

A Correlation of  
**Scott Foresman  
Reading Street  
Grade 2**  
©2013



To the  
**Minnesota Academic Standards  
for Language Arts  
Grade 2**

# A Correlation of Scott Foresman Reading Street, Grade 2 ©2013 to the 2010 Minnesota Academic Standards-English Language Arts, Grade 2

## INTRODUCTION

This document demonstrates how *Scott Foresman Reading Street Common Core*, © 2013 meets the *Minnesota Academic Standards for English Language Arts* (2010). The Minnesota standards consist of the Common Core State Standards (shown in plain font) plus **Minnesota's additions (shown in bold font)**. Correlation references are to Student Edition and the Teacher's Edition and are cited by unit and page number. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages. Page references to *Writing to Sources* are also included.

*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 are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

*Reading Street Common Core* 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.

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 *Scott Foresman Reading Street Common Core*. 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 Common Core* 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 Common Core 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 Common Core* 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 Common Core* echoes the same easy manageable organization as print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment 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. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn!

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<b>Reading Benchmarks: Literature K-5 (Common Core Reading Standards for Literature K–5) [RL]</b>	
<b>Grade 2 students:</b>	
<b>Key Ideas and Details</b>	
<p>2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p><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>

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<p><b>(Continued)</b> 2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p><b>(Continued)</b> <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 <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</p>

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<p><b>(Continued)</b> 2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p><b>(Continued)</b> <b>TE 6:</b> 367a, 368–369, 370–371, 372–373, 374–375, 376–377, 378–379, 380–381, 381a, 381b, 382–383a, SG•3, SG•4, SG•8, SG•9, SG•15, 430a, 433a, 434–435, 436–437, 438–439, 440–441, 442–443, 444–445, 446–447, 447a, 448–449a, 457b, 457c, SG•37, SG•38, SG•42, SG•43, SG•49, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 500a, 503a, 504–505, 506–507, 508–509, 510–511, 520–521a, 529b, 529c, SG•71, SG•72, SG•76, SG•77, UR•32, UR•52</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 26–27, 30–33, 34–35, 36–37 <b>Unit 2:</b> 58–59, 60–61, 62–65, 66–67 <b>Unit 3:</b> 90–91, 92–93, 94–97, 98–99 <b>Unit 5:</b> 154–155, 156–157, 158–161, 162–163 <b>Unit 6:</b> 186–187, 188–189, 190–193, 194–195</p>

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<p>2.1.2.2 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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2.1.3.3 Describe how characters in a story respond to major events and challenges.	<p><b>SE 1:</b> EI•14–EI•15  <b>SE 2:</b> 37, 41, 42, 248, 292, 314</p> <p><b>TE 1:</b> 25a–25b, 26g–26h, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43a, 51b, SG•15, 72b, 87a–87b, 113b, 113h–113i, 170–171, UR•11, UR•31  <b>TE 2:</b> 200–201, 202–203, SG•55, SG•59, SG•60, SG•61, 302h, 322–323, SG•72  <b>TE 3:</b> 358–359, 360–361, 362–363, 364–365, 368–369, SG•15, SG•32, 451c, SG•48, 458g–458h, UR•11, UR•31  <b>TE 4:</b> 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 46–47, 48–49, 50–51, 51a, SG•4, SG•12, SG•15, 132–133, 134–135, 166–167, 168–169  <b>TE 5:</b> 242–243, 244–245, 248–249, SG•21, 272–273, 274–275, SG•43, SG•44, SG•49, 292a, 296–297, 298–299, 300–301, 302–303, 304–305, 306–307, 308–309, 310–311, 313a, 323b, SG•60, SG•66, 340–341, 342–343, 344–345, 346–347, 348h, SG•82, SG•83, UR•42  <b>TE 6:</b> 381a, SG•4, SG•15, SG•48, 508–509, 512–513, 529c, SG•77</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 50–51  <b>Unit 3:</b> 78–79, 84–85, 98–99  <b>Unit 4:</b> 102–103, 118–119  <b>Unit 5:</b> 138–139, 142–143, 150–151, 158–161  <b>Unit 6:</b> 182–183</p>



