

A Correlation of

**Scott Foresman
Reading Street
Common Core**

©2013



To the

**Reading Standards for the
Archdiocese of Detroit
Grade 2**

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Introduction

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013* meets the Reading Standards for the Archdiocese of Detroit. Correlation references are to the Teacher's Edition and are cited by grade, unit and page reference. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages.

Scott Foresman Reading Street, Common Core is a comprehensive reading program 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 led in the creation and review of the Common Core State Standards. These 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. Students have numerous varied opportunities to meet each standard at each grade level. Among the instructions that 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.

The **Common Core State Standards for English Language Arts Publishers Criteria** guided the organization of the *Scott Foresman Reading Street Common Core Edition*. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

Writing instruction and research activities within *Reading Street* emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and that knowledge for various purposes.

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

Scott Foresman Reading Street Common Core State Standards-Based Assessment integrates the assessment with the standards. The Assessment Handbook, Weekly Tests, and Unit/End of Year Benchmark Tests assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

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

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. Students may proceed at their own pace, working as their schedule allows. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn!

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Reading Standards for the Archdiocese of Detroit	Scott Foresman Reading Street Common Core Edition, ©2013
Literature	
<i>Key Ideas and Details</i>	
<p>RL.2.1 Ask and answer questions such as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>SE 1: 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>SE 2: 42, 88, 144, 178, 227, 248, 253, 261, 348, 370–371, 372–373, 375 376–377, 378–379, 381, 382, 430–431, 448, 520</p> <p>TE 1: 43a, 44–45a, 48–49a, SG•3, SG•4, SG•8, SG•15, 104–105, SG•37, SG•38, SG•51, 155a, 174–175a, SG•71, SG•72, SG•76, SG•77, SG•83, SG•84, UR•51, UR•52–UR•53</p> <p>TE 2: 191a–191b, 192g, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 207a, 208h, 208–209a, 217b, 217c, 244h, 244–245a, 283a–283b, 284g, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301a, 302–303a, 306–307a, 308–309, 313b, 313c, SG•54, SG•55, SG•59, SG•60, SG•61, SG•66, SG•67, 319a, 320g–320h, 320–321, 322–323, 324–325, 326–327, 328–329, 330–331, 332–333, 334–335, 336–337a, 340–341, 342–343, 345b, SG•71, SG•72, SG•76, SG•77, SG•78, SG•83, UR•11, UR•41, UR•42–UR•43</p> <p>TE 3: 353a–353b, 354g, 354–355, 356–357, 358–359, 360–361, 362–363, 364–365, 366–367, 368–369, 371a, 372–373a, SG•3, SG•4, SG•5, SG•8, SG•9, SG•15, 387a–387b, 388g, 388–389, 390–391, 392–393, 394–395, 396–397, 398–399, 400–401, 402–403, 404–405a, 406h, 406–407, 410–411, 412–413, 414–415a, 417b, SG•20, SG•21, SG•25, SG•26, SG•32, 423a, 424–425, 426–427, 428–429, 430–431, 432–433, 434–435, 436–437, 438–439, 443a, 444h, 444–445a, 448–449a, SG•37, SG•38, SG•42, SG•43, SG•48, SG•49, 458–459, 460–461, 466–467, 468–469, 470–471a, 474h, 474–475, 476–477, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, SG•70, UR•12, UR•21, UR•22–UR•23</p>

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<p>(Continued) RL.2.1 Ask and answer questions such as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>(Continued) TE 4: 27a, 32–33, 34–35, 36–37, 38–39, 42h, 42–43a, 46–47, 48–49, 50–51, 51a, SG•3, SG•4, SG•8, SG•9, SG•10, SG•15, 80–81a, 124a, 127a, 128–129, 130–131, 136–137, 138–139, 144–145a, 153b–153c, SG•54, SG•55, SG•56, SG•57, SG•59, SG•60, SG•61, SG•57, 161a, 177a, 178–179a, SG•71, SG•76, SG•77, SG•78, SG•81, UR•11, UR•12–UR•13 TE 5: 216–217, 218–219, 226a, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243, 244–245, 246–247a, 247b, 248h, 248–249a, 252–253a, 255b, 255g, SG•20, SG•21, SG•22, SG•25, SG•26, SG•31, SG•32, 260a, 263a–264a, 264–265, 266–267, 268–269, 270–271, 272–273, 274–275, 276–277, 277a, 278–279a, SG•37, SG•38, SG•43, SG•44, SG•49, 295a, 313a, 313b, 314–315a, 318–319, 320–321, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 331a, 336–337, 338–339, 344–345, 346–347, 347a, 348–349a, 357b, SG•71, SG•72, SG•73, SG•76, SG•77, UR•12, UR•22, UR•32 TE 6: 367a, 368–369, 370–371, 372–373, 374–375, 376–377, 378–379, 380–381, 381a, 381b, 382–383a, SG•3, SG•4, SG•8, SG•9, SG•15, 430a, 433a, 434–435, 436–437, 438–439, 440–441, 442–443, 444–445, 446–447, 447a, 448–449a, 457b, 457c, SG•37, SG•38, SG•42, SG•43, SG•49, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 500a, 503a, 504–505, 506–507, 508–509, 510–511, 520–521a, 529b, 529c, SG•71, SG•72, SG•76, SG•77, UR•32, UR•52 Writing to Sources: Unit 1: 26–27, 30–33, 34–35, 36–37 Unit 2: 58–59, 60–61, 62–65, 66–67 Unit 3: 90–91, 92–93, 94–97, 98–99 Unit 5: 154–155, 156–157, 158–161, 162–163 Unit 6: 186–187, 188–189, 190–193, 194–195</p>

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RL.2.2 Identify and describe a variety of narrative genre including: poetry, fantasy, legends, and drama.	<p>TE 1: 26g, 44h, 48h, 49a, 51c, 88g, 103a, 104h, 156g, 173b, 174h, 183c</p> <p>TE 2: 192g, 192h, 207a, 208h, 244h, 244-245, 284g, 284h, 302h, 303a, 306h, 308-309, 310-311, 313c, 320g, 335a, 336h, 340h, 340-341, 342-343, 345c</p> <p>TE 3: 354g, 372h, 388g, 406h, 410h, 410-411, 412-413, 414-415, 417c, 424g, 443a, 444h, 448h, 451c, 458g, 469a, 470h, 474-475, 479c</p> <p>TE 4: 27a, 41a, 42h, 46h, 46-47, 48-49, 50-51, 53c, 80h, 80-81, 83c, 127a, 128a, 144h, 145a, 153c, 161a, 162a, 177a, 178h, 187c</p> <p>TE 5: 216h, 216-217, 221c, 229a, 247a, 248h, 252h, 252-253, 255c, 263a, 264a, 278h, 295a, 313a, 313b, 314h, 331a, 347a, 348h, 357c</p> <p>TE 6: 367a, 381a, 382h, 422h, 433a, 447a, 448h, 457c, 503a, 519a, 520h, 529c</p>
RL.2.3 Recount stories, including fables and folktales from diverse cultures, and determine author's purpose, central message, lesson, or moral.	<p>SE 1: 44, 311, 336, 342–343, 372, 444, 474</p> <p>SE 2: 42, 124–125, 158–159, 178</p> <p>TE 1: 44–45, SG•48, SG•82</p> <p>TE 2: 301a, 306–307, 308–309, 310–311a, SG•65, 319a–319b, 332–333, 334–335, 336–337a, 340–341, 342–343, SG•82, SG•84, UR•51, UR•52–UR•53</p> <p>TE 3: 372h, 373a, 407a, 424g–424h, 430–431, 440–441, 444–445a, 448a–448b, 449f, SG•38, 471a, 476–477, 479c, SG•55, UR•31, UR•32–UR•33</p> <p>TE 4: 27a–28a, 28–29, 30–31, 40–41, 41a, 41b, 42–43a, 53c, SG•4, SG•12, SG•15, 124a, 140–141, 142–143, 143a, 144–145a, 144h, 153b, 153c, SG•65, SG•66, 158a, 177a, 178h, 178–179a, 187b, SG•72, SG•82, UR•12–UR•13, UR•42–UR•43, UR•52–UR•53</p> <p>TE 5: 247a, 298–299, 314h, 314–315a, 348–349a</p> <p>TE 6: 449a, SG•43, SG•65, 519a, 520–521</p> <p>Writing to Sources: Unit 2: 52–53, 56–57 Unit 4: 104–105, 114–115</p>

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RL.2.4 Discuss and describe the similarities of plot and character in literature and other texts from around the world that have been recognized for quality and literary merit.	<p>SE 1: 49, 79, 444</p> <p>TE 2: 324–325, 334–335, 335a, UR•52–UR•53</p> <p>TE 3: 428–429, 432–433, 442–443, 443a, 444–445, 451c</p>
RL.2.5 Describe how characters in a story respond to major events and challenges.	<p>SE 1: EI•14–EI•15</p> <p>SE 2: 37, 41, 42, 248, 292, 314</p> <p>TE 1: 25a–25b, 26g–26h, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43a, 51b, SG•15, 72b, 87a–87b, 113b, 113h–113i, 170–171, UR•11, UR•31</p> <p>TE 2: 200–201, 202–203, SG•55, SG•59, SG•60, SG•61, 302h, 322–323, SG•72</p> <p>TE 3: 358–359, 360–361, 362–363, 364–365, 368–369, SG•15, SG•32, 451c, SG•48, 458g–458h, UR•11, UR•31</p> <p>TE 4: 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 46–47, 48–49, 50–51, 51a, SG•4, SG•12, SG•15, 132–133, 134–135, 166–167, 168–169</p> <p>TE 5: 242–243, 244–245, 248–249, SG•21, 272–273, 274–275, SG•43, SG•44, SG•49, 292a, 296–297, 298–299, 300–301, 302–303, 304–305, 306–307, 308–309, 310–311, 313a, 323b, SG•60, SG•66, 340–341, 342–343, 344–345, 346–347, 348h, SG•82, SG•83, UR•42</p> <p>TE 6: 381a, SG•4, SG•15, SG•48, 508–509, 512–513, 529c, SG•77</p> <p>Writing to Sources: Unit 2: 50–51 Unit 3: 78–79, 84–85, 98–99 Unit 4: 102–103, 118–119 Unit 5: 138–139, 142–143, 150–151, 158–161 Unit 6: 182–183</p>
RL.3.6 Activate prior knowledge.	<p>TE 1: 48h</p> <p>TE 2: 244h, 306h, 340h</p> <p>TE 3: 410h, 448h, 474h</p> <p>TE 4: 27a, 30–31, 34–35, 38–39, 42–43, 43a, 46h, 46–47, 48–49, 80h</p> <p>TE 5: 216h, 252h, 263a, 266–267, 278–279</p> <p>TE 6: 422h</p>

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RL.2.7 Connect personal knowledge and experiences to ideas in text.	TE 1: 26-27, 48h, 88-89, 156-157 TE 2: 192-193, 284-285, 306h, 320-321, 340h TE 3: 354-355, 388-389, 410h, 424-425, 458-459, 474h TE 4: 27a, 28-29, 30-31, 34-35, 38-39, 42-43, 43a, 46h, 46-47, 48-49, 80h, 128-129, 162-163 TE 5: 216h, 230-231, 252h, 263a, 264-265, 266-267, 278-279, 296-297, 332-333 TE 6: 368-369, 422h, 434-435, 504-505
RL.2.8 Make text-to-self and text-to-text connections and comparisons.	TE 1: 42-43, 43a, 44-45, 48-49, 49a, 102-103, 104-105, 110-111, 172-173, 173a, 174-175, 180-181 TE 2: 208-209, 214-215, 245a, 302-303, 310-311, 311a, 336-337, 342-343 TE 3: 370-371, 371a, 372-373, 378-379, 405a, 404-405, 406-407, 414-415, 415a, 442-443, 448-449, 449a, 470-471, 476-477 TE 4: 40-41, 41a, 42-43, 50-51, 51a, 80-81, 81a, 142-143, 176-177, 178-179, 184-185 TE 5: 218-219, 246-247, 248-249, 252-253, 253a, 276-277, 278-279, 284-285, 312-313, 314-315, 320-321 TE 6: 380-381, 381a, 382-383, 388-389, 422-423, 423a, 446-447, 447a, 448-449, 526-527
RL.2.9 Map story elements across texts.	TE 1: 48-49, 49a TE 2: 310-311, 311a, 342-343 TE 3: 414-415, 415a, 443a, 448-449, 449a TE 4: 50-51, 51a TE 5: 252-253, 253a TE 6: 477b

