

A Correlation of
**Scott Foresman
Reading Street
Common Core**
©2013



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

**Scott Foresman Reading Street Common Core, Grade 2, ©2013
to the Nebraska Academic Standards for Language Arts**

INTRODUCTION

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

Teaching *Scott Foresman Reading Street, Common Core* is teaching the Common Core. *Reading Street* is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

Scott Foresman Reading Street, Common Core is a comprehensive reading program for Kindergarten through Grade Six that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who have also been leaders in the creation and review of the Common Core State Standards. These authors include Karen Wixson, Peter Afflerbach, and P. David Pearson.

At the heart of *Reading Street*—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Among the instruction to aid in this goal is the Read for Understanding Routine, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

Writing on Reading Street

Writing instruction on *Reading Street* emphasizes the reciprocal nature of reading and writing. Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

Differentiated Instruction for Small Group Time

Reading Street instruction is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. *Reading Street* follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early.

ELL Instruction

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

21st Century Skills

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

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Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 2
Grade 2	
Reading	
LA 2.1 Students will learn and apply reading skills and strategies to comprehend text.	
LA 2.1.1 Knowledge of Print: Concept mastered at a previous grade level	Concept mastered at a previous grade level according to the Nebraska Academic Standards for Language Arts.
LA 2.1.2 Phonological Awareness: Concept mastered at a previous grade level	Concept mastered at a previous grade level according to the Nebraska Academic Standards for Language Arts.
LA 2.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.	
LA 2.1.3.a Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs)	<p>2.1: 153a, 154, 154a, 154b-154c, 156c, 174d, 178d, 178e-178f, 182c, 183e, UR•50</p> <p>2.2: 212c, 244d, 306d, 317a, 318, 318a, 318b-318c, 320c, 336c-336d, 340d, 340e-340f</p> <p>2.3: 351a, 352, 352a, 352b-352c, 354c, 376c, 376d, 376e-376f, 380c, 381e, 410c</p> <p>2.4: 156a, 156-157, 157a, 157c-157d, 160c, 178c-178d, 182d, 182e-182f, 186c, 187e, UR•50</p> <p>2.5: 216d, 290a, 290-291, 291a, 291c-291d, 294c, 314c, 318d, 318e-318f, 322c, 323e, 352c, UR•40</p> <p>2.6: 386d, 422d, 492d</p>
LA 2.1.3.b Read, write, and spell sight words	<p>2.1: 24d, 26c-26d, 44e, 48g, 50d, 56d, 58d, 72e, 76g, 80d, 86d, 88d, 104e, 108g, 112d, 118d, 148d, 154d, 156d, 174e, 178g, 182c, 182d</p> <p>2.2: 190d, 192d, 208e, 212g, 216c, 216d, 222d, 246d, 252d, 254d, 268e, 272g, 276d, 282d, 312d, 318d, 320d, 336e, 340g, 344d</p> <p>2.3: 352d, 354d, 372e, 376g, 380c, 380d, 386d, 388d, 406e, 410g, 416c, 416d, 422d, 450d, 456d, 458d, 470e, 474g, 478d, 484d, 516d</p> <p>2.4: 23b, 52d, 57b, 82d, 87b, 90d, 110e, 114g, 118d, 123b, 152d, 157b, 160d, 178e, 182g, 186d</p> <p>2.5: 193b, 220d, 225b, 254d, 259b, 262d, 278e, 282g, 286d, 291b, 294d, 314e, 318g, 322d, 327b, 356d</p> <p>2.6: 363b, 390d, 395b, 424d, 429b, 456d, 461b, 494d, 499b, 528d</p>