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<b>Craft and Structure</b>	
<p>2.1.4.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p><b>SE 1:</b> 48–49, 244–245, 311, 448–449  <b>SE 2:</b> 80–81, 252–253, 422–423</p> <p><b>TE 1:</b> 48h, 48–49a, 51c  <b>TE 2:</b> 244–245a, 286–287, 311a, SG•66, 345c  <b>TE 3:</b> 371b, 448h, 446–447, 448–449a  <b>TE 4:</b> 80h, 80–81a, 83c, 136–137  <b>TE 5:</b> 252h, 255c  <b>TE 6:</b> 374–375, 397c–397d, 422h, 423a, 440–441, SG•54, SG•60</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 8–9  <b>Unit 2:</b> 54–55  <b>Unit 6:</b> 172–173</p>
<p>2.1.5.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p><b>SE 1:</b> 104, 302  <b>SE 2:</b> 124–125, 158–159, 260–261</p> <p><b>TE 1:</b> 26g–26h, 26–27, 28–29, 42–43, 43b, 44h, 88g–88h, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 103a, 104h, 113h–113i, 156g–156h, 158–159, 160–161, 162–163, 173b, 174h, UR•31, UR•32–UR•33  <b>TE 2:</b> 294–295, 298–299, 302–303, 306h, SG•55, 340h, UR•41, UR•43  <b>TE 3:</b> SG•14, 407a, 417c, SG•31, SG•48, 457a, 464–465, 468–469, 479b, SG•65, UR•31, UR•32–UR•33, UR•41, UR•42–UR•43  <b>TE 4:</b> 46h, 124a, 140–141, 142–143, 143a, SG•65, 158a, 168–169, 172–173, 174–175, 187b, 187c, SG•82  <b>TE 5:</b> 227c, 260a, 268–269, 272–273, 277a, 278h, 278–279, 287b, 293c–293d, 304–305, 312–313, 313a, 321c–321d, 352h, UR•42  <b>TE 6:</b> 447b, 448–449a, 457c, 495b, SG•82</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27  <b>Unit 5:</b> 142–143</p>

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2.1.6.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>SE 1:</b> 183, 312, 450 <b>SE 2:</b> 322  <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
<b>Integration of Knowledge and Ideas</b>	
2.1.7.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>SE 1:</b> 104, 174 <b>SE 2:</b> 124, 248, 278, SG•54, 314, 348, 382, 448  <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•70, SG•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

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<p><b>(Continued)</b> 2.1.7.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p><b>(Continued)</b> <b>TE 6:</b> 367a, 380–381, 382–383a, 434–435, 438–439, 448–449, 520–521, SG•71, SG•83, UR•52</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 6–7, 14–15 <b>Unit 3:</b> 70–71, 74–75, 82–83 <b>Unit 5:</b> 138–139, 140–141 <b>Unit 6:</b> 182–183</p>
<p>2.1.8.8 (Not applicable to literature)</p>	<p>Not applicable according to the Minnesota Academic Standards for English Language Arts</p>
<p>2.1.9.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, <b>including those by or about Minnesota</b></p>	<p><b>SE 1:</b> 49, 79, 444</p> <p><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>

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<b>Range of Reading and Level of Text Complexity</b>	
<p>2.1.10.10 By the end of the year, <b>select</b>, read and comprehend literature including stories and poetry <b>for personal enjoyment, interest, and academic tasks</b>, 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</p> <p><b>TE 2:</b> 206–207</p> <p><b>TE 3:</b> 410h, 424g–424h, 442–443, 458g–458h, 470h</p> <p><b>TE 4:</b> 27a–28a, 127a–128a,</p> <p><b>TE 5:</b> 216h, 229a–229b</p> <p><b>TE 6:</b> 422–423, 423a, 503a–504a, 519a, 520h, 520–521</p>

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<b>Reading Standards for Informational Texts</b>	
<b>Key Ideas and Details</b>	
2.2.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<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> 2.2.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p><b>(Continued)</b> <b>TE 6:</b> 364a, 386–387, 388–389, 400–401, 402–403, 417a, 418h, 418–419a, SG•20, SG•21, SG•22, SG•25, SG•26, SG•32, 462a, 465a, 466–467, 468–469, 470–471, 472–473, 474–475, 476–477, 478–479, 480–481, 482–483, 484–485, 486–487, 487a, 488–489a, 492h, 500a–500b, 524–525, 526–527, UR•42</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 26–27, 28–29, 30–33, 34–35 <b>Unit 2:</b> 58–59, 60–61, 62–65, 66–67 <b>Unit 3:</b> 90–91, 92–93, 94–97, 98–99 <b>Unit 4:</b> 122–123, 124–125, 126–129, 130–131</p>
<p>2.2.2.2 Identify the main topic of a multiparagraph 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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2.2.3.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<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>	
2.2.4.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<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>2.2.5.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<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>2.2.6.6 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>	
2.2.7.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>SE 1:</b> 108–109 <b>SE 2:</b> 152, 282, 388  <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  <b>Writing to Sources:</b> <b>Unit 6:</b> 180–181
2.2.8.8 Describe how reasons support specific points the author makes in a text.	<b>SE 2:</b> 194  <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
2.2.9.9 Compare and contrast the most important points presented by two texts on the same topic.	<b>SE 1:</b> 79, 181, 215, 245, 449 <b>SE 2:</b> 81, 117, 185, 219, 285, 389, 493, 527  <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  <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