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<i>Craft and Structure</i>	
RL.2.10 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	<p>SE 1: 48–49, 244–245, 311, 448–449 SE 2: 80–81, 252–253, 422–423</p> <p>TE 1: 48h, 48–49a, 51c TE 2: 244–245a, 286–287, 311a, SG•66, 345c TE 3: 371b, 448h, 446–447, 448–449a TE 4: 80h, 80–81a, 83c, 136–137 TE 5: 252h, 255c TE 6: 374–375, 397c–397d, 422h, 423a, 440–441, SG•54, SG•60</p> <p>Writing to Sources: Unit 1: 8–9 Unit 2: 54–55 Unit 6: 172–173</p>
RL.2.11 Describe the overall structure of a story, including describing how the beginning introduces the story, the ending concludes the action, and how each part relates to the whole story.	<p>SE 1: 104, 302 SE 2: 124–125, 158–159, 260–261</p> <p>TE 1: 26g–26h, 26–27, 28–29, 42–43, 43b, 44h, 88g–88h, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 103a, 104h, 113h–113i, 156g–156h, 158–159, 160–161, 162–163, 173b, 174h, UR•31, UR•32–UR•33 TE 2: 294–295, 298–299, 302–303, 306h, SG•55, 340h, UR•41, UR•43 TE 3: SG•14, 407a, 417c, SG•31, SG•48, 457a, 464–465, 468–469, 479b, SG•65, UR•31, UR•32–UR•33, UR•41, UR•42–UR•43 TE 4: 46h, 124a, 140–141, 142–143, 143a, SG•65, 158a, 168–169, 172–173, 174–175, 187b, 187c, SG•82 TE 5: 227c, 260a, 268–269, 272–273, 277a, 278h, 278–279, 287b, 293c–293d, 304–305, 312–313, 313a, 321c–321d, 352h, UR•42 TE 6: 447b, 448–449a, 457c, 495b, SG•82</p> <p>Writing to Sources: Unit 1: 26–27 Unit 5: 142–143</p>

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<p>RL.2.12 Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>SE 1: 183, 312, 450 SE 2: 322</p> <p>TE 1: 174f, 181e, 183, 183c TE 2: 301b, 311b, 313a, 313b TE 3: 444f, 449b, 462–463, 464–465, UR•33 TE 4: 34–35, 144f TE 5: 221c, 232–233, 268–269, 277a, 285a, 295a–296a, 306–307, 314f, 318–319, 320–321, 357c, UR•42 TE 6: 529c</p>

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<i>Integration of Knowledge and Ideas</i>	
RL.2.13 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>SE 1: 104, 174 SE 2: 124, 248, 278, SG•54, 314, 348, 382, 448</p> <p>TE 1: 38–39, 40–41, SG•3, SG•4, SG•8, SG•14, SG•15, 100–101, 102–103, 103a, 104–105a, SG•37, SG•49, 156g–156h, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 170–171, 172–173, 174, 174h, UR•12–UR•13, UR•32–UR•33, UR•51, UR•52–UR•53</p> <p>TE 2: 200–201, 248, 278, 314, 335a, SG•83</p> <p>TE 3: 362–363, 388–389, 390–391, SG•14, SG•15, 392–393, 394–395, 400–401, 402–403, 410–411, 412–413, 424–425, 426–427, 432–433, 434–435, 470–471, UR•12, UR•32, UR•51, UR•52–UR•53</p> <p>TE 4: SG•3, SG•8, SG•9, 124a, 128–129, 130–131, 132–133, 134–135, 144–145a, SG•55, 162–163, 164–165, 178–179a, SG•72, SG•70SG•76, SG•77, UR•32–UR•33, UR•43</p> <p>TE 5: 234–235, 236–237, 238–239, 248–249a, 264–265, 266–267, 268–269, 270–271, 278–279a, 292a, 295a, 300–301, 302–303, 310–311, 312–313, 313a, 314–315, 323b, SG•65, 332–333, 334–335, 342–343, 348–349a, 357b, 357c, UR•22, UR•52–UR•53</p> <p>TE 6: 367a, 380–381, 382–383a, 434–435, 438–439, 448–449, 520–521, SG•71, SG•83, UR•52</p> <p>Writing to Sources: Unit 1: 6–7, 14–15 Unit 3: 70–71, 74–75, 82–83 Unit 5: 138–139, 140–141 Unit 6: 182–183</p>
RL.2.14 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<p>SE 1: 49, 79, 444</p> <p>TE 2: 324–325, 334–335, 335a, UR•52–UR•53</p> <p>TE 3: 428–429, 432–433, 442–443, 443a, 444–445, 451c</p>

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RL.2.15 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.	Objective is met throughout Reading Street . Refer to the following examples: TE 1: 44-45, 48-49, 49a, 104-105, 110-111, 174-175 TE 2: 208-209, 214-215, 245a, 302-303, 310-311, 311a, 336-337 TE 3: 372-373, 406-407, 414-415, 415a, 444-445, 470-471 TE 4: 42-43, 50-51, 51a, 80-81, 81a, 144-145, 178-179 TE 5: 218-219, 248-249, 278-279, 314-315, 348-349 TE 6: 382-383, 388-389, 422-423, 423a, 448-449, 520-521
RL.2.16 Self-monitor comprehension when reading grade level appropriate text.	TE 1: 26g, 30-31, 38-39, 42-43, 44-45, 45a, 48-49, 49a TE 2: 306-307 TE 3: 407a TE 4: 30-31, 38-39, 161a, 164-165, 176-177, 179a TE 6: 364a, 364-365, 367a, 372-373, 376-377, 380-381, 382-383, 383a
RL.2.17 Recognize when meaning is breaking down.	TE 1: 26g, 28-29, 30-31, 34-35, 38-39, 42-43, 44-45, 45a, 48-49, 49a, 92-93, 162-163, 164-165, 166-167 TE 2: 196-197, 198-199, 286-287, 290-291, 332-333 TE 3: 360-361, 366-367, 368-369, 398-399, 400-401, 404-405, 434-435, 436-437, 440-441, 464-465 TE 4: 30-31, 34-35, 132-133, 138-139, 166-167, 168-169, 170-171, 178-179, 179a TE 5: 234-235, 236-237, 268-269, 270-271, 306-307, 308-309, 336-337, 340-341, 344-345 TE 6: 364a, 364-365, 367a, 370-371, 372-373, 376-377, 380-381, 382-383, 383a, 436-437, 440-441, 442-443, 508-509, 512-513, 516-517

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<p>RL.2.18 Use strategies to increase comprehension such as predictions, visualizing, asking questions, making inferences, rereading, and summarizing</p>	<p>TE 1: 26g, 28-29, 43a, 48h, 48-49, 49a, 88g, 104h, 108h, 88g, 88h, 92-93, 103a, 104h, 156g, 160-161, 162-163, 164-165, 172-173, 173a, 174-175</p> <p>TE 2: 191a-191b, 192g, 194-195, 196-197, 198-199, 200-201, 202-203, 204-205, 206-207, 207a, 208-209, 244h, 244-245, 283a-283b, 284g, 284-285, 286-287, 290-291, 292-293, 296-297, 301a, 302h, 306h, 308-309, 310-311, 311a, 320g, 322-323, 326-327, 328-329, 330-331, 335a, 336-337, 337a, 340-341</p> <p>TE 3: 354g, 358-359, 360-361, 364-365, 370-371, 371a, 372-373, 373a, 387a-387b, 388g, 390-391, 394-395, 402-403, 404-405, 405a, 406-407, 410h, 410-411, 412-413, 414-415, 424g, 428-429, 430-431, 434-435, 440-441, 442-443, 443a, 444h, 444-445, 445a, 444h, 458g, 458-459, 462-463, 464-465, 466-467, 469a, 470h, 470-471, 474h, 474-475, 476-477</p> <p>TE 4: 27a, 30-31, 32-33, 34-35, 38-39, 40-41, 42-43, 46h, 48-49, 50-51, 130-131, 138-139, 140-141, 144h, 161a, 164-165, 178h</p> <p>TE 5: 216h, 216-217, 218-219, 226a, 226-227, 230-231, 232-233, 234-235, 238-239, 242-243, 244-245, 247a, 252-253, 253a, 263a, 264-265, 266-267, 272-273, 277a, 295a, 300-301, 302-303, 306-307, 310-311, 313a, 328a, 328-329, 331a, 334-335, 336-337, 340-341, 342-343, 344-345, 346-347, 348-349</p> <p>TE 6: 364a, 364-365, 367a, 368-369, 370-371, 374-375, 376-377, 378-379, 380-381, 382h, 382-383, 422h, 422-423, 43a, 430-431, 433a, 436-437, 438-439, 442-443, 444-445, 446-447, 447a, 448h, 448-449, 449a, 500a, 500-501, 503a, 508-509, 514-515, 518-519, 520-521</p>

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<p>RL.2.19 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.</p>	<p>TE 1: 25a-25b, 26g-43a, 87a-87b, 88g-103a, 155a-155b, 156g-173a TE 2: 191a-191b, 192g-207a, 244h-245a, 283-283b, 284g-301a, 306h-311a, 319a-319b, 320g-335a, 340h, 340-341, 342-343 TE 3: 353a-353b, 354g-371a, 387a-384b, 388g-405a, 410h-415a, 423a-423b, 424g-443a, 448h-449a, 457a-457b, 458g-469a, 474h, 474-475, 476-477 TE 4: 24a, 24-25, 27a-41a, 46h-51a, 80h-81a, 124a, 124-125, 127a-143a, 158a, 158-159, 161a-177a TE 5: 226a, 226-227, 229a-247a, 252h-253a, 260a, 260-261, 263a-277a, 292a, 292-293, 295a-313a, 328a, 328-329, 331a-347a TE 6: 364a, 364-365, 367a-381a, 422h-423a, 430a, 430-431, 433a-447a, 500a, 500-501, 503a-519a</p>
<p>RL.2.20 Determine which resources contain appropriate information using teacher- and student- generated criteria.</p>	<p>Related Content: TE 1: 25f, 43g, 47b, 49f, 87f, 103f, 107b, 111f, 155f, 173g, 177b, 181f TE 2: 191f, 207f, 211b, 215f, 283f, 301f, 305b, 311g, 319f, 335f, 339b, 343f TE 3: 353f, 371g, 375b, 379f, 387f, 405g, 409b, 415g, 423f, 443f, 447b, 449g, 457f, 469f, 473b, 477f TE 4: 25e, 47g, 45b, 51g, 125e, 143f, 147b, 151f, 159e, 177f, 181b, 185f TE 5: 227e, 274g, 251b, 253g, 261e, 277g, 281b, 285f, 293e, 313g, 317b, 321f, 329e, 347f, 351b, 355f TE 6: 365e, 381g, 385b, 389f, 431e, 447g, 451b, 455f, 501e, 519f, 523b, 527f</p>