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LA 2.1.3.c Blend sounds to form words	<p>2.1: 23a, 24–24a, 24b–24c, 25, 26c, 48d, 54-55, 84–85, 108c, 116–117, 152–153</p> <p>2.2: 208d, 212c, 224c, 240d, 268d, 302d, 306d, 336d, 340d</p> <p>2.3: 350-351, 372d, 376d, 385a, 406d, 410d, 448d, 470d, 482–483</p> <p>2.4: 22a, 22-23, 26c, 42c-42d, 52c, SG•2, SG•7, 80c, 122a, 122-123, 123a, 126c, 144c-144d, SG•53, SG•58, 182c, UR•8, UR•38</p> <p>2.5: 216d, 252d, 278d, 282d, 314d, 348d, 352d</p> <p>2.6: 428a-428b, 432c, 432d, 448c-448d, 448e, 456c-456d, 464c, 492c, UR•28</p>
LA 2.1.3.d Read words in connected text	<p>2.1: 51d, 72f, 79a, 81a, 81d, 104f, 111a, 113a, 149d, 183d, UR•25, UR•35`</p> <p>2.2: 208f, 215a, 217a, 217d, 247d, 277d, 313d, 336f, 343a, 345a, 345d, UR•15, UR•55</p> <p>2.3: 381d, 406f, 415b, 417a, 417d, 451d, 479d, 517d, UR•25</p> <p>2.4: 42f, 51b, 53a, 76f, 81b, 83a, 83d, 119d, 153d, UR•15, UR•25</p> <p>2.5: 212f, 219a, 221a, 248f, 253b, 255a, 255d, 287d, 323d, 357d, UR•15, UR•25</p> <p>2.6: 382f, 389a, 391a, 391d, 418f, 423b, 425a, 425d, 457d, 488f, 493b, 495a, 495d, 529d, UR•15, UR•25</p>
LA 2.1.3.e Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)	<p>2.1: 23a, 26c, 48c, 76c, 108c</p> <p>2.2: 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</p> <p>2.3: 388f, 392-393, 416-417, UR•20</p> <p>2.4: 90g, 100-101, 110g, 119a, 160g, 160-161, 170-171, 178g, 186-187, UR•30, UR•50</p> <p>2.5: 192a, 192-193, 193a, 193c-193d, 195a, 196c, 196-197, 248c-248d, 252c, 252d, 252e-252f, 254c, 255e, 282c, 282d, 318d, 330g, 330-331, 333-334, 348g, 356-357, UR•8, UR•10, UR•18, UR•50</p> <p>2.6: 498a, 498-499, 499a, 499c-499d, 502c, 520c-520d, 524d, 425e-524f, 528c, 529e, UR•48</p>

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LA 2.1.3.f Monitor the accuracy of decoding	<p>2.1: 51d, 72f, 79a, 81a, 81d, 104f, 111a, 113a, 149d, 183d, UR•25, UR•35</p> <p>2.2: 208f, 215a, 217a, 217d, 247d, 277d, 313d, 336f, 343a, 345a, 345d, UR•15, UR•55</p> <p>2.3: 381d, 406f, 415b, 417a, 417d, 451d, 479d, 517d, UR•25</p> <p>2.4: 42f, 51b, 53a, 76f, 81b, 83a, 83d, 119d, 153d, UR•15, UR•25</p> <p>2.5: 212f, 219a, 221a, 248f, 253b, 255a, 255d, 287d, 323d, 357d, UR•15, UR•25</p> <p>2.6: 382f, 389a, 391a, 391d, 418f, 423b, 425a, 425d, 457d, 488f, 493b, 495a, 495d, 529d, UR•15, UR•25</p>
LA 2.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.	
LA 2.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension	<p>2.1: 51d, 72f, 79a, 81a, 81d, 104f, 111a, 113a, 149d, 174f, 181a, 183a, 183d, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>2.2: 208f, 215a, 217a, 217d, 240f, 245b, 247a, 247d, 277d, 302f, 311b, 313a, 313d, 336f, 343a, 345a, 345d, UR•13, UR•23, UR•43, UR•53</p> <p>2.3: 381d, 406f, 415b, 417a, 417d, 449b, 451a, 451d, 479d, 508f, 515a, 517a, 517d, UR•23, UR•33, UR•53</p> <p>2.4: 42f, 51b, 53a, 76f, 81b, 83a, 83d, 119d, 144f, 151a, 153a, 153d, 178f, 185a, 187a, UR•13, UR•23, UR•43, UR•53</p> <p>2.5: 212f, 219a, 221a, 248f, 253b, 255a, 255d, 278f, 285a, 287a, 287d, 314f, 321a, 323a, 323d, 357d, UR•13, UR•23, UR•33, UR•43</p> <p>2.6: 382f, 289a, 391a, 391d, 418f, 423b, 425a, 425d, 457d, 488f, 493b, 495a, 495d, 529d, UR•13, UR•23</p>