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<b>Range of Reading and Level of Text Complexity</b>	
2.2.10.10 By the end of year, <b>select</b> , read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range <b>for personal interest, enjoyment, and academic tasks.</b>	<b>SE 1:</b> 120–139, 224–239, 254–267, 486–507 <b>SE 2:</b> 62–75, 92–110, 466–488  <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
<b>Reading Benchmarks: Foundational Skills K-5 (Common Core Reading Standards: Foundational Skills (K–5) [RF])</b>	
<b>Phonics and Word Recognition</b>	
2.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	<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

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

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d. Decode words with common prefixes and suffixes.	<p><b>SE 1:</b> 416  <b>SE 2:</b> 192–193, 224–225, 460–461, 498–499</p> <p><b>TE 4:</b> 119a, 170–171, 186–187, UR•30  <b>TE 5:</b> 192a, 192–193, 193a, 196c, 196g, 212c–212d, 220c, 220–221, SG•2, SG•7, SG•12, 224a, 224–225, 225a, 228c, 248c–248d, 252c, 252d, 254c, SG•19, SG•24, SG•29, 282c, 330g, 334–335, 348g, UR•8, UR•18  <b>TE 6:</b> 460a, 460–461, 461a, 461c–461d, 464c, 488c–488d, 492c–492d, 494c, SG•53, SG•58, SG•63, 498a, 498–499, 499a, 499c–499d, 502c, 520c–520d, 524c–524d, 524e–524f, 524g, 528c, 529d, SG•70, SG•74, SG•80, UR•38, UR•48</p>
e. Identify words with inconsistent but common spelling-sound correspondences.	<p><b>TE 2:</b> 190d, SG•8, SG•9, SG•12, SG•14, 251a, 252, 252a, 252b, 254c, 268d, 272d, 276d, SG•36, SG•37, SG•41, SG•48, UR•28  <b>TE 4:</b> SG•24, 157a, 157b, 160c, 160d  <b>TE 5:</b> SG•36, SG•41, SG•46, 290a, 290–291, 294c, 294d, 314c–314d, 322c, 322d, SG•53, SG•58, SG•63, 326a, 326–327, 327a, 327b, 330c, 330d, 348c–348d</p>

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<p>f. Recognize and read grade-appropriate irregularly spelled words, <b>including high-frequency words.</b></p>	<p><b>SE 1:</b> 25, 57, 87, 119, 155, 191, 223, 253, 283, 319, 353, 387, 423, 457, 485 <b>SE 2:</b> 290–291</p> <p><b>TE 1:</b> 25, 26e, 28–29, 30–31, 32–33, 44g, 48e–48f, 51b, SG•2, SG•11, 56–56a, 56e, 57, 58e, 72g, 76d, 81b, SG•19, 86–86a, 87, 88e, 104g, SG•36, 118e, 119, 120e, 140g, 149b, SG•53, SG•62, 154e, 155, 156e, 174e, 174g, 178d, 178e–178f, 182d, 183b, SG•70, UR•10 <b>TE 2:</b> 191, 192e, 208g, 217b, SG•7, SG•11, 223, 224e, 240g, 247b, SG•24, 253, 254e, 268g, 277b, SG•41, 283, 284e, 302g, 313b, SG•58, 319, 320e, 336g, 345b, SG•75, UR•20, UR•40 <b>TE 3:</b> 352–352a, 353, 354e, 372g, 381b, SG•11, 387, 388e, 406g, 417b, SG•28, 422–422a, 423, 424e, 444g, 451b, SG•45, 457, 458e, 470g, 479b, SG•62, 485, 486e, 508g, 517b, SG•79, UR•10 <b>TE 4:</b> 26f, 60f, 90f, 126f, 144d, 160f, 182d <b>TE 5:</b> 196f, 228f, 262f, 294f, 314d, 318d, 318e–318f, 330f <b>TE 6:</b> 366f, 386d, 398f, 432f, 464f, 492d, 502f</p>

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<b>Fluency</b>	
2.3.0.4 Read with sufficient accuracy and fluency to support comprehension.	
<p>a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.</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.  <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  <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  <b>TE 3:</b> 424–427  <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  <b>TE 5:</b> SG•12, 287d, 291c–291d, 318h, 323d, 357a, UR•53  <b>TE 6:</b> 425d, 448f, 455a, 457a, 457d, 495f, 502–503, 529a, 529d, UR•33, UR•53</p>

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<p>b. Read grade-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>