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RL.2.21 Discuss which comprehension strategies worked and did not work with moderate teacher guidance.	TE 1: 44-45, 45a, 104-105, 105a, 174-175, 175a TE 2: 208-209, 209a, 302-303, 303a, 336-337, 337a TE 3: 372-373, 373a, 406-407, 407a, 444-445, 445a, 470-471, 471a TE 4: 42-43, 43a, 144-145, 145a, 178-179, 179a TE 5: 248-249, 249a, 278-279, 279a, 314-315, 315a, 348-349, 349a TE 6: 382-383, 383a, 448-449, 449a, 520-521, 521a
RL.2.22 Discuss most important ideas and themes in a text by use of graphic organizers to compare and contrast, paragraphs to indicate sequencing events	TE 1: 173a TE 3: 372h, 406h TE 4: 124a, 124-125, 140-141, 143a, 144-145, 166-167, 168-169, 172-173, 174-175, 177a TE 5: 270a, 260-261, 272-273, 274-275, 278h, 278-279, 314h
RL.2.23 Use context as a basis for predicting meaning of unfamiliar words.	TE 1: 96-97 TE 2: 192f, 192h, 194-195, 320f, 320h, 324-325, 344-345, 345a
<i>Range of Reading and Level of Text Complexity</i>	
RL.2.24 By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grade 2-3 text complexity band proficiently with scaffolding as needed.	SE 1: 26h, 50, 113, 156h, 182 TE 2: 206-207 TE 3: 410h, 424g-424h, 442-443, 458g-458h, 470h TE 4: 27a-28a, 127a-128a, TE 5: 216h, 229a-229b TE 6: 422-423, 423a, 503a-504a, 519a, 520h, 520-521

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Informational Text	
<i>Key Ideas and Details</i>	
<p>RI.2.1 Ask and answer questions such as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>SE 1: EI•23, 72, 140, 214, 240, 268, 377, 378–379, 508 SE 2: 24–25, 76–77, 80, 88–89, 110, 116, 182–185, 200, 211, 212, 387, 388, 418</p> <p>TE 1: 58–59, 60–61, 62–63, 64–65, 70–71, 71a, 72–73, SG•20, SG•25, SG•26, SG•32, 132–133, 134–135, 140, 140h, 140–141a, 178–179, 180–181, 183b, SG•54, SG•55, SG•59, SG•60, SG•66, SG•78, SG•84 TE 2: 212–213, 214–215, SG•3, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 239a, 240h, 254g, SG•20, SG•21, SG•25, SG•26, SG•27, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 268h, 268–269a, 272–273, 274–275, 277b, 277c, SG•37, SG•38, SG•39, SG•42, SG•43, SG•49, SG•50, SG•63, SG•80, UR•12–UR•13, UR•31, UR•32–UR•33 TE 3: 376–377, 378–379, 486g, 486–487, 488–489, 490–491, 492–493, 498–499, 500–501, 502–503, 504–505, 506–507, 507a, 507b, 508–509a, 512h, 517b, 517c, SG•71, SG•72, SG•76, SG•77, SG•83, UR•51, UR•52–UR•53 TE 4: 24a, 61a, 62–63, 64–65, 70–71, 72–73, 74–75, 75a, 76h, 76–77a, 83b, SG•20, SG•21, SG•25, SG•27, SG•32, 88a, 91a, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 109a, 110h, 110–111a, 114–115, 116–117, 119b, 119c, SG•37, SG•38, SG•42, SG•43, SG•49, SG•50, 182–183, 184–185, UR•32–UR•33 TE 5: 194a, 194–195, 197a, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 211a, 212–213a, SG•3, SG•4, SG•5, SG•8, SG•9, SG•15, 282h, 282–283, 284–285, 318–319, 320–321, 328a, 352–353, 354–355</p>

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<p>(Continued) RI.2.1 Ask and answer questions such as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>(Continued) TE 6: 364a, 386–387, 388–389, 400–401, 402–403, 417a, 418h, 418–419a, SG•20, SG•21, SG•22, SG•25, SG•26, SG•32, 462a, 465a, 466–467, 468–469, 470–471, 472–473, 474–475, 476–477, 478–479, 480–481, 482–483, 484–485, 486–487, 487a, 488–489a, 492h, 500a–500b, 524–525, 526–527, UR•42</p> <p>Writing to Sources: Unit 1: 26–27, 28–29, 30–33, 34–35 Unit 2: 58–59, 60–61, 62–65, 66–67 Unit 3: 90–91, 92–93, 94–97, 98–99 Unit 4: 122–123, 124–125, 126–129, 130–131</p>
<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>SE 1: 72–73, 76–77, 140–141, 179, 240, 268 SE 2: 58–59, 76, 116, 212, SG•31, SG•48, 321, 328–329, 387, 418, 488, 526</p> <p>TE 1: SG•12, 57a–57b, 58g–58h, 62–63, 64–65, 66–67, 68–69, 70–71, 76–77, 81b, 81c, SG•31, 119a–119b, 120g, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 136–137, 140–141, 144–145, 146–147, 149d, SG•65, UR•21, UR•22–UR•23, UR•41, UR•42–UR•43 TE 2: 240–241, 242–243, 269a, 277c, UR•22–UR•23 TE 3: 507a, SG•82, UR•21, UR•22–UR•23, UR•41, UR•42–UR•43 TE 4: 58a, 75a, 76–77a, SG•29, SG•31, 109a, 111a, SG•39, SG•48, SG•50 TE 5: 212–213a, SG•14, 318h, 318–319, 320–321, 328a TE 6: 399a, 408–409, 414–415, 417b, 418–419, 425b, 425c, SG•31, 476–477, 488h, 488–489a, UR•26</p> <p>Writing to Sources: Unit 4: 110–111</p>

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RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures within a text.	SE 1: EI•26, 108–109, 110–111 SE 2: 58–59, 110, 282–285, 389, 462–463 TE 1: 108–109, 110–111, 113c TE 2: 236–237, 238–239 TE 3: 490–491, 492–493, 496–497, 507a TE 4: 58a, 83b, SG•22, SG•26, SG•27, SG•32, SG•34, SG•39, 150–151 TE 5: 282–283, 284–285, 287c TE 6: 408–409, 410–411, 416–417, 418h, 418–419a, 468–469, 472–473, UR•42 Writing to Sources: Unit 2: 38–39, 42–43, 46–47 Unit 4: 106–107, 108–109, 116–117 Unit 5: 134–135
RI.2.4 Activate prior knowledge.	TE 1: 76h, 108h, 144h, 178h TE 2: 212h, 254g, 266-267, 269a, 272h, 272-273, 274-275 TE 3: 376h, 512h TE 4: 114h, 148h, 182h TE 5: 197a, 282h, 282-283, 318h, 352h TE 6: 386h, 452h, 492h, 524h
RI.2.5 Connect personal knowledge and experiences to ideas in text.	TE 1: 58g, 58-59, 76h, 108h, 120g, 120-121, 138-139, 144h, 178h TE 2: 212h, 224-225, 254g, 254-255, 266-267, 269a, 272h, 272-273, 274-275 TE 3: 376h, 486-487, 512h TE 4: 62-63, 92-93, 114h, 148h, 182h TE 5: 197a, 198-199, 282h, 282-283, 318h, 352h TE 6: 386h, 400-401, 452h, 466-467, 492h, 524h
RI.2.6 Make text-to-self and text-to-text connections and comparisons.	TE 1: 70-71, 71a, 78-79, 110-111 TE 2: 238-239, 239a, 244-245, 245a, 266-267, 268-269 TE 3: 506-507, 507a, 508-509 TE 4: 74-75, 76-77, 80-81, 81a, 108-109, 110-111, 116-117 TE 5: 210-211, 218-219, 284-285 TE 6: 416-417, 422-423, 423a, 486-487, 492-493, 493a, 526-527

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<i>Craft and Structure</i>	
<p>RI.2.7 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>SE 2: 26–27, 60–61, 126–127, 196–197, 398–399, 432–433, 464–465</p> <p>TE 1: 54a–54b, 58a–58b, 58f, 72g, 81b, SG•20, SG•29, SG•46, 122–123, 126–127, 140g, SG•55, SG•59, SG•63</p> <p>TE 2: 224f, 234–235, 254f, 256–257, SG•38, SG•42, SG•43, SG•46</p> <p>TE 3: 502–503, 508g, SG•77, SG•78, SG•80</p> <p>TE 4: 25a, 59a, 60g, 70–71, SG•21, SG•26, 89a, 96–97, 100–101, SG•38</p> <p>TE 5: 195a, 204–205, 206–207, 212g, 221b, SG•4, SG•9</p> <p>TE 6: 397a, 398e, 402–403, 425b, SG•20, SG•26, 463a, 464e, 478–479</p> <p>Writing to Sources: Unit 2: 48–49 Unit 5: 134–135</p>
<p>RI.2.8 Know and use the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information within a text efficiently.</p>	<p>SE 1: 72, 76, 78–79, 108–109, 144–145, 178–179, 212–213, 236–237, 272–273, 274–275, 512–513, 514–515</p> <p>SE 2: 114–115, 148–149, 216–217, 318–319, 386, 389, 452–453, 454</p> <p>TE 1: 58–59, 60–61, 66–67, 71b, 72–73, 76h, 76–77, 78–79, 81c, SG•25, SG•26, 108–109, 136–137, 139f, 144h, 149c, 178h</p> <p>TE 2: 236–237, 253a–253b, 262–263, 264–265, 267g, 272h, 272–273, 274–275, 301g, 335f, UR•23, UR•31</p> <p>TE 3: 405g, 469f, 512–513, 514–515</p> <p>TE 4: 41g, 61a, 64–65, 68–69, 75a, 109a, 114h, 114–115, SG•39, 143f</p> <p>TE 5: 211g, 313g, 318h, 318–319, 352h</p> <p>TE 6: 452h, 452–453, 487g, 492–493a, 493f</p> <p>Writing to Sources: Unit 1: 10–11, 12–13, 16–17, 20–21</p>

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RI.2.9 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<p>SE 1: 72, 140, 240, 268, 378, 508 SE 2: 76, 110, 144, 178, 320, 321, 328–329, 396–397, 418, 492, 525</p> <p>TE 1: SG•5, SG•10, 72h, 72–73a, 108h, 136–137, 139a, 140–141, 144–145, 149b TE 2: 212h, 223a–223b, 224g, 228–229, 240–241, 267b, UR•21, UR•22–UR•23, UR•31 TE 3: 353a–353b, 376h, 376–377, 378–379, 381b, 508–509 TE 4: 75b, 76–77, 119c, 150–151, 182h TE 5: 212h, 212–213, 282–283, 284–285, 320–321, 323c, 352h TE 6: 396a, 402–403, 404–405, 408–409, 410–411, 412–413, 418–419, 425b, 425c, 487a, 488–489a, 495c, 524h, UR•26</p> <p>Writing to Sources: Unit 4: 110–111</p>
RI.2.10 Ask and answer questions while reading.	<p>TE 1: 58h TE 3: 376–377 TE 4: 88a, 88–89, 91a, 94–95, 102–103, 104–105, 108–109, 110–111, 111a, 114–115 TE 5: 206–207, 318–319 TE 6: 430a, 430–431, 452–453, 454–455, 524–525</p>
<i>Integration of Knowledge and Ideas</i>	
RI.2.11 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p>SE 1: 108–109 SE 2: 152, 282, 388</p> <p>TE 1: 108–109, 113c, 173g TE 2: 236–237, 239f TE 3: 371g, 486–487 TE 4: 68–69, 104–105, 109b, 109g, SG•42, SG•43 TE 5: 247g, 287c TE 6: 391c, 412–413, 487b, UR•12</p> <p>Writing to Sources: Unit 6: 180–181</p>