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LA 2.1.4.b Read high-frequency words and phrases accurately and automatically	<p>2.1: 24d, 26c-26d, 44e, 48g, 50d, 56d, 58d, 72e, 76g, 80d, 86d, 88d, 104e, 108g, 112d, 118d, 148d, 154d, 156d, 174e, 178g, 182c, 182d</p> <p>2.2: 190d, 192d, 208e, 212g, 216c, 216d, 222d, 246d, 252d, 254d, 268e, 272g, 276d, 282d, 312d, 318d, 320d, 336e, 340g, 344d</p> <p>2.3: 352d, 354d, 372e, 376g, 380c, 380d, 386d, 388d, 406e, 410g, 416c, 416d, 422d, 450d, 456d, 458d, 470e, 474g, 478d, 484d, 516d</p> <p>2.4: 23b, 52d, 57b, 82d, 87b, 90d, 110e, 114g, 118d, 123b, 152d, 157b, 160d, 178e, 182g, 186d</p> <p>2.5: 193b, 220d, 225b, 254d, 259b, 262d, 278e, 282g, 286d, 291b, 294d, 314e, 318g, 322d, 327b, 356d</p> <p>2.6: 363b, 390d, 395b, 424d, 429b, 456d, 461b, 494d, 499b, 528d</p>
LA 2.1.4.c Vary voice intonation (e.g., volume, tone) to reflect meaning of text	<p>2.1: 174f, 181a, 183a, UR•55</p> <p>2.2: 240f, 245b, 247a, 302f, 311b, 313a, UR•25, UR•45</p> <p>2.3: 449b, 451a, 508f, 515a, 417a, UR•35, UR•55</p> <p>2.4: 144f, 151a, 153a, 178f, 185a, 187a, UR•45, UR•55</p> <p>2.5: 278f, 285a, 287a, 314f, 321a, 323a, UR•35, UR•45</p> <p>2.6: 382f, 389a, 391a, 488f, 493b, 495a, UR•15, UR•45</p>
LA 2.1.4.d Use appropriate pace while reading to gain and enhance the meaning of text	<p>2.1: 44f, 49b, 51a, 104f, 111a, 113a, UR•15, UR•35</p> <p>2.2: 208f, 215a, 217a, UR•15</p> <p>2.3: 372f, 379a, 381a, 379a, 406f, 415b, 417a, UR•15, UR•25</p> <p>2.4: 42f, 51b, 53a, UR•15</p> <p>2.5: 248f, 253b, 255a, UR•55</p> <p>2.6: 382f, 389a, 391a, 488f, 493b, 495a, UR•15, UR•45</p>

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LA 2.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	
LA 2.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	<p>2.1: 23a, 26c, 48c, 76c, 108c 2.2: 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 2.3: 388f, 392-393, 416-417, UR•20 2.4: 90g, 100-101, 110g, 119a, 160g, 160-161, 170-171, 178g, 186-187, UR•30, UR•50 2.5: 192a, 192-193, 193a, 193c-193d, 195a, 196c, 196-197, 248c-248d, 252c, 252d, 252e-252f, 254c, 255e, 282c, 282d, 318d, 330g, 330-331, 333-334, 348g, 356-357, UR•8, UR•10, UR•18, UR•50 2.6: 498a, 498-499, 499a, 499c-499d, 502c, 520c-520d, 524d, 425e-524f, 528c, 529e, UR•48</p>
LA 2.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	<p>2.1: 25a-25b, 57a-57b, 78-79, 87a-87b, 110-111, 119a-119b, 155a-155b, 180-181 2.2: 191a-191b, 214-215, 223a-223b, 253a-253b, 274-275, 283a-382b, 319a-319b 2.3: 353a-353b, 376h, 378-379, 387a-387b, 412-413, 415a, 476-477, 479c, 514-515 2.4: 48-49, 51a, 81a, 116-117, 150-151, 184-185 2.5: 218-219, 253a, 284-285, 320-321, 354-355 2.6: 388-389, 389e, 3901-391, 391a, 493a, 526-527</p>
LA 2.1.5.c Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words	<p>2.1: 62-63, 70-71, 73a, 76-77, 78-79, 81c, 96-97, 108-109, 113c, 149c, UR•23 2.2: 192f, 194-195, 196-197, 216-217, 217a, 234-235, 320f, 324-325, 344-345, UR•12, UR•52 2.3: 362-363 2.4: 26g, 26-27, 32-33, 42g, 52-53, 109b, 126g, 126-127, 138-139, 144g, 153a, UR•12, UR•42 2.5: 228g, 228-229, 240-241, 248g, 254-255 2.6: 398g, 398-399, 406-407, 418g, 424-425, 502g, 464g, 464-465, 476-477, 488g, 494-495, UR•22, UR•42, UR•52</p>