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<p>c. Use context <b>and other cues (e.g., phonics, word recognition skills, prior knowledge)</b> to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>SE 1:</b> 24, 56, 86, 118, 154, 190, 222, 252, 282, 318, 352, 386, 422, 456, 484  <b>SE 2:</b> 22–23, 26–27, 56–57, 60–61, 86–87, 122–123, 126–127, 156–157, 192–193, 224–225, 258–259, 290–291, 328–329, 362–363, 366–367, 394–395, 398–399, 424, 428–429, 432–433, 456, 464–465, 480–481, 494–495, 498–499</p> <p><b>TE 1:</b> 23a–24a, 26c, 44c–44d, 48c, 50c, SG•2, SG•3, SG•8, SG•9, SG•11, SG•12, SG•14, 55a–56a, 58c, 72c–72d, 76c, 80c, SG•19, SG•20, SG•25, SG•26, SG•29, SG•31, 85a–86a, 88c, 104c–104d, 108c, 112c, SG•36, SG•37, SG•41, SG•42, SG•43, SG•46, SG•48, 117a–118a, 120a, 140c–140d, 144c, 148c, SG•53, SG•54, SG•58, SG•59, SG•60, SG•62, SG•63, SG•65, 153a–154a, 156c, 174c–174d, 178c, 182c, SG•70, SG•71, SG•75, SG•76, SG•77, SG•80, SG•82, UR•8, UR•18, UR•20, UR•26, UR•38, UR•40, UR•48  <b>TE 2:</b> 189a–190a, 192c, 198–199, 208c–208d, 212c, 216c, SG•2, SG•3, SG•7, SG•8, SG•9, SG•11, SG•12, SG•14, 221a–222a, 224c, 226–227, 240c–240d, 244c, 246c, SG•19, SG•20, SG•24, SG•25, SG•26, SG•29, SG•31, 251a–252a, 254c, 260–261, 268c–268d, 272c, 276c, SG•36, SG•37, SG•41, SG•42, SG•43, SG•46, SG•48, 281a–282a, 284c, 290–291, 302c–302d, 306a, 312c, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 317a–318a, 320c, 320f, 332–333, 336c–336d, 340c, 344c, SG•70, SG•71, SG•75, SG•76, SG•77, SG•80, SG•82, UR•8, UR•18, UR•20, UR•28, UR•38, UR•40, UR•48  <b>TE 3:</b> 351a–352a, 354c, 372c–372d, 376c, 380c, SG•2, SG•3, SG•7, SG•8, SG•9, SG•11, SG•12, SG•14, 385a–386a, 388c, 400–401, 406c–406d, 410c, 416c, SG•19, SG•20, SG•24, SG•25, SG•26, SG•28, SG•29, SG•31, 421a–422a, 424c, 436–437, 444c–444d, 448c, 450c, SG•36, SG•37, SG•41, SG•42, SG•43, SG•45, SG•46, SG•48, 455a–456a, 458a, 460–461, 462–463, 470c–470d, 474c, 478c, SG•53, SG•54, SG•58, SG•59, SG•60, SG•62,</p>



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<p><b>(Continued)</b> c. Use context <b>and other cues (e.g., phonics, word recognition skills, prior knowledge)</b> to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>(Continued)</b> SG•63, SG•65, 483a–484b, 486c, 494–495, 508c–508d, 512c, 516c, SG•70, SG•71, SG•75, SG•76, SG•77, SG•80, SG•82, UR•8, UR•10, UR•18, UR•28, UR•38, UR•48 <b>TE 4:</b> 22a–23a, 26c, 42c–42d, 46c, 52c, SG•2, SG•7, SG•12, 56a–57a, 60c, 68–69, 76c–76d, 80c, 82c, SG•19, SG•24, SG•29, 86a–87a, 90c, 110c–110d, 114c, 118c, SG•36, SG•41, SG•45, SG•46, SG•49, 122a–123a, 126c, 126g, 134–135, 144c–144d, 144g, 148a, 152c, SG•53, SG•58, SG•63, 156a–157a, 158a, 158–159, 159a, 160a, 172–173, 178c–178d, 182c, 186c, SG•70, SG•75, SG•80, UR•8, UR•18, UR•28, UR•38, UR•48 <b>TE 5:</b> 192a–193a, 196c, 204–205, 212c–212d, 216c, 220c, SG•2, SG•7, SG•12, 224a–225a, 228c, 236–237, 248c–248d, 252c, 254c, SG•19, SG•24, SG•29, 258a–259a, 262c, 270–271, 278c–278d, 282c, 286c, SG•36, SG•41, SG•46, 290a–291a, 294c, 308–309, 314c–314d, 318a, 322c, SG•53, SG•58, SG•63, 328a–329a, 330c, 340–341, 348c–348d, 352a, 356c, SG•70, SG•75, SG•80, UR•8, UR•18, UR•28, UR•38, UR•48 <b>TE 6:</b> 362a–363b, 366a, 370–371, 382c–382d, 386c, 390c, SG•2, SG•7, SG•12, 394a–395a, 398c, 412–413, 418c–418d, 422c, 424c, SG•19, SG•24, SG•29, 428a–429a, 432c, SG•19, 440–441, 448c–448d, 452c, 456c, SG•36, SG•41, SG•46, 464g, 474–475, 480a–481a, 464c, 488c–488d, 492c, 494c, SG•53, SG•58, SG•63, 498a–499a, 502c, 520c–520d, 524c, 528c, SG•70, SG•75, SG•80, UR•8, UR•18, UR•28, UR•38, UR•40, UR•48</p>