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RI.2.12 Describe how the author supports specific points in a text.	SE 2: 194 TE 2: 223a, 228–229, 230–231, 232–233, 234–235, UR•22 TE 3: 381b, 490–491, 506–507 TE 4: 75b, SG•46 TE 6: 388–389, 404–405, 417a, 486–487, 487a
RI.2.13 Compare and contrast the most important points presented by two texts on the same topic.	SE 1: 79, 181, 215, 245, 449 SE 2: 81, 117, 185, 219, 285, 389, 493, 527 TE 1: 78–79 TE 2: 245a TE 4: 109a TE 5: 202–203, 211a TE 6: 417a, 487a, 493a Writing to Sources: Unit 1: 12–13, 20–21 Unit 2: 40–41, 48–49 Unit 3: 88–89 Unit 4: 108–109, 112–113, 122–123, 124–125
<i>Range of Reading and Level of Text Complexity</i>	
RI.2.14 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high level of the grade 2-3 text complexity band proficiently with scaffolding as needed.	SE 1: 120–139, 224–239, 254–267, 486–507 SE 2: 62–75, 92–110, 466–488 TE 2: 224g–224h, 254g–254h TE 3: 486g–486h, 517c TE 4: 61a–62a, 91a–92a TE 5: 197a–198a TE 6: 399a–400a, 465a–466a, 492–493a, 524h
RI.2.15 Engage in reading and writing during free time in school and at home.	Scott Foresman Reading Street supports independent reading. TE 1: 20i, 52i, 82i, 114i, 150i TE 2: 186i, 218i, 248i, 278i, 314i TE 3: 348i, 382i, 418i, 452i, 480i TE 4: 20i, 54i, 84i, 120i, 154i TE 5: 190i, 222i, 256i, 288i, 324i TE 6: 360i, 392i, 426i, 458i, 496i

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Foundational Skills	
<i>Phonics and Word Recognition</i>	
RF.2.1 Demonstrates phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion	TE 1: 22-23, 54-55, 84-85, 116-117, 152-153 TE 2: 188-189, 220-221, 250-251, 280-281, 316-317 TE 3: 350-351, 384-385, 420-421, 454-455, 482-483
RF.2.2 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.2.2a Distinguish long and short vowels when reading regularly spelled one-syllable words.	SE 1: 24, 54, 56 TE 1: 24–24a, 24b–24c, 48g, 50c, 54, SG•9, 55a, 56, 56b–56c, 58c, 58d, 76c–76d, 76e–76f, 80c, SG•24, SG•25, SG•26, SG•29, SG•31, 108d, 108e–108f, UR•8, UR•19, UR•38 TE 2: 317a, 320c, 336c–336d, 344c, UR•48 TE 3: 351a, 352–352a, 372c–372d, 376c–376d, 380c, SG•2, SG•7, SG•8, SG•9, SG•12, 410c–410d, 416c, SG•19, SG•20, SG•24, SG•26, SG•29, SG•31, 448c, 448d, 456–456a, 458c, 470c–470d, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 512c, UR•8, UR•18 TE 4: 178c

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RF.2.2b Know spelling-sound correspondences for additional common vowel teams.	<p>SE 1: 190, 252, 318, 352, 386, 456 SE 2: 56, 86, 156, 326</p> <p>TE 2: 318–318a, 318d, SG•70, SG•75, SG•76, SG•77, SG•82 TE 3: 351a, 352–352a, 354c, 372c–372d, 376e–376f, 376g, SG•2, SG•3, SG•8, SG•9, 386–386a, 388c, 406c–406d, 416c–416d, SG•19, SG•20, SG•25, 456–456a, 458c, 458d, 474e–474f, SG•53, SG•54, SG•59, SG•60, UR•8, UR•9, UR•39 TE 4: 56a, 56–57, 57a, 60c, 60d, 76d, 80d, 82c, 86a, 86–87, 87a, 90c, 110c–110d, 110e, 114c, SG•36, SG•41, SG•46, 123b, 148c–148d, 148e–148f, 152d, SG•53, 156a, 156–157, 157b, 160c, 160d, 178c–178d, 178e, 186c, 182d, 182e–182f, 182g, 186d, SG•75, SG•80, UR•18, UR•19, UR•28, UR•29, UR•48, UR•49 TE 5: 216c, 216d, 326a, 326–327, 327a, 327b, 330c, 330d, 348c–348d, 352e–352f, 352g, 356c, 356d, SG•70, SG•80, UR•48, UR•49 TE 6: 386c</p>
RF.2.2c Decode regularly spelled two-syllable words with long vowels.	<p>SE 1: 56, 318, 386, 456 SE 2: 122</p> <p>TE 1: 55a, 56–56a, 58c, 72d, 76d, 80c, SG•19, SG•20, SG•29, SG•31, 108c–108d TE 2: 318–318a, 318d, 320c, 344c, SG•80, SG•82, UR•48 TE 3: 351a, 352–352a TE 4: 22a–22b, 23c–23d, 80c, 122a, 122–123, 148e–148f, SG•63, UR•38</p>

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RF.2.2d Decode words with common prefixes and suffixes.	<p>SE 1: 416 SE 2: 192–193, 224–225, 460–461, 498–499</p> <p>TE 4: 119a, 170–171, 186–187, UR•30 TE 5: 192a, 192–193, 193a, 196c, 196g, 212c–212d, 220c, 220–221, SG•2, SG•7, SG•12, 224a, 224–225, 225a, 228c, 248c–248d, 252c, 252d, 254c, SG•19, SG•24, SG•29, 282c, 330g, 334–335, 348g, UR•8, UR•18 TE 6: 460a, 460–461, 461a, 461c–461d, 464c, 488c–488d, 492c–492d, 494c, SG•53, SG•58, SG•63, 498a, 498–499, 499a, 499c–499d, 502c, 520c–520d, 524c–524d, 524e–524f, 524g, 528c, 529d, SG•70, SG•74, SG•80, UR•38, UR•48</p>
RF.2.2e Decode words with irregular vowels, blends, digraphs, and compound words.	<p>TE 1: 32-33, 44d, 72d, 84-85, 88c-88d, 104d, 112c, 120c, 140c, 144c, 153a-153b, 156c-156d, 174d, 182c, UR28, UR48 TE 2: 1189a-189b, 192c-192d, 208d, 212c-212d, 216c, 251a-251b, 254c-254d, 268d, 276c, 317a, 320c, 336d, 344c, UR8, UR28, UR48 TE 3: 388c, 421a, 424c, 444c, 448c, 450c, 455a, 458c, 474c, 478c, UR28, UR38 TE 4: 56a, 60c, 76c, 82c, 86a, 90c, 110c, 114c, 118c, 148c, 156a, 160c, 178c, 186c, UR18, UR28, UR48 TE 5: 216c, 262c, 302-303, 326a, 330c, 348c, 352c, 356c, UR48 TE 6: 386c</p>
RF.2.2f Identify words with inconsistent but common spelling-sound correspondences.	<p>TE 2: 190d, SG•8, SG•9, SG•12, SG•14, 251a, 252, 252a, 252b, 254c, 268d, 272d, 276d, SG•36, SG•37, SG•41, SG•48, UR•28 TE 4: SG•24, 157a, 157b, 160c, 160d TE 5: SG•36, SG•41, SG•46, 290a, 290–291, 294c, 294d, 314c–314d, 322c, 322d, SG•53, SG•58, SG•63, 326a, 326–327, 327a, 327b, 330c, 330d, 348c–348d</p>

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RF.2.2g Recognize and read grade-appropriate irregular words.	<p>SE 1: 25, 57, 87, 119, 155, 191, 223, 253, 283, 319, 353, 387, 423, 457, 485 SE 2: SG•8, 290–291</p> <p>TE 1: 25, 26e, 28–29, 30–31, 32–33, 44g, 48e–48f, SG•2, SG•11, 56–56a, 56e, 57, 58e, 76d, SG•19, 86–86a, 87, 88e, 104g, SG•36, 118e, 120e, SG•53, SG•62, 154e, 156e, 174e, 174g, 178d, 178e–178f, 182d, 183b, SG•70, UR•10 TE 2: SG•7, SG•11, 224e, SG•24, 253, 254e, SG•41, 283, 284e, 302g, 313b, SG•58, 319, 320e, 336g, SG•75, UR•20, UR•40 TE 3: 352–352a, 353, 354e, 372g, SG•11, 388e, 406g, SG•28, 422–422a, 424e, 444g, SG•45, 457, 458e, 470g, SG•62, 485, 486e, 508g, SG•79, UR•10 TE 4: 126f, 144d, 160f, 182d TE 5: 294f, 314d, 318d, 318e–318f TE 6: 386d, 492d</p>
RF.2.2h Homonyms/synonyms/antonyms	<p>TE 1: 88f, 90-91, 156f, 168-169, UR30, UR50 TE 3: 354f, 354h, 358-359, 424f, 424h, 432-433, 486f, 486h, 498-499, UR10, UR30, UR50 TE 4: 60g, 60-61, 64-65, 76g, UR20</p>
RF.2.3 Recognize grade two frequently encountered words in print automatically whether encountered in connected text or in isolation.	<p>TE 1: 44d, 48d, 72d, 76d, 104d, 108d, 140d, 144d, 174d, 178d TE 2: 208d, 212d, 240d, 244d, 268d, 272d, 302d, 306d, 336d, 340d TE 3: 372d, 376d, 406d, 410d, 444d, 448d, 470d, 474d, 508d, 512d TE 4: 42d, 46d, 76d, 80d, 110d, 114d, 144d, 148d, 178d, 182d TE 5: 212d, 216d, 248d, 252d, 278d, 282d, 314d, 318d, 348d, 352d TE 6: 382d, 386d, 418d, 422d, 448d, 452d, 488d, 492d, 520d, 524d</p>

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<p>RF.2.4 Use strategies to identify unknown words and construct meaning: reread a sentence or paragraph when meaning is unclear, use context as a basis for predicting meaning of unfamiliar words, increase bank of known sight words, use sub-vocalization to sound out unknown words.</p>	<p>TE 1: 28-29, 32-33, 34-35, 38-39, 42-43, 60-61, 62-63, 92-93, 96-97, 130-131, 166-167, UR30</p> <p>TE 2: 192f, 194-195, 196-197, 198-199, 226-227, 228-229, 234-235, 258-259, 260-261, 286-287, 288-289, 290-291, 292-293, 320f, 324-325, 328-329, 332-333, UR10, UR50</p> <p>TE 3: 360-361, 362-363, 366-367, 368-369, 388h, 396-397, 398-399, 400-401, 404-405, 426-427, 434-435, 436-437, 438-439, 440-441, 458h, 460-461, 462-463, 464-465, 494-495, 496-497, 498-499, 502-503, UR10, UR30, UR50</p> <p>TE 4: 26f, 28a, 30-31, 32-33, 34-35, 36-37, 38-39, 42g, 64-65, 68-69, 70-71, 92a, 98-99, 106-107, 128a, 132-133, 138-139, 161a, 162a, 164-165, 166-167, 170-171, 176-177</p> <p>TE 5: 200-201, 204-205, 230a, 236-237, 264a, 268-269, 270-271, 296a, 306-307, 308-309, 332a, 336-337, 340-341, 344-345,</p> <p>TE 6: 367a, 368a, 370-371, 372-373, 404-405, 412-413, 434a, 436-437, 440-441, 442-443, 464g, 464-465, 466a, 468-469, 474-475, 476-477, 504A, 508-509, 512-513, 516-517, UR40</p>

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<i>Fluency</i>	
RF.2.5 Read with sufficient accuracy and fluency to support comprehension.	
RF.2.6a Read grade-level text with purpose and understanding.	<p>SE 1: 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>SE 2: 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>TE 1: 88–89, 90–91, 92–93, 94–95</p> <p>TE 2: SG•8, SG•9, SG•14, SG•15, 260–261, 268f, 275a, SG•42, SG•43, SG•46, SG•50, SG•51, 284–285, 286–287, SG•59, SG•60, SG•63, SG•65, SG•66, SG•67, SG•68, SG•77, SG•80, UR•33</p> <p>TE 3: 424–427</p> <p>TE 4: SG•8, SG•9, SG•10, SG•25, SG•26, SG•27, SG•28, SG•42, SG•43, 128a, 148–149, 150–151, 153a, 153d, SG•59, SG•60, SG•63, 157d, 170–171, 172–173, SG•76, SG•77, SG•80</p> <p>TE 5: SG•12, 287d, 291c–291d, 318h, 323d, 357a, UR•53</p> <p>TE 6: 425d, 448f, 455a, 457a, 457d, 495f, 502–503, 529a, 529d, UR•33, UR•53</p>