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LA 2.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)	<p>2.1: 58f, 60-61, 80-81, 88f, 90-91, 112-113, 156f, 168-169, 182-183, UR•32, UR•52</p> <p>2.2: 234-235, 284f, 288-289, 312-313, UR•42</p> <p>2.3: 354f, 360-361, 380-381, 424f, 428-429, 450-451, 486f, 498-499, 516-517, UR•12, UR•52</p> <p>2.4: 26g, 26-27, 32-33, 41g, 42g, 52-53, 59a, 60g, 60-61, 66-67, 76g, 82-83, 83a, 126g, 126-127, 138-139, 144g, 153a, UR•12, UR•22, UR•42</p> <p>2.5: 262g, 262-263, 475-475, 278g, 286-287, UR•32</p> <p>2.6: 398g, 398-399, 406-407, 418g, 424-425, 431a, 502g, 502-503, 506-507, 520g, 528-529, UR•22, UR•52</p>
LA 2.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)	<p>2.1: 43g, 57f, 71g, 111e</p> <p>2.2: 224f, 234-235, 243b, 246-247, 301g, 305b, UR•22</p> <p>2.3: 405g</p> <p>2.4: 41g, 177f</p> <p>2.5: 228g, 228-229, 240-241, 248g, 254-255, UR•22</p> <p>2.6: 447g, 519f</p>
LA 2.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)	<p>2.1: 71g</p> <p>2.2: 224f, 234-235, 246-247, UR•22</p> <p>2.5: 228g, 228-229</p>

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LA 2.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	
LA 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension	<p>2.1: 43a, 45a, 68-69, 72h, 73a, 105a, 144-145, 173, 175a</p> <p>2.2: 209a, 212h, 212-213, 223a, 228-229, 230-231, 232-233, 236-237, 241a, 245a, 247b, 247f, 267b, 269a, UR•23-UR•24, 303a, 330-331, 336h, 337a</p> <p>2.3: 353a, 356-357, 362-363, 366-367, 371a, 373a, 378-379, 381b, 381d, 381f, 405a, 407a, 445a, 471a, 474-475, 490-491, 509a, UR•13-UR•14</p> <p>2.4: 41a, 75a, 75b, 150-151</p> <p>2.5: 200-201, 212h, 282-283</p> <p>2.6: 381a, 396a, 396-397, 402-403, 404-405, 408-409, 410-411, 412-413, 418h, 419a, 423a, 425b, 425f, 487a, 495c, UR•23-UR•24</p>
LA 2.1.6.b Identify elements of narrative text (e.g., characters, setting, plot)	<p>2.1: 25a, 28-29, 32-33, 36-37, 38-39, 40-41, 43b, 44h, 45a, 51b, 51f, 87a-87b, 92-93, 96-97, 100-101, 103a, 105a, 113b, 113f, 158-159, 173b, 174h, UR•11, UR•12, UR•31, UR•32</p> <p>2.2: 245a, 335a</p> <p>2.3: 362-363, 372h, 443a, 451c</p> <p>2.4: 30-31, 42h, 124a, 124-125, 128a, 132-133, 138-139, 142-143, 145a, 153b, 153f, 158a, 158-159, 162a, 164-165, 166-167, 168-169, 172-173, 174-175, 179a, 187b, 187f, UR•41, UR•42, UR•51, UR•52</p> <p>2.5: 211a, 260a, 260-261, 264a, 268-269, 272-273, 274-275, 277a, 287b, 287f, 292a, 292-293, 296a, 298-299, 300-301, 302-303, 306-307, 308-309, 310-311, 315a, 323b, 323f, 334-335, 348h, 357c, UR•41, UR•42</p> <p>2.6: 447b, 457c, 529c</p>
LA 2.1.6.c Retell information from narrative text including characters, setting, and plot	<p>2.1: 44-45, 104-105, 147e, 148-149, 149a, 174-175</p> <p>2.2: 208-209, 240-241, 302-303, 336-337, 342-343</p> <p>2.3: 372-373, 406-407, 444-445, 470-471,</p> <p>2.4: 42-43, 50-51, 51a, 144-145, 178-179</p> <p>2.5: 248-249, 253a, 278-279, 314-315, 348-349</p> <p>2.6: 382-383, 448-449, 520-521</p>