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<b>Writing Benchmarks K-5 (Common Core Writing Standards K-5) [W]</b>	
<b>Text Types and Purposes</b>	
<p>2.6.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p><b>SE 1:</b> 240, 510–511  <b>SE 2:</b> 44–45, 178, 522–523</p> <p><b>TE 1:</b> SG•50, WP•2–WP•10  <b>TE 3:</b> 387d–387e, 405d–405e, 409a, 415d–415e, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i  <b>TE 4:</b> 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i, 178–179a  <b>TE 5:</b> WP•2–WP•9  <b>TE 6:</b> 423f, 431c–431d, 450–451, 451a, 455c–455d, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99, 198–199, 200–201  <b>Unit 2:</b> 202–203, 204–205  <b>Unit 3:</b> 206–207, 208–209  <b>Unit 4:</b> 210–211, 212–213  <b>Unit 5:</b> 214–215, 216–217  <b>Unit 6:</b> 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195, 218–219, 220–221, 222–223</p>

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<p>2.6.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</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>2.6.3.3 Write narratives <b>and other creative texts</b> 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>Writing Process: Production and Distribution of Writing</b>	
2.6.4.4 (Begins in grade 3)	Not applicable according to the Minnesota Academic Standards for English Language Arts
2.6.5.5 With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing.	<p><b>TE 1:</b> 49d–49e, 51h–51i, 79c–79d, 81h–81i, 87d, 103c–103d, 106–107, 107a, 111d, 113h–113i 147c–147d, 159181c–181d, 183h–183i, WP•1–WP•9</p> <p><b>TE 2:</b> 215c–215d, 217h–217i, 245d–245e, 247h–247i, 277h–277i, 311d–311e, 313h–313i, 343c–343d, 345h–345i, WP•2–WP•3, WP•6–WP•9</p> <p><b>TE 3:</b> 379c–379d, 381h–381i, 415d–415e, 417h–417i, 449d–449e, 451h–451i, 479h–479i, 515c–515d, 517h–517i, WP•2–WP•9</p> <p><b>TE 4:</b> 51d–51e, 53h–53i, 75g, 83h–83i, 117c–117d, 117f, 119h–119i, 151c–151d, 153h–153i, 177c–177d, 181a, 185c–185d, 187h–187i, WP•2–WP•9</p> <p><b>TE 5:</b> 219c–219d, 221h–221i, 253d–253e, 255h–255i, 285c–285d, 287h–287i, 321c–321d, 355c–355d, 357h–357i, WP•2–WP•9</p> <p><b>TE 6:</b> 389c–389d, 391h–391i, 423d–423e, 425h–425i, 455c–455d, 457h–457i, 493d–493e, 495h–495i, 529h–529i, WP•2–WP•9</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 30–33  <b>Unit 2:</b> 62–65  <b>Unit 3:</b> 94–97  <b>Unit 4:</b> 126–129  <b>Unit 5:</b> 158–161  <b>Unit 6:</b> 190–193</p>

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<p>2.6.6.6 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>
<b>Research to Build and Present Knowledge</b>	
<p>2.6.7.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</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>

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

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<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 (Common Core Speaking, and Listening Standards K–5) [SL]</b>	
<b>Comprehension and Collaboration</b>	
2.8.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<p><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, 152, 153, 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>
b. Build on others’ talk in conversations by linking their comments to the remarks of others.	<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>
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	<p><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>