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RF.2.6b Read grade-level text orally with accuracy, appropriate rate, and expression, using punctuation and formatting clues.	<p>SE 1: 50, 80, 113, 182, 216, 246, 312, 344, 380, 416, 450, 516; SE 2: 52, 82–83, 119, 153, 186, 220, 255, 286, 322, 356, 390, 424, 494</p> <p>TE 1: 44f, 49b, 51a, 51d, 72f, 79a, 81a, 81d, 104f, 111a, 113d, 149d, 149f, 174f, 181a, 182, 183a, 183d, UR•13, UR•23, UR•33, UR•53 TE 2: 208f, 215a, 217a, 217d, 240f, 245b, 247a, 247d, 277a, 277d, 277g, 302f, 311b, 313a, 313d, 336f, 343a, 345a, 345d, 345f, UR•13, UR•23, UR•33, UR•43, UR•53 TE 3: 372f, 379a, 381a, 381d, 381f, 406f, 415b, 417a, 417d, 417f, 444f, 449b, 451a, 451f, 470f, 479d, 479f, 508f, 515a, 517a, 517d, 517f, UR•23, UR•33, UR•53 TE 4: 42f, 51b, 53a, 53d, 53f, 76f, 81b, 83a, 83d, 83f, SG•19, 119d, 119f, SG•36, 144f, 151a, 153a, 153f, SG•53, 178f, 185a, 187f, UR•13, UR•23, UR•43, UR•53 TE 5: 221a, 221d, 221f, 248f, 253b, 255a, 255d, 255f, 278f, 285a, 287a, 287f, 292–293, 294–295, 314f, 321a, 323a, 348f, 355a, 357a, UR•23, UR•33, UR•43 TE 6: 382f, 389a, 391a, 391d, 391f, 418f, 423b, 425a, 425d, 425f, 457f, 488f, 493b, 495a, 495d, 502–503, 520f, 527a, 529a, 529f, UR•13, UR•23, UR•43</p>
RF.2.6c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>SE 2: 26–27, 60–61, 126–127, 366–367, 398–399, 424, 432–433, 456, 464–465, 494–495</p> <p>TE 2: 198–199, 226–227, SG•29, 260–261, SG•46, 290–291, 320f, 332–333, SG•80 TE 3: 400–401, 436–437, 460–461, 462–463, 494–495 TE 4: 68–69, SG•45, SG•49, 126g, 134–135, 144g, 158a, 158–159, 159a, 172–173 TE 5: 204–205, 236–237, 270–271, 308–309, 340–341 TE 6: 370–371, 412–413, SG•19, 440–441, 464g, 474–475, UR•40</p>

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RF.2.7 Automatically recognize identified grade-level high frequency words whether encountered in or out of context.	<p>TE 1: 25, 26e, 44g, 51b, 57, 58e, 72g, 81b, 87, 88e, 104g, 113b, 119, 120e, 140g, 155, 156e, 174g, 183b, 149b, UR10, UR20, UR30, UR40, UR50</p> <p>TE 2: 191, 192e, 208g, 217b, 223, 224e, 240g, 247b, 253, 254e, 258-259, 268g, 277b, 283, 284e, 302g, 313b, 319, 320e, 328-329, 336g, 345b, UR10, UR20, UR30, UR40, UR50</p> <p>TE 3: 353, 354e, 372g, 381b, 387, 388e, 396-397, 406g, 417b, 423, 424e, 426-427, 444g, 451b, 457, 458e, 460-461, 470g, 479b, 485, 486e, 516-517, UR10, UR20, UR30, UR40, UR50</p> <p>TE 4: 26f, 60f, 90f, 126f, 160f</p> <p>TE 5: 196f, 228f, 262f, 294f, 330f</p> <p>TE 6: 366f, 398f, 432f, 464f, 502f</p>
RF.2.8 Use context clues, mental pictures, and questioning.	<p>TE 1: 26g, 30-31, SG•9, 96–97, 122–123, 126–127, SG•59, SG•70</p> <p>TE 2: 192f, 194–195, 202–203, 216–217, 320f, 324–325, 344–345</p> <p>TE 3: 354g, 358-359, 362–363, 364-365, 370-371, SG•9, SG•26, 388g, 392-393, 396-397, 400-401, 404-405, 478–479</p> <p>TE 4: 26g, 42g, 52–53, 59a, 60g, 91a, 94-95, 102-103, 104-105, 106-107, 126g, 127a, 128a, 130-131, 134–135, 136-137, 140-141, 144g, 153a, UR•20</p> <p>TE 5: SG•9, 229a, 230a, 232-233, 238-239, 244-245, 262e, SG•43, SG•60, SG•76, SG•77</p> <p>TE 6: 366g, 390–391, SG•3, 398g, 406–407, 424–425, 432g, 442–443, 456–457, SG•43, 464g, 476–477, 488g, 494–495, SG•77, UR•20, UR•40, UR•50</p>

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RF.2.9 Read aloud using intonation, pauses and emphasis.	<p>TE 1: 140f, 147a, 148-149, 149a, 174f, 181a, 182-183, 183a, UR43, UR53</p> <p>TE 2: 240f, 245b, 246-247, 247a, 268f, 275a, 276-277, 277f, 302f, 311b, 312-313, 313f, UR23, UR33, UR43</p> <p>TE 3: 441f, 449b, 450-451, 451a, 470f, 477a, 478-479, 479a, 508f, 515a, 516-517, 517a, UR33, UR43, UR53</p> <p>TE 4: 110f, 117a, 118-119, 119a, 144f, 151a, 152-153, 153a, 178f, 185a, 186-187, 187a, UR33, UR43, UR53</p> <p>TE 5: 278f, 285a, 286-287, 287a, 314f, 321a, 322-323, 323a, 348f, 355a, 356-357, 357a, UR33, UR43, UR53</p> <p>TE 6: 433a, 438-439, 442-443, 446-447, 448f, 455a, 456-457, 457a, 520f, 527a, 528-529, 529a, UR33, UR43, UR53</p>
RF.2.10 Use punctuation cues (periods and question marks).	<p>TE 1: 174f, 181a, 182-183, 183a, UR53</p> <p>TE 2: 240f, 245b, 246-247, 247a, 302f, 311b, 312-313, 313a, UR23, UR43</p> <p>TE 3: 441f, 449b, 450-451, 451a, 508f, 515a, 516-517, 517a, UR33, UR53</p> <p>TE 4: 144f, 151a, 152-153, 153a, 178f, 185a, 186-187, 187a, UR43, UR53</p> <p>TE 5: 278f, 285a, 286-287, 287a, 314f, 321a, 322-323, 323a, UR33, UR43</p>

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Writing	
Text Types and Purposes	
<p>W.2.1 Write opinion pieces which introduce the topic or book that is being written about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinions and reasons, and provide a concluding statement or section.</p>	<p>SE 1: 240, 510–511 SE 2: 44–45, 178, 522–523</p> <p>TE 1: SG•50, WP•2–WP•10 TE 3: 387d–387e, 405d–405e, 409a, 415d–415e, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i TE 4: 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i, 178–179a TE 5: WP•2–WP•9 TE 6: 423f, 431c–431d, 450–451, 451a, 455c–455d, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d</p> <p>Writing to Sources: Unit 1: 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99, 198–199, 200–201 Unit 2: 202–203, 204–205 Unit 3: 206–207, 208–209 Unit 4: 210–211, 212–213 Unit 5: 214–215, 216–217 Unit 6: 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195, 218–219, 220–221, 222–223</p>

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<p>W.2.2 Write informative/explanatory texts which introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>SE 1: 74–75, 142–143, 242–243, 270–271 SE 2: 76, 78–79, 110, 112–113, 212, 248, 418, 488, 490–491</p> <p>TE 1: 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i TE 2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i, WP•2–WP•7 TE 3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e, UR•15, UR•25, WP•2–WP•10 TE 4: 59c–59d, 75d–75e, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 112–113, 113a, 117c–117d, 119h–119i, WP•2–WP•7 TE 6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i, WP•2–WP•9</p> <p>Writing to Sources: Unit 1: 224–225, 226–227 Unit 2: 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–65, 66–67, 228–229, 230–231 Unit 3: 232–233 Unit 4: 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–129, 130–131, 234–235 Unit 5: 236–237 Unit 6: 238–239</p>

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<p>W.2.3 Write narratives including realistic fiction, fantasy, and/or a personal narrative which recounts a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure.</p>	<p>SE 1: 46–47, 106–107, 174, 210–211, 304–305, 338–339, 374–375, 446–447, 472–473 SE 2: 180–181, 250–251, 280–281, 314, 316–317, 348, 350–351, 382, 384–385, 420–421, 448, 520</p> <p>TE 1: 25d, 25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d, 87e, 103c–103d, 107a, 111c–111d, 155d, 173d–173e, 177a, 181c–181d, 183h–183i, WP•1–WP•10 TE 2: 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283e, 301d–301e, 304–305, 305a, 319d–319e, 335c–335d, 338–339, 339a TE 3: 371d–371e, 374–375, 375a, 409a, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d TE 4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a TE 5: 195c–195d, 211d–211e, 214–215, 215a, 219c–219d, 221h–221i, 227c–227d, 247d–247e, 250–251, 251a, 253d–253e, 255h–255i, 261c–261d, 277d–277e, 280–281, 281a, 285c–285d, 287h–287i, 293c–293d, 313d–313e, 414–315a, 316–317, 317a, 323h–323i, 347c–347d, 350–351, 351a, 355c–355d TE 6: 365c–365d, 381d–381e, 382–383a, 384–385, 385a, 389c–389d, 391h–391i, 397c–397d, 417d–417e, 420–421, 421a, 423d–423e, 425h–425i, 448–449a, 520–521a</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–33, 34–35 Unit 5: 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–161, 162–163</p>

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<p>W.2.4 Write poetry based on reading a wide variety of grade-level appropriate published poetry.</p>	<p>TE 3: 423d-423e, 443c-443d, 446-447a, 449d-449e, 451h-451i TE 4: 125c-125d, 143c-143d, 146-147a, 151c-151d, 153h-153i TE 6: 397c-397d, 417d-417e, 420-421a, 423d-423e, 425h-425i</p>