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LA 2.1.6.d Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	2.1: 48h, 49a, 51c 2.2: 245a, 313c, 345c 2.3: 371b, 405b, 448h, 448-449 2.4: 46h, 53c, 80h, 83c, 143a, 187c 2.5: 211b, 252h, 255c, 277b 2.6: 422h, 423b
LA 2.1.6.e Retell and summarize the main idea from informational text	2.1: 58-59, 64-65, 68-69, 70-71, 76-77, 126-127, 130-131, 134-135, 138-139, 180-181 2.2: 194-195, 200-201, 206-207, 214-215, 256-257, 258-259, 262-263, 266-267 2.3: 488-489, 494-495, 496-497, 500-501, 506-507 2.4: 66-67, 70-71, 72-73, 74-75, 98-99, 104-105, 108-109, 116-117, 184-185 2.5: 202-203, 208-209, 210-211, 284-285, 320-321, 354-355 2.6: 388-389, 404-405, 408-409, 414-415, 468-469, 472-473, 476-477, 478-479, 480-481, 484-485
LA 2.1.6.f Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)	2.1: 71a, 78-79, 103a, 108h, 108-111, 113c, 130-131, 140h 2.2: 239a, 300-301, 302h, 319a, 320h, 324-325, 328-329, 332-333, 337a, 340-341, 342-343, 345b, 345f, UR•53, UR•54 2.3: 423a, 424g, 426-427, 428-429, 432-433, 436-437, 440-441, 445a, 451b, 451f, 462-463, 512-513, UR•33, UR•34 2.4: 81a, 114-115 2.5: 252-253, 253a, 282-285, 287c, 313a 2.6: 364a, 364-365, 368a, 372-373, 374-375, 378-379, 383a, 388-389, 391b, 391f, 417a, 454-455, 512-513, 520h, UR•13, UR•14
LA 2.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)	2.1: 62-63, 70-71, 73a, 76-77, 78-79, 81c, 108-109, 113c, 149c, UR•23 2.2: 236-237, 239a, 239f, 245g, 267g, 271b 2.3: 371g 2.4: 109b, 109g, 151e 2.5: 247g, 313g 2.6: 391c, 417g, 487g, 492-493, 493a, UR•43

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<p>LA 2.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books)</p>	<p>2.1: 48h, 48-49, 49a, 51c, 58g, 58-71, 71a, 71b, 72g, 76g, 76-79, 108h, 108-111, 113c, 156h, 156-173, 173a, 173b, 174h, 174-175, 175a 2.2: 212g, 212-215, 240g, 244h, 244-245, 247c, 254g, 254-267, 2671, 268g, 284h, 306a, 306g, 306-311, 313c, 320g, 320-335, 336g, 340a, 340h, 340-343, 410h, 410-415, 417c 2.3: 354h, 354-371, 371a, 272h, 376h, 376-379, 381c, 474h, 474-477, 486h, 486-507, 507a, 507b, 508h, 508-509, 509a, 512a, 517c 2.4: 28a, 28-41, 41a, 42h, 62a, 62-75, 75a, 76h, 80a, 92a, 92-109, 109a, 110h, 114h, 114-117, 128a, 128-143, 143a, 144h, 144-145, 145a, 182a, 182h, 182-185 2.5: 198a, 198-211, 211a, 212h, 282h, 282-285, 287c, 296a, 296-313, 313b, 314h 2.6: 386h, 386-389, 391c, 400a, 400-417, 417a, 417b, 418h, 425c, 466-487, 487a, 488h, 488-489, 489a, 492h, 492-493, 493a, 524h, 524-527</p>
<p>LA 2.1.6.i Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures</p>	<p>2.1: 43a, 45a, 71a, 73a, 105a, 141a, 173a, 175a, 180-181 2.2: 207a, 241a, 267a, 269a, 301a 2.3: 371a, 373a, 405a, 407a, 445a, 471a, 507a 2.4: 41a, 43a, 75a, 77a, 109a, 143a, 145a, 177a, 179a 2.5: 211a, 213a, 247a, 249a, 277a, 279a, 313a, 315a, 347a, 349a 2.6: 381a, 383a, 417a, 419a, 447a, 449a, 487a, 489a, 519a, 521a</p>