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<p><b>2.8.1.1 d. Cooperate for productive group discussion.</b></p>	<p><b>SE 1:</b> 20–21, 44, 52–53, 72, 82–83, 104, 114–115, 140, 150–151, 174, 186–187, 208, 218–219, 240, 248–249, 268, 278–279, 302, 314–315, 336, 348–349, 372, 382–383, 406, 418–419, 444, 452–453, 471, 480–481, 508</p> <p><b>SE 2:</b> 20–21, 42, 54–55, 76, 84–85, 110, 120–121, 144, 154–155, 178, 190–191, 212, 222–223, 248, 256–257, 278, 360–361, 382, 392–393, 418, 426–427, 448, 458–459, 496–497, 520</p> <p><b>TE 1:</b> 20j, 20–21, 26a–26b, 43a, 44a–44b, 44–45, 48a–48b, 49f, 50a–50b, 52j, 52–53, 58a–58b, 71a, 72a–72b, 72–73, 76a–76b, 79e, 80a–80b, 82j, 82–83, 88a–88b, 103a, 104a–104b, 104–105, 108a–108b, 112a–112b, 114j, 114–115, 120a–120b, 139a, 140a–140b, 140–141, 144a–144b, 148a–148b, 150j, 150–151, 156a–156b, 173a, 174a–174b, 174–175, 178a–178b, 182a–182b</p> <p><b>TE 2:</b> 186j, 186–187, 192a–192b, 207a, 208a–208b, 208–209, 212a–212b, 216a–216b, 218j, 218–219, 224a–224b, 239a, 240a–240b, 240–241, 244a–244b, 246a–246b, 248j, 248–249, 264a–264b, 267b, 268a–268b, 268–269, 272a–272b, 276a–276b, 278j, 278–279, 284a–284b, 301b, 302a–302b, 302–303, 306a–306b, 312a–312b, 314j, 314–315, 320a–320b, 335a, 336a–336b, 336–337, 340a–340b, 344a–344b</p> <p><b>TE 3:</b> 348j, 348–349, 354a–354b, 371b, 372a–372b, 372–373, 376a–376b, 380a–380b, 382j, 382–383, 388a–388b, 405b, 406a–406b, 406–407, 410a–410b, 416a–416b, 418j, 418–419, 424a–424b, 443a, 444a–444b, 444–445, 448a–448b, 450a–450b, 452j, 452–453, 458a–458b, 469a, 470a–470b, 470–471, 474a–474b, 478a–478b, 480–481, 486a–486b, 507a, 508a–508b, 508–509, 512a–512b, 516a–516b, 522j, 522–523, 588</p>

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<p><b>(Continued)</b>  <b>2.8.1.1 d. Cooperate for productive group discussion.</b></p>	<p><b>(Continued)</b>  <b>TE 4:</b> 20j, 20–21, 26a–26b, 41a, 42a–42b, 42–43, 46a–46b, 52a–52b, 54j, 54–55, 60a–60b, 75a, 76s–76b, 76–77, 80a–80b, 82a–82b, 84j, 84–85, 90a–90b, 109a, 110a–110b, 110–111, 114a–114b, 118a–118b, 120j, 120–121, 126a–126b, 143a, 144a–144b, 144–145, 148a–148b, 152a–152b, 154j, 154–155, 160a–160b, 177a, 178a–178b, 178–179, 182a–182b, 186a–186b  <b>TE 5:</b> 190j, 190–191, 196a–196b, 211a, 212a–212b, 212–213, 216a–216b, 220a–220b, 222j, 222–223, 228a–228b, 248a–248b, 248–249, 252a–252b, 254a–254b, 256j, 256–257, 262a–262b, 278–278b, 278–279, 282a–282b, 286a–286b  <b>TE 6:</b> 360j, 360–361, 366a–366b, 381b, 382a–382b, 382–383, 386a–386b, 390a–390b, 392j, 392–393, 398a–398b, 417a, 418a–418b, 418–419, 422a–422b, 424a–424b, 426j, 426–427, 432a–432b, 447a, 448a–448b, 448–449, 452a–452b, 456a–456b, 458j, 458–459, 464a–464b, 487a, 488a–488b, 488–489, 492a–492b, 494a–494b, 496j, 496–497, 502a–502b, 519a, 520a–520b, 524a–524b, 528a–528b, 520–521</p>

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<b>e. Follow two- and three-step oral directions.</b>	<p><b>SE 1:</b> 216–217, 344–345</p> <p><b>TE 2:</b> 215e, 216–217, 217a, 343c, 344–345, 345a</p> <p><b>TE 6:</b> 493f, 494–495, 595a</p>
2.8.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<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>
2.8.3.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.	<p><b>SE 1:</b> 277, 313, 345</p> <p><b>TE 1:</b> 149j</p> <p><b>TE 2:</b> 215e, 247a, 275e, 277a, 345a</p> <p><b>TE 3:</b> 381j, 451j, 479j</p> <p><b>TE 4:</b> 81f, 82–83, 83j, 153j, 187j, WP•10</p> <p><b>TE 5:</b> 255j, 287j, 357a, 357j</p> <p><b>TE 6:</b> 423g, 425a, 455e, 457a, 457j, 495j, 519f, 529j</p>