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<p>W.2.5 Write a prayer using sentences with drawings as support if needed.</p>	<p>Scott Foresman Reading Street prepares students to write successfully. TE 1: 25d-25e, 43d-43e, 46-47a, 49d-49e, 51h-51i, 57d-57e, 71d-71e, 74-75a, 79c-79d, 81h-81i, 87d-87e, 103c-13d, 106-107a, 111c-111d, 113h-113i, 119d-119e, 139c-139d, 142-143a, 147c-174d, 149h-149i, 155d-155e, 173d-173e, 176-177a, 181c-181d, 183h-183i, WP1-WP10 TE 2: 191d-191e, 207c-207d, 210-211a, 215c-215d, 217h-217i, 223d-223e, 239c-239d, 242-243a, 245d-245e, 247h-247i, 253d-253e, 267d-267e, 270-271a, 275c-275d, 277h-277i, 283d-283e, 301d-301e, 304-305a, 311d-311e, 313h-313i, 319d-319e, 335c-335d, 338-339a, 343c-343d, 343h-343i, WP1-WP10 TE 3: 353d-353e, 371d-371e, 374-375a, 379c-379d, 381h-381i, 387d-387e, 405d-405e, 408-409a, 415d-415e, 417h-417i, 423d-423e, 443c-443d, 446-447a, 449d-449e, 451h-451i, 457d-457e, 469c-469d, 472-473a, 477c-477d, 479h-479i, 485d-485e, 507d-507e, 510-511a, 515c-515d, 517h-517i, WP1-WP10 TE 4: 25c-25d, 41d-41e, 44-45a, 51d-51e, 53h-53i, 59c-59d, 75d-75e, 78-79a, 81d-81e, 83h-83i, 89c-89d, 109d-109e, 112-113a, 117c-117d, 119h-119i, 125c-125d, 143c-143d, 146-147a, 151c-151d, 153h-153i, 159c-159d, 177c-177d, 180-181a, 185c-185d, 187h-187i, WP1-WP10 TE 5: 195c-195d, 211d-211e, 214-215a, 219c-219d, 221h-221i, 227c-227d, 247d-247e, 250-251a, 253c-253d, 255h-255i, 261c-261d, 277d-277e, 280-281a, 285c-285d, 287h-287i, 293c-293d, 313d-313e, 316-317a, 321c-321d, 323h-323i, 329c-329d, 347c-347d, 350-351a, 355c-355d, 357h-357i, WP1-WP10 TE 6: 365c-365d, 381d-381e, 384-385a, 389c-389d, 391h-391i, 397c-397d, 417d-417e, 420-421a, 423d-423e, 425h-425i, 431c-431d, 447d-447e, 450-451a, 455c-455d, 457h-457i, 463c-463d, 487d-487e, 490-491a, 493d-493e, 495h-495i, 501c-501d, 519c-519d, 522-523a, 527c-527d, 529h-529i, WP1-WP10</p>

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<p>W.2.6 Use a teacher-selected topic to: write two research questions, locate and begin to gather information from resources (electronic and/or print), organize information using key ideas; use the writing process to produce and present the final project.</p>	<p>TE 1: 43g, 47b, SG•16, 57f, 71d–71e, 74–75, 75b, 79c–79d, 79f, 81j, SG•29, 87f, 103f, 107b, 113j, SG•46, SG•48, SG•49, 119d, 139c, 143b, SG•63, SG•67, 181f TE 2: 223f, 243b, 245g TE 3: 375b, SG•16, SG•29, SG•33, SG•46, SG•50, SG•67 TE 4: 181b TE 5: SG•33, SG•50, SG•67, 351b, SG•85 TE 6: 381g, 385b, 417g, SG•33, 491b, 493g, SG•67, WP•2–WP•7</p> <p>Writing to Sources: Unit 1: 12–13, 20–21 Unit 2: 40–41, 48–49 Unit 3: 88–89 Unit 4: 108–109, 112–113, 122–123, 124–125</p>

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Production and Distribution of Writing	
<p>W.2.7 With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>TE 1: 49d–49e, 51h–51i, 79c–79d, 81h–81i, 87d, 103c–103d, 106–107, 107a, 111d, 113h–113i 147c–147d, 159181c–181d, 183h–183i, WP•1–WP•9</p> <p>TE 2: 215c–215d, 217h–217i, 245d–245e, 247h–247i, 277h–277i, 311d–311e, 313h–313i, 343c–343d, 345h–345i, WP•2–WP•3, WP•6–WP•9</p> <p>TE 3: 379c–379d, 381h–381i, 415d–415e, 417h–417i, 449d–449e, 451h–451i, 479h–479i, 515c–515d, 517h–517i, WP•2–WP•9</p> <p>TE 4: 51d–51e, 53h–53i, 75g, 83h–83i, 117c–117d, 117f, 119h–119i, 151c–151d, 153h–153i, 177c–177d, 181a, 185c–185d, 187h–187i, WP•2–WP•9</p> <p>TE 5: 219c–219d, 221h–221i, 253d–253e, 255h–255i, 285c–285d, 287h–287i, 321c–321d, 355c–355d, 357h–357i, WP•2–WP•9</p> <p>TE 6: 389c–389d, 391h–391i, 423d–423e, 425h–425i, 455c–455d, 457h–457i, 493d–493e, 495h–495i, 529h–529i, WP•2–WP•9</p> <p>Writing to Sources: Unit 1: 30–33 Unit 2: 62–65 Unit 3: 94–97 Unit 4: 126–129 Unit 5: 158–161 Unit 6: 190–193</p>
<p>W.2.8 With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>TE 1: WP•9 TE 2: 247j, 302–303, 303a, 311g, WP•9 TE 3: 417i, 507g, 511b TE 4: 187i, WP•9, WP•10 TE 5: 215b, 277g, 347f, 351b, WP•9, WP•10 TE 6: 391i, 457i, WP•3, WP•5, WP•9, WP•10</p> <p>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>

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W.2.9 Consider audience and purpose for writing.	TE 1: 43d, 71d, 103c, 139c, 173d, WP1 TE 2: 207c, 239c, 243a, 267d, 301d, 335c, WP1 TE 3: 371d, 405d, 405e, 443c, 469c, 507d, WP1 TE 4: 41d, 41e, 75d, 109d, 143c, 177c, WP1 TE 5: 211d, 247d, 277d, 313d, 347c, WP1 TE 6: 381d, 417d, 447d, 487d, 519c, WP1
W.2.10 Begin to use styles and patterns derived from studying authors.	TE 1: 25d-25e, 57d-57e, 87d-87e, 119d-119e, 155d-155e, 173d-173e, WP1 TE 2: 191d-191e, 223d-223e, 253d-253e, 283d-283e, 319d-319e, WP1 TE 3: 353d-353e, 387d-387e, 423d-423e, 457d-457e, 485d-485e, WP1 TE 4: 25c-25d, 59c-59d, 89c-89d, 125c-125d, 159c-159d, WP1 TE 5: 195c-195d, 227c-227d, 261c-261d, 293c-293d, 329c-329d, WP1 TE 6: 365c-365d, 397c-397d, 431c-431d, 463c-463d, 501c-501d, WP1
W.2.11 Develop a plan for writing that may include graphic organizers that represent a specific organizational pattern: problem/solution, sequence, description, compare and contrast.	TE 1: 43d-43e, 71d-71e, 103c-103d, 139c-139d, 173d-173e, WP2-WP4 TE 2: 207c-207d, 239c-239d, 267d-267e, 301d-301e, 335c-335d, WP2-WP4 TE 3: 371d-371e, 405d-405e, 443c-443d, 469c-469d, 507d-507e, WP2-WP4 TE 4: 41d-41e, 75d-75e, 109d-109e, 143c-143d, 177c-177d, WP2-WP4 TE 5: 211d-211e, 247d-247e, 277d-277e, 313d-313e, 347c-347d, WP2-WP4 TE 6: 381d-381e, 417d-417e, 447d-447e, 487d-487e, 519c-519d, WP2-WP4

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W.2.12 Write in first and third person based on genre type and purpose.	<p>TE 1: 25d-25e, 43d-43e, 46-47a, 49d-49e, 51h-51i, 57d-57e, 71d-71e, 74-75a, 79c-79d, 81h-81i, 87d-87e, 103c-13d, 106-107a, 111c-111d, 113h-113i, 119d-119e, 139c-139d, 142-143a, 147c-174d, 149h-149i, WP1-WP10</p> <p>TE 2: 191d-191e, 207c-207d, 210-211a, 215c-215d, 217h-217i, 223d-223e, 239c-239d, 242-243a, 245d-245e, 247h-247i, 253d-253e, 267d-267e, 270-271a, 275c-275d, 277h-277i, 283d-283e, 301d-301e, 304-305a, 311d-311e, 313h-313i, 319d-319e, 335c-335d, 338-339a, 343c-343d, 343h-343i</p> <p>TE 3: 353d-353e, 371d-371e, 374-375a, 379c-379d, 381h-381i, 457d-457e, 469c-469d, 472-473a, 477c-477d, 479h-479i, WP1-WP10</p> <p>TE 4: 59c-59d, 75d-75e, 78-79a, 81d-81e, 83h-83i, 89c-89d, 109d-109e, 112-113a, 117c-117d, 119h-119i,</p> <p>TE 5: 195c-195d, 211d-211e, 214-215a, 219c-219d, 221h-221i, 227c-227d, 247d-247e, 250-251a, 253c-253d, 255h-255i, 261c-261d, 277d-277e, 280-281a, 285c-285d, 287h-287i, 293c-293d, 313d-313e, 316-317a, 321c-321d, 323h-323i, 329c-329d, 347c-347d, 350-351a, 355c-355d, 357h-357i</p> <p>TE 6: 365c-365d, 381d-381e, 384-385a, 389c-389d, 391h-391i, 463c-463d, 487d-487e, 490-491a, 493d-493e, 495h-495i, WP1-WP10</p>

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W.2.13 Build and demonstrate writing skills.	<p>TE 1: 25d-25e, 43d-43e, 46-47a, 49d-49e, 51h-51i, 57d-57e, 71d-71e, 74-75a, 79c-79d, 81h-81i, 87d-87e, 103c-13d, 106-107a, 111c-111d, 113h-113i, 119d-119e, 139c-139d, 142-143a, 147c-174d, 149h-149i, 155d-155e, 173d-173e, 176-177a, 181c-181d, 183h-183i, WP1-WP10</p> <p>TE 2: 191d-191e, 207c-207d, 210-211a, 215c-215d, 217h-217i, 223d-223e, 239c-239d, 242-243a, 245d-245e, 247h-247i, 253d-253e, 267d-267e, 270-271a, 275c-275d, 277h-277i, 283d-283e, 301d-301e, 304-305a, 311d-311e, 313h-313i, 319d-319e, 335c-335d, 338-339a, 343c-343d, 343h-343i, WP1-WP10</p> <p>TE 3: 353d-353e, 371d-371e, 374-375a, 379c-379d, 381h-381i, 387d-387e, 405d-405e, 408-409a, 415d-415e, 417h-417i, 423d-423e, 443c-443d, 446-447a, 449d-449e, 451h-451i, 457d-457e, 469c-469d, 472-473a, 477c-477d, 479h-479i, 485d-485e, 507d-507e, 510-511a, 515c-515d, 517h-517i, WP1-WP10</p> <p>TE 4: 25c-25d, 41d-41e, 44-45a, 51d-51e, 53h-53i, 59c-59d, 75d-75e, 78-79a, 81d-81e, 83h-83i, 89c-89d, 109d-109e, 112-113a, 117c-117d, 119h-119i, 125c-125d, 143c-143d, 146-147a, 151c-151d, 153h-153i, 159c-159d, 177c-177d, 180-181a, 185c-185d, 187h-187i, WP1-WP10</p> <p>TE 5: 195c-195d, 211d-211e, 214-215a, 219c-219d, 221h-221i, 227c-227d, 247d-247e, 250-251a, 253c-253d, 255h-255i, 261c-261d, 277d-277e, 280-281a, 285c-285d, 287h-287i, 293c-293d, 313d-313e, 316-317a, 321c-321d, 323h-323i, 329c-329d, 347c-347d, 350-351a, 355c-355d, 357h-357i, WP1-WP10</p> <p>TE 6: 365c-365d, 381d-381e, 384-385a, 389c-389d, 391h-391i, 397c-397d, 417d-417e, 420-421a, 423d-423e, 425h-425i, 431c-431d, 447d-447e, 450-451a, 455c-455d, 457h-457i, 463c-463d, 487d-487e, 490-491a, 493d-493e, 495h-495i, 501c-501d, 519c-519d, 522-523a, 527c-527d, 529h-529i, WP1-WP10</p>

