 448g, 488g, 494–495, 501a
<b>5</b> Demonstrate understanding of word relationships and nuances in word meanings.	This standard is addressed throughout the <i>Reading Street</i> program. Representative pages: <b>SE 1:</b> 112, 182, 312, 380, 450, 516 <b>SE 2:</b> 262, 286  <b>TE 1:</b> 88f, 112–113, 113b, 168–169, 156f, 182–183 <b>TE 2:</b> 284f <b>TE 3:</b> 354f, 358–359, 371b, 380–381, 405b, 424f, 450–451, 486f, 498–499, 516–517 <b>TE 4:</b> 60g, 76g, 78a, 79b, 81c, 83a, 90e, 109c, 112a, 119g, 126e, 160e <b>TE 5:</b> 262g, 278g, 286–287, 294e, 330e <b>TE 6:</b> 382g, 448g, 464e

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<p><b>6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>This standard is addressed throughout the <i>Reading Street</i> program. Representative pages:</p> <p><b>SE 1:</b> 52, 82, 114, 150, 186, 218, 248, 278, 314, 348, 382, 418, 452, 480</p> <p><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</p> <p><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</p> <p><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</p> <p><b>TE 4:</b> 21a–21b, 46b, 55a–55b, 60a–60b, 76a–76b, 83c, 83g, 85a–85b, 90a–90b, 90e, 109c, 110a–110b, 114b, 121a–121b, 125a, 125b, 126a–126b, 144a–144b, 146–147, 155a–155b, 180a, 180–181, 182b</p> <p><b>TE 5:</b> 191a–191b, 196e, 212a–212b, 216b, 223a–223b, 248a–248b, 257a–257b, 262a–262b, 278a–278b, 282a–282b, 289a–289b, 294a–294b, 318b, 325a–325b, 330a–330b, 348a–348b, 352b</p> <p><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</p>

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<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<b>L.2.1</b> – 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</p> <p><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</p> <p><b>TE 2:</b> 191c, 207b, 215b, 217g, SG•16, 253c, 267c, 269b, 270–271, 275b, 277g, SG•40, UR•14, UR•34</p> <p><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</p> <p><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</p> <p><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</p> <p><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>  <b>L.2.1</b> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>(Continued)</b>  <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>
<p><b>L.2.1a</b> – Use collective nouns (e.g., group).</p>	<p><b>TE 2:</b> 191c, 207b, 209b, 215b, 217g, 251c, 292–293, UR•14</p>
<p><b>L.2.1b</b> – Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p><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</p>
<p><b>L.2.1c</b> – Use reflexive pronouns (e.g., myself, ourselves).</p>	<p><b>TE 5:</b> 293b, 313c, 316a, 321b, 323g, UR•44</p>
<p><b>L.2.1d</b> – Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	<p><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</p>

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<p><b>L.2.1e</b> – 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><b>L.2.1f</b> – Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</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><b>L.2.2</b> – 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> <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</p>



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<b>(Continued)</b> <b>L.2.2</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>(Continued)</b> <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
<b>L.2.2a</b> – Capitalize holidays, product names, and geographic names.	<b>SE 1:</b> 243 <b>SE 2:</b> 385  <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
<b>L.2.2b</b> – Use commas in greetings and closings of letters.	<b>SE 1:</b> 409 <b>SE 2:</b> 450  <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
<b>L.2.2c</b> – Use an apostrophe to form contractions and frequently occurring possessives.	<b>SE 1:</b> 222, 338–339 <b>SE 2:</b> 351  <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
<b>L.2.2d</b> – Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	<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
<b>L.2.2e</b> – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<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

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<b>Knowledge of Language</b>	
<b>L.2.3</b> – 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
<b>L.2.3a</b> – Compare formal and informal uses of English.	<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>	
<b>L.2.4</b> – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	<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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<b>L.2.4a</b> – 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>L.2.4b</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>
<b>L.2.4c</b> – Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).	<p><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>
<b>L.2.4d</b> – Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ).	<p><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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<b>L.2.4e</b> – Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<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>L.2.5</b> – 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
<b>L.2.5a</b> – Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or 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>L.2.5b</b> – Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<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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Kansas College and Career Ready Standards for English Language Arts, Grade 2**

<b>Kansas College and Career Ready Standards for English Language Arts</b>	<b>Scott Foresman Reading Street Common Core, ©2013</b>
<p><b>L.2.6</b> – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</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</p>