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<b>Presentation of Knowledge and Ideas</b>	
2.8.4.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, <b>avoid plagiarism by identifying sources</b> , and speak 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> 207f, 425i, SG•51
2.8.5.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<b>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
2.8.6.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 38 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
<b>Media Literacy</b>	
<b>2.8.7.7 Distinguish, understand, and use different types of print, digital, and multimodal media.</b>	
<b>a. Use tools for locating print and electronic materials appropriate to the purpose.</b>	<b>TE :</b> 43g, 57f, 71g, 75b, 111e, 139f, 143b, 155f, 173g <b>TE 2:</b> 41g, 109g, 113b, 143f, 151e, 177f, 181b <b>TE 3:</b> 371g, 375b, 405g, 409b, 415g, 469f, 473b, 507g, 511b, <b>TE 4:</b> 41g, 109g, 113b, 143f, 151e <b>TE 5:</b> 211g, 215b, 247g, 277g, 281b, 313g, <b>TE 6:</b> 385b, 421b, 451b, 491b, 523b

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<b>2.8.8.8 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>	
<b>a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.</b>	<b>TE 1:</b> 47b, 71g, 75b <b>TE 2:</b> 51f, 113b, 117f, 151e, 177f, 181b <b>TE 3:</b> 371g, 375b, 387f, 409b, 415g, 457f, 507b, 511b <b>TE 4:</b> 51f, 109g, 113b, 143f, 151e <b>TE 5:</b> 211g, 219e, 247g, 251b, 277g, 313g, 347f <b>TE 6:</b> 391j, 425j, 493f
<b>b. Share the work with an audience.</b>	<b>TE 1:</b> 51j, 81j, 113j, 149j, 183j <b>TE 2:</b> 53j, 83j, 119j, 153j, 187j <b>TE 3:</b> 381j, 417j, 451j, 479j, 517j <b>TE 4:</b> 53j, 83j, 119j, 153j, 187j <b>TE 5:</b> 221j, 255j, 287j, 323j, 357j <b>TE 6:</b> 391j, 425j, 457j, 495j, 529j
<b>Language Benchmarks K-5 (Common Core Language Standards K–5) [L]</b>	
<b>Conventions of Standard English</b>	
<b>2.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
<b>a. Use collective nouns (e.g., group).</b>	<b>TE 2:</b> 191c, 207b, 209b, 215b, 217g, 251c, 292–293, UR•14
<b>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</b>	<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
<b>c. Use reflexive pronouns (e.g., myself, ourselves).</b>	<b>TE 5:</b> 293b, 313c, 316a, 321b, 323g, UR•44
<b>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</b>	<b>SE 1:</b> 473, 511 <b>TE 3:</b> 457c, 469b, 471b, 472–473, 477b, 479g, 485c, 507c, 509b, 515b, 517g, SG•74, UR•44

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<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p><b>Adjectives</b>  <b>SE 2:</b> 44, 78, 82, 113</p> <p><b>TE 1:</b> 139d  <b>TE 3:</b> SG•21, 477c  <b>TE 4:</b> 25b, 41c, 44a, 53g, SG•6, SG•17, 59b, 75c, 78a, 82–83, 83g, SG•23, SG•34, 89b, 112a, 112–113, 117b, SG•40, WP•6–WP•7</p> <p><b>Adverbs</b>  <b>SE 2:</b> 83, 146–47, 181, 357</p> <p><b>TE 4:</b> 125b, 143b, 146a, 146–147, 153g, SG•57, SG•68, 159b, 180–181, SG•74, UR•44, UR•54</p> <p><b>Adjectives and Adverbs</b>  <b>TE 3:</b> SG•32  <b>TE 4:</b> 177b, 180a, 185b, 187g</p>
<p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</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>
<p>2.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>a. Capitalize holidays, product names, and geographic names.</p>	<p><b>SE 1:</b> 243  <b>SE 2:</b> 385</p> <p><b>TE 2:</b> 223c, 239b, 241b, 245c, 247g, UR•24  <b>TE 4:</b> 148g  <b>TE 6:</b> 365b, 381c, 384a, 389b, UR•14</p>

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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
c. 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
d. 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
e. 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
<b>Knowledge of Language</b>	
2.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. 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

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<b>Vocabulary Acquisition and Use</b>	
2.10.4.4 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.	
a. Use sentence-level context as a clue to the meaning of a word or phrase.	<p><b>SE 1:</b> 216, 344, 478  <b>SE 2:</b> 26–27, 52, 60–61, 82–83, 126–127, 366–367, 390, 398–399, 424, 432–433, 456, 464–465, 494</p> <p><b>TE 1:</b> SG•9, 96–97, 122–123, 126–127, SG•59, SG•70  <b>TE 2:</b> 192f, 194–195, 202–203, 216–217, 320f, 324–325, 344–345  <b>TE 3:</b> 362–363, SG•9, SG•26, 478–479  <b>TE 4:</b> 26g, 42g, 52–53, 59a, 60g, 126g, 134–135, 144g, 153a, UR•20  <b>TE 5:</b> SG•9, 262e, SG•43, SG•60, SG•76, SG•77  <b>TE 6:</b> 366g, 390–391, SG•3, 398g, 406–407, 424–425, 432g, 442–443, 456–457, SG•43, 464g, 476–477, 488g, 494–495, SG•77, UR•20, UR•40, UR•50</p>
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	<p><b>SE 1:</b> 416  <b>SE 2:</b> 160, 186</p> <p><b>TE 3:</b> 388f, 416–417, UR•20  <b>TE 4:</b> 160g, 170–171, 178g, 186–187, UR•50  <b>TE 5:</b> 224a, 228c, SG•19, 282c, 348f</p>
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<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>