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Research to Build and Present Knowledge	
<p>W.2.14 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>TE 1: 43g, 47b, SG•16, 57f, 71d–71e, 74–75, 75b, 79c–79d, 79f, 81j, SG•29, 87f, 103f, 107b, 113j, SG•46, SG•48, SG•49, 119d, 139c, 143b, SG•63, SG•67, 181f TE 2: 223f, 243b, 245g TE 3: 375b, SG•16, SG•29, SG•33, SG•46, SG•50, SG•67 TE 4: 181b TE 5: SG•33, SG•50, SG•67, 351b, SG•85 TE 6: 381g, 385b, 417g, SG•33, 491b, 493g, SG•67, WP•2–WP•7</p> <p>Writing to Sources: Unit 1: 12–13, 20–21 Unit 2: 40–41, 48–49 Unit 3: 88–89 Unit 4: 108–109, 112–113, 122–123, 124–125</p>
<p>W.2.15 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>SE 1: 44, 72, 79, 110</p> <p>TE 1: 43g, 47b, 49g, SG•14, SG•15, 71g, 75b, 79, 111f, 143b, 147f, 181f TE 2: 207f, 211b, 243b, 245g, 271b, 275f, 305b, 311f, 311g, 339b, 343f, SG•80, SG•84 TE 3: 379f, SG•12, 409b, 415g, SG•29, 443f, 447b, 449g, SG•46, 473b, 477f, SG•63, 507g, 511b, 515f, WP•3 TE 4: 45b, 75g, 79b, 81g, 177f, 185f TE 5: 251b, 253g, SG•29, SG•46, 277g, 281b, 285f, 317b, 321f, SG•53, 355f, SG•80 TE 6: 385b, SG•12, SG•16, 421b, SG•29, 431e, 447g, SG•46, 491b, SG•69, 523b, 527f, WP•2–WP•5</p> <p>Writing to Sources: Unit 1: 12–13, 20–21 Unit 2: 40–41, 48–49 Unit 3: 88–89 Unit 4: 108–109, 112–113, 122–123, 124–125</p>

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Handwriting	
W.2.16 Fluently and legibly write upper and lower case manuscript letters	TE 1: 43f, 71f, 103e, 139e, 173f, UR14, UR24, UR34, UR44, UR54 TE 2: 207e, 239e, 267f, 301f, 335e, UR14, UR24, UR34, UR44, UR54 TE 3: 371f, 443e, 469e, UR14, UR34, UR44
W.2.17 Recognize the upper and lower case cursive alphabet.	TE 3: 443e, 469e, 507f, UR34, UR44, UR54 TE 4: 41f, 75f, 109f, 143e, 177e, UR14, UR24, UR34, UR44, UR54 TE 5: 211f, 247f, 277f, 313f, 347e, UR14, UR24, UR34, UR44, UR54 TE 6: 381f, 417f, 447f, 487f, 519e, UR14, UR24, UR34, UR44, UR54
Speaking and Listening	
Comprehension and Collaboration	
SL.2.1 Participate in collaborative conversations with partners about topics and texts in small and larger groups.	
SL.2.1a 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)	SE 1: 51, 81, 149, 183, 247, 277, 313, 417 SE 2: 53, 82, 118, 152, 221, 255, 323, 357, 457 TE 1: 51, 51j, 79e, 81, 81a, 81j, 149a, 149j, 181e, 183a, 183j TE 2: 217j, 245f, 247j, 277j, 313a, 313j TE 3: 415f, 417a, 451j TE 4: 51a, 53j, 81f, 83j, 117e, 118–119, 119j, 151e, 152153, 153j, 187j TE 5: 255j, 285e, 287j, 357j TE 6: 425j, 455e, 457a Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195

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SL.2.1b Build on oral conversations by linking their comments to the remarks of others.	TE 2: 217g TE 3: 387f, 415f, 477e TE 4: 113b, 147b, 159e, 185e TE 5: 219e, 227e, 285e TE 6: 431e Writing to Sources: Unit 1: 26–27, 34–35 Unit 2: 58–59, 66–67 Unit 3: 90–91, 98–99 Unit 4: 122–123, 130–131 Unit 5: 154–155, 162–163 Unit 6: 186–187, 194–195
SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	SE 1: 247, 277, 345 TE 2: 245f, 275e, 313j, 343e, 345a TE 3: 358–359, 370–371, 417a, 515e, UR•13 TE 4: 94–95, 126a–126b TE 5: 253a, 253f, 255a TE 6: 391j, 452–453, 454–455

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SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p>SE 1: 149, 217, 247, 451, 517 SE 2: 53, 187, 255, 495, 529</p> <p>TE 1: 26a–26b, 26g, 44a, 48a, 58b, 76b, 88b, 104a, 108b, 113a, 120g, 140a, 144b, 149, 174a, 178b, 183b TE 2: 192b, 208a, 212b, 215e, 217a, 224b, 240a, 244b, 247a, 254a, 254b, 268a, 272b, 284b, 284g, 302a, 302b, 306b, 320b, 320g, 336a, 336b, 340a, 340b, 343e TE 3: 354b, 372a, 376b, 388b, 406a, 410b, 417j, 423f, 424a, 424b, 424g, 444a, 448b, 451a, 458b, 458g, 470a, 470b, 474b, 485b, 486b, 508a, 508b, 512b, 517a, 517j, UR•52 TE 4: 26a, 26b, 42a, 42b, 46b, 53a, 53b, 53c, 60b, 76a, 76b, 80a, 80b, 90b, 91a, 110a, 110b, 114b, 126b, 144a, 144b, 148b, 151e, 152–153, 160a, 160b, 178a, 178b, 182a, 182b, 187a TE 5: 196a, 196b, 212a, 212b, 216a, 216b, 219e, 221a, 221j, 228b, 248a, 248b, 263a, 278a, 278b, 282b, 285e, 294b, 314a, 318b, 323j, 330b, 348a, 348b, 352b, SG•84 TE 6: 366b, 382a–382b, 386b, 391j, 398b, 417g, 418a, 422a, 425a, 425j, 432b, 448a, 452b, 457j, 464b, 488a, 492b, 493f, 495a, 495j, 502b, 520a, 524a, 524b, 527e, 529j</p>
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<p>SE 1: 277, 313, 345</p> <p>TE 1: 149j TE 2: 215e, 247a, 275e, 277a, 345a TE 3: 381j, 451j, 479j TE 4: 81f, 82–83, 83j, 153j, 187j, WP•10 TE 5: 255j, 287j, 357a, 357j TE 6: 423g, 425a, 455e, 457a, 457j, 495j, 519f, 529j</p>
SL.2.4 Give, restate, and follow three- and four-step directions.	<p>TE 2: 215e, 216-217, 217a, 343e, 344-345, 345a</p>

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SL.2.5 Select, listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Scott Foresman Reading Street supports independent reading. TE 1: 20i, 52i, 82i, 114i, 150i TE 2: 186i, 218i, 248i, 278i, 314i TE 3: 348i, 382i, 418i, 452i, 480i TE 4: 20i, 54i, 84i, 120i, 154i TE 5: 190i, 222i, 256i, 288i, 324i TE 6: 360i, 392i, 426i, 458i, 496i
SL.2.6 Distinguish between fact and opinion (advertising hype, propaganda).	TE 1: 111e, 112-113, 113a TE 4: 51f, 52-53, 53a TE 5: 285e, 286-287, 287a TE 6: 423f, 424-425, 425a
Presentation of Knowledge and Ideas	
SL.2.7 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly with appropriate tone of voice and intonation patterns while using coherent sentences.	SE 1: 149, 451, 479 SE 2: 118, 187, 323, 457 TE 1: 147e, 149a TE 3: 451a, 477e TE 4: 82-83, 117e, 118-119, 187a TE 5: 255a, 321e, 323a TE 6: 425i, SG•51
SL.2.8 Use more complex conjunctions (although, instead of, so that), and appropriate grammar while speaking.	TE 1: 79e, 80-81, 81a, 147e, 148-149, 149a TE 2: 215e, 216-217, 217a, 343e, 344-345, 345a TE 3: 415f, 416-417, 417a, 449f, 450-451, 451a, 477e, 478-479, 479a, WP9 TE 4: 81f, 82-83, 83a, 117e, 118-119, 119a, 185e, 186-187, 187a TE 5: 253f, 254-255, 255a, 321e, 322-323, 323a, 355e, 356-357, 357a TE 6: 389e, 390-391, 391a, 493e, 501b, 519b, SG74
SL.2.9 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.	TE 2: WP•10 TE 3: 381i, 451i TE 4: 153i TE 5: 221i, 323i TE 6: 425i, WP•10

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SL.2.10 Begin discerning appropriate viewing habits (ie. Social media, TV, internet) that are in line with Catholic teaching.	TE 1: 111e, 112-113, 113a TE 2: 245f, 246-247, 247a, 311f, 312-313, 313a TE 3: 515e, 516-517, 517a TE 4: 51f, 52-53, 53a, 151e, 152-153, 153a TE 5: 219e, 220-221, 221a TE 6: 423f, 424-425, 425a, 493f, 494-495, 495a
SL.2.11 Produce complete sentences when appropriate to task and situation in order to prove requested detail or clarification.	SE 1: 51, 381, 451 SE 2: 118, 357, 529 TE 1: 49f, 51, 51a TE 2: 313j, 343e, WP•10 TE 3: 354–355, 379e, 381a, 381i, 388–389, 423e, 424–425, 451j, 477e, 479j TE 4: 82–83, 117e, 118–119, 185e, 187a TE 5: 255a, 287j, 355e, 357a TE 6: 389e, 434–435, 466–467, 529a
SL.2.12 Explore and use language to communicate effectively with a variety of audiences and for different purposes: questions and answers, discussions, social interactions, prayer.	TE 1: 49f, 50-51, 51a, 79e, 80-81, 81a, 147a, 148-149, 149a, 181e, 182-183, 183a TE 2: 215e, 216-217, 217a, 275e, 276-277, 277a, 343e, 344-345, 345a TE 3: 379e, 380-381, 381a, 415f, 416-417, 417a, 449f, 450-451, 451a, 477e, 478-479, 479a TE 4: 81f, 82-83, 83a, 117e, 118-119, 119a, 185e, 186-187, 187a TE 5: 219e, 220-221, 221a, 253f, 354-255, 255a, 285e, 286-287, 287a, 321e, 322-323, 323a, 355e, 356-357, 357a TE 6: 389e, 390-391, 391a, 455e, 456-457, 457a, 527e, 528-529, 529a
SL.2.13 Be aware that language is to be used in appropriate and respectful ways.	TE 1: 49f, 50-51, 51a, 79e, 80-81, 81a, 147a, 148-149, 149a, 181e, 182-183, 183a TE 2: 215e, 216-217, 217a, 275e, 276-277, 277a, 343e, 344-345, 345a TE 3: 379e, 380-381, 381a, 415f, 416-417, 417a, 449f, 450-451, 451a, 477e, 478-479, 479a TE 4: 81f, 82-83, 83a, 117e, 118-119, 119a, 185e, 186-187, 187a TE 5: 253f, 354-255, 255a, 321e, 322-323, 323a, 355e, 356-357, 357a TE 6: 389e, 390-391, 391a

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SL.2.14 Understand how the source of the message affects the receiver’s response (student/student, student/teacher, student/parent).	TE 1: 49f, 50-51, 51a, 79e, 80-81, 81a, 147a, 148-149, 149a, 181e, 182-183, 183a TE 2: 215e, 216-217, 217a, 275e, 276-277, 277a, 343e, 344-345, 345a TE 3: 379e, 380-381, 381a, 415f, 416-417, 417a, 449f, 450-451, 451a, 477e, 478-479, 479a TE 4: 81f, 82-83, 83a, 117e, 118-119, 119a, 185e, 186-187, 187a TE 5: 253f, 354-255, 255a, 321e, 322-323, 323a, 355e, 356-357, 357a TE 6: 389e, 390-391, 391a
SL.2.15 Use effective and respectful listening and viewing behaviors in large and small group settings.	TE 1: 49f, 50-51, 51a, 79e, 80-81, 81a, 111e, 112-113, 113a TE 2: 215e, 216-217, 217a, 245f, 246-247, 247a, 311f, 312-313, 313a, 343e, 344-345, 345a TE 3: 379e, 380-381, 381a, 515e, 516-517, 517a TE 4: 51f, 52-53, 53a, 151e, 152-153, 153a TE 5: 219e, 220-221, 221a, 285e, 286-287, 287a, 321e, 322-323, 323a TE 6: 389e, 390-391, 391a, 423f, 424-425, 425a, 455e, 456-457, 457a, 493f, 494-495, 495a, 527e, 528-529, 529a
Oral Prayer	
SL.2.16 Engage in daily spoken prayers while maintaining appropriate posture and eye contact.	Scott Foresman Reading Street prepares students for using good speaking habits. TE 1: 49f, 50-51, 51a, 79e, 80-81, 81a, 147a, 148-149, 149a, 181e, 182-183, 183a TE 2: 215e, 216-217, 217a, 275e, 276-277, 277a, 343e, 344-345, 345a TE 3: 379e, 380-381, 381a, 415f, 416-417, 417a, 449f, 450-451, 451a, 477e, 478-479, 479a TE 4: 81f, 82-83, 83a, 117e, 118-119, 119a, 185e, 186-187, 187a TE 5: 253f, 354-255, 255a, 321e, 322-323, 323a, 355e, 356-357, 357a TE 6: 389e, 390-391, 391a

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Language	
Conventions of Standard English	
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1a Use collective nouns (e.g., <i>group</i>)	TE 2: 191c, 207b, 209b, 215b, 217g, 251c, 292–293, UR•14
L.2.1b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>)	SE 1: 304–305 TE 2: 283c, 301c, 303b, 304–305, 311c, 313g, 313h–313i, UR•44 TE 3: 405c, 417g, 477b
L.2.1c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	TE 5: 293b, 313c, 316a, 321b, 323g, UR•44
L.2.1d Form and use the past tense of frequently occurring irregular verbs e.g., <i>sat, hit, told</i>).	SE 1: 473, 511 TE 3: 457c, 469b, 471b, 472–473, 477b, 479g, 485c, 507c, 509b, 515b, 517g, SG•74, UR•44
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	Adjectives SE 2: 44, 78, 82, 113 TE 1: 139d TE 3: SG•21, 477c TE 4: 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 Adverbs SE 2: 83, 146–47, 181, 357 TE 4: 125b, 143b, 146a, 146–147, 153g, SG•57, SG•68, 159b, 180–181, SG•74, UR•44, UR•54 Adjectives and Adverbs TE 3: SG•32 TE 4: 177b, 180a, 185b, 187g

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L.2.1f 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>).	SE 1: 46–47, 142–143, 176–177 TE 1: 25c, 43c, 45b, 49c, 51g, 57c, 71c, 73b, 74–75, 79b, 81g, 87c, 103b, 105b, 111b, 113g, 119c, 139b, 141b, 147b, 149g, 173c, 175b, 181b, UR•44 TE 2: 339a, UR•54 TE 3: UR•44 TE 4: 113a TE 5: 280a, 285c–285d, 357h–357i, WP•7, WP•8–WP•9 TE 6: 447e, 501b, 519b, 522a, 527b, 529g
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.2a Capitalize holidays, product names, and geographic names.	SE 1: 243 SE 2: 385 TE 2: 223c, 239b, 241b, 245c, 247g, UR•24 TE 4: 148g TE 6: 365b, 381c, 384a, 389b, UR•14
L.2.2b Use commas in greetings and closing of letters.	SE 1: 409 SE 2: 450 TE 3: 408–409, 417h–417i TE 4: 25d, 53h–53i, 159c, 187h–187i TE 5: WP•9 TE 6: 431c, 447e, 457h–457i, 463b, 487c, 490a, 493c, 495g
L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	SE 1: 222, 338–339 SE 2: 351 TE 2: 221a, 222–222a, 222d, 224d, 240c–240d, 240e, 244g, 246d, 272c, 319c, 335b, 337b, 343b, 345g, 345h–345i, SG•74, UR•18–UR•19, UR•54 TE 5: 329b, 347b, 350a, 355b, 357g, SG•74, SG•77, SG•85, UR•54
L.2.2d Generalize learned spelling patterns when writing words (e.g., <i>cage/badge; boy/boil</i>).	TE 3: 354d, 388d, 458d, 508c TE 4: 87b, 90d, 118c TE 5: 330d TE 6: UR•9

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L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TE 1: 183h, WP•9 TE 4: 153i TE 5: 221h–221i, 248g, 254–255, 255h, 287h–287i TE 6: 395b, 398d, 425h–425i, 457h–457i, 464d, 495h–495i, 502d
Knowledge of Language	
L.2.3 Demonstrate knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.2.3a Compare formal and informal uses of English.	SE 2: 357 TE 2: 215e, 217j TE 3: 379e, 381a, 381j, 451j TE 4: 51f, 185e, 187a TE 5: 253f, 287j, 355e, 357a TE 6: 389e, 529a
Vocabulary Acquisitions and Use	
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	SE 1: 216, 344, 478 SE 2: 26–27, 52, 60–61, 82–83, 126–127, 366–367, 390, 398–399, 424, 432–433, 456, 464–465, 494 TE 1: SG•9, 96–97, 122–123, 126–127, SG•59, SG•70 TE 2: 192f, 194–195, 202–203, 216–217, 320f, 324–325, 344–345 TE 3: 362–363, SG•9, SG•26, 478–479 TE 4: 26g, 42g, 52–53, 59a, 60g, 126g, 134–135, 144g, 153a, UR•20 TE 5: SG•9, 262e, SG•43, SG•60, SG•76, SG•77 TE 6: 366g, 390–391, SG•3, 398g, 406–407, 424–425, 432g, 442–443, 456–457, SG•43, 464g, 476–477, 488g, 494–495, SG•77, UR•20, UR•40, UR•50

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L.2.4b 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>).	SE 1: 416 SE 2: 160, 186 TE 3: 388f, 416–417, UR•20 TE 4: 160g, 170–171, 178g, 186–187, UR•50 TE 5: 224a, 228c, SG•19, 282c, 348f
L.2.4c Use a known root word as a clue to the meaning of and unknown word with the same root (e.g., <i>addition/additional</i>).	SE 2: 90, 119, 196, 220, 356 TE 4: 90g, 100–101, 110g, 119a, UR•30 TE 5: 192a, 192–193, 196g, 204–205, 212g, 220–221, 252c, 356–357, UR•10, UR•50 TE 6: 492g, 524c
L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.	SE 1: 422 SE 2: 294, 322 TE 3: 421a, 422b–422c, 424d, 444c, 448f, 450c, 474c, SG•37, SG•41, SG•46, UR•28, UR•29 TE 4: 126d TE 5: 294g, 314g, 322–323, 330e, UR•40 TE 6: 398e, 464e
L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words.	SE 2: 228, 254, 262, 286, 502, 528 TE 2: 224f, 234–235, UR•20 TE 4: 144g, 164–165 TE 5: 228g, 240–241, 248g, 254–255, 262g, 278g, UR•20, UR•30 TE 6: 366e, 502g, 506–507, 528–529

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L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
L.2.5a Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	<p>TE 1: 22a–22b, 58f, 84a–84b, 94–95, UR•7, UR•17, UR•20, UR•47</p> <p>TE 2: SG•4, 254f, SG•38, SG•39, SG•55, SG•61, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p>TE 3: SG•4, SG•56, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p>TE 4: 25b, 26e, 41c, 44a, 51c, 53g, 60e, 110g, SG•38, 155a–155b, 178a–178b, 187b, UR•7, UR•14, UR•17, UR•27, UR•37, UR•47, SG•49, SG•83</p> <p>TE 5: 211b, SG•13, 228e, SG•21, SG•38, SG•49, SG•55, 325a, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p>TE 6: 456–457, SG•38, 495b, SG•55, SG•66, SG•83, UR•7, UR•17, UR•27, UR•37, UR•47</p>
L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	<p>TE 1: 88f, UR•50</p> <p>TE 3: 371c, 379b, 381g, 407b, 473a, 477c, 498–499</p> <p>TE 4: 75c, 78a, UR•34</p>

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<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>SE 1: 52, 82, 114, 150, 186, 218, 248, 278, 314, 348, 382, 418, 452, 480 SE 2: 20, 54, 84, 112, 120, 146, 154, 180, 190, 222, 256, 288, 324, 360, 392, 426, 458, 496</p> <p>TE 1: 52, 72a–72b, 82, 84a–84b, 88a–88b, 104a–104b, 108a–108b, 114, 116a–116b, 120a–120b, 140a–140b, 144a–144b, 149b, 150, 152a–152b, 156a–156b, 174a–174b, 178a–178b, UR•6–UR•7, UR•27, UR•30, UR•40, UR•46–UR•47, UR•50 TE 2: 188a–188b, 192a–192b, 208a–208b, 212a–212b, 212g, 217b, 220a–220b, 240a–240b, 244b, 247b, 250a–250b, 254a–254b, 272a, 272b, 277b, 280a–280b, 284a–284b, 306a–306b, 316a–316b, 320a–320b, 340b, 345b, UR•7, UR•10, UR•17, UR•26, UR•27, UR•30, UR•37, UR•44, UR•50 TE 3: 350a–350b, 354a–354b, 381b, 384a–384b, 388a–388b, 410a–410b, 417b, 420a–420b, 444a–444b, 451b, 454a–454b, 474a–474b, 479b, 482a–482b, 512a–512b, 517b, UR•7, UR•17, UR•27, UR•30, UR•40, UR•47, UR•50 TE 4: 21a–21b, 46b, 55a–55b, 60a–60b, 76a–76b, 83c, 83g, SG•25, 85a–85b, 90a–90b, 90e, 109c, 110a–110b, 114b, SG•42, SG•44, 121a–121b, 125a, 125b, 126a–126b, 144a–144b, 146–147, SG•59, SG•61, SG•65, 155a–155b, 180a, 180–181, 182b, SG•71, SG•76, SG•79, UR•7, UR•17, UR•27, UR•34, UR•37, UR•45, UR•47, UR•54, WP•6–WP•7 TE 5: 191a–191b, 196e, 212a–212b, 216b, SG•5, SG•10, 223a–223b, 248a–248b, 257a–257b, 262a–262b, 278a–278b, 282a–282b, 289a–289b, 294a–294b, 318b, 325a–325b, 330a–330b, 348a–348b, 352b, UR•7, UR•17, UR•27, UR•37, UR•47 TE 6: 361a–361b, 366a–366b, 366e, 382a–382b, 386a–386b, 393a–393b, 398a–398b, 418a–418b, 422b, 427a–427b, 432a–432b, 448a–448b, 452b, 459a–459b, 464a–464b, 488a–488b, 492b, 497a–497b, 502a–502b, 520a–520b, 529b, 357b, UR•17, UR•37, UR•47</p>

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<p>L.2.7 For less frequently used words, students will use structural cues and environmental sources (word walls, word lists).</p>	<p>TE 1: 25, 26e, 44e, 48d, 57, 58e, 72e, 76d, 87, 88e, 104e, 108d, 119, 120e, 140e, 144d, 155, 156e, 174e, 178d, UR20, UR30, UR40, UR50</p> <p>TE 2: 191, 192e, 208e, 212d, 223, 224e, 240e, 244d, 253, 254e, 268e, 272d, 283, 284e, 302e, 306d, 319, 320e, 336e, 340d, UR10, UR20, UR30, UR40, UR50</p> <p>TE 3: 353, 354e, 372e, 376d, 387, 388e, 406e, 410d, 423, 424e, 444e, 448d, 457, 458e, 470e, 474d, 486e, 508e, 512e, UR10, UR30, UR40, UR50</p> <p>TE 4: 42e, 46d, 80d, 110e, 114d, 148d, 182d</p> <p>TE 5: 216d, 248e, 252d, 278e, 282d, 314e, 318d, 352d,</p> <p>TE 6: 382e, 386d, 418e, 422d, 448e, 452d, 488e, 492d, 520e, 524d</p>