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d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<b>SE 1:</b> 422 <b>SE 2:</b> 294, 322  <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
e. 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>2.10.5.5 Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.</b>	
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<b>TE 1:</b> 22a–22b, 58f, 84a–84b, 94–95, UR•7, UR•17, UR•20, UR•47 <b>TE 2:</b> SG•4, 254f, SG•38, SG•39, SG•55, SG•61, UR•7, UR•17, UR•27, UR•37, UR•47 <b>TE 3:</b> SG•4, SG•56, UR•7, UR•17, UR•27, UR•37, UR•47 <b>TE 4:</b> 25b, 26e, 41c, 44a, 51c, 53g, 60e, 110g, SG•38, 155a–155b, 178a–178b, 187b, UR•7, UR•14, UR•17, UR•27, UR•37, UR•47, SG•49, SG•83  <b>TE 5:</b> 211b, SG•13, 228e, SG•21, SG•38, SG•49, SG•55, 325a, UR•7, UR•17, UR•27, UR•37, UR•47 <b>TE 6:</b> 456–457, SG•38, 495b, SG•55, SG•66, SG•83, UR•7, UR•17, UR•27, UR•37, UR•47
b. Distinguish shades of meaning among closely related verbs (e.g., 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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<p>2.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p><b>SE 1:</b> 52, 82, 114, 150, 186, 218, 248, 278, 314, 348, 382, 418, 452, 480  <b>SE 2:</b> 20, 54, 84, 112, 120, 146, 154, 180, 190, 222, 256, 288, 324, 360, 392, 426, 458, 496</p> <p><b>TE 1:</b> 52, 72a–72b, 82, 84a–84b, 88a–88b, 104a–104b, 108a–108b, 114, 116a–116b, 120a–120b, 140a–140b, 144a–144b, 149b, 150, 152a–152b, 156a–156b, 174a–174b, 178a–178b, UR•6–UR•7, UR•27, UR•30, UR•40, UR•46–UR•47, UR•50  <b>TE 2:</b> 188a–188b, 192a–192b, 208a–208b, 212a–212b, 212g, 217b, 220a–220b, 240a–240b, 244b, 247b, 250a–250b, 254a–254b, 272a, 272b, 277b, 280a–280b, 284a–284b, 306a–306b, 316a–316b, 320a–320b, 340b, 345b, UR•7, UR•10, UR•17, UR•26, UR•27, UR•30, UR•37, UR•44, UR•50  <b>TE 3:</b> 350a–350b, 354a–354b, 381b, 384a–384b, 388a–388b, 410a–410b, 417b, 420a–420b, 444a–444b, 451b, 454a–454b, 474a–474b, 479b, 482a–482b, 512a–512b, 517b, UR•7, UR•17, UR•27, UR•30, UR•40, UR•47, UR•50  <b>TE 4:</b> 21a–21b, 46b, 55a–55b, 60a–60b, 76a–76b, 83c, 83g, SG•25, 85a–85b, 90a–90b, 90e, 109c, 110a–110b, 114b, SG•42, SG•44, 121a–121b, 125a, 125b, 126a–126b, 144a–144b, 146–147, SG•59, SG•61, SG•65, 155a–155b, 180a, 180–181, 182b, SG•71, SG•76, SG•79, UR•7, UR•17, UR•27, UR•34, UR•37, UR•45, UR•47, UR•54, WP•6–WP•7  <b>TE 5:</b> 191a–191b, 196e, 212a–212b, 216b, SG•5, SG•10, 223a–223b, 248a–248b, 257a–257b, 262a–262b, 278a–278b, 282a–282b, 289a–289b, 294a–294b, 318b, 325a–325b, 330a–330b, 348a–348b, 352b, UR•7, UR•17, UR•27, UR•37, UR•47  <b>TE 6:</b> 361a–361b, 366a–366b, 366e, 382a–382b, 386a–386b, 393a–393b, 398a–398b, 418a–418b, 422b, 427a–427b, 432a–432b, 448a–448b, 452b, 459a–459b, 464a–464b, 488a–488b, 492b, 497a–497b, 502a–502b, 520a–520b, 529b, 357b, UR•17, UR•37, UR•47</p>