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<p>LA 2.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text</p>	<p>2.1: 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42, 43a, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 71a, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169, 170-171, 172-173, 173a</p> <p>2.2: 191a, 192-193, 194-195, 196-197, 198-199, 200-201, 202-203, 204-205, 226-227, 232-233, 234-235, 236-237, 238-239, 260-261, 264-265, 284-285, 286-287, 288-289, 290-291, 326-327</p> <p>2.3: 354g, 358-359, 360-361, 364-365, 370-371, 371a, 376-377, 378-379, 3990-391, 394-395, 405a, 428-429, 432-433, 443a, 464-465, 466-467, 469a, 488-489, 492-493, UR•11, UR•13</p> <p>2.4: 30-31, 32-33, 38-39, 64-65, 68-69, 70-71, 88a, 88-89, 91a, 94-95, 102-103, 104-105, 108-109, 111a, 114-115, 116-117, 130-131, 132-133, 134-135, UR•31, UR•33</p> <p>2.5: 200-201, 208-209, 211a, 232-233, 236-237, 238-239, 247a, 252-253, 253a, 268-269, 270-271, 274-275, 277a, 302-303, 310-311, 318-319, 320-321, 336-337, 347a</p> <p>2.6: 370-371, 374-375, 404-405, 406-407, 412-413, 417a, 430a, 430-431, 433a, 438-439, 442-443, 444-445, 446-447, 449a, 452-453, 454-455, 524-525, UR•31, UR•33</p>
<p>LA 2.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)</p>	<p>2.1: 26g, 58g, 72h, 88g, 120g, 144h, 156g</p> <p>2.2: 192g, 223a, 224g</p> <p>2.3: 486g, 512-513</p> <p>2.4: 61a, 91a, 109a</p> <p>2.5: 197a, 200-201, 282h, 352h</p> <p>2.6: 386h, 399a, 452h, 452-453, 465a</p>

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<p>LA 2.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading</p>	<p>2.1: 43a, 45a, 48h, 49a, 71a, 73a, 76h, 78-79, 103a, 105a, 108h, 110-111, 141a, 144h, 173a, 175a, 178h, 180-181 2.2: 206-207, 207a, 214-215, 238-239, 241a, 245a, 254g, 266-267, 267a, 269a, 272-273, 274-275, 301a, 311a, 335a, 337a, 342-343 2.3: 371a, 373a, 378-379, 405a, 407a, 415a, 443a, 445a, 449a, 471a, 476-477, 486g, 486-487, 507a, 514-515 2.4: 41a, 43a, 51a, 74-75, 75a, 771, 81a, 102-103, 106-107, 108-109, 109a, 111a, 116-117, 143a, 145a, 177a, 179a, 184-185 2.5: 202-203, 210-211, 211a, 213a, 218-219, 247a, 249a, 253a, 277a, 279a, 282h, 284-285, 313a, 315a, 318h, 320-321, 347a, 349a, 352h, 352-353, 354-355 2.6: 381a, 383a, 386h, 388-389, 399a, 416-417, 417a, 419a, 423a, 447a, 449a, 452h, 452-453, 487a, 492h, 493a, 519a, 521a, 526-527</p>
<p>LA 2.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning</p>	<p>2.1: 26g, 30-31, 38-39, 42-43, 48-49, 49a, 70-71, 102-103, 138-139, 172-173 2.2: 206-207, 214-215, 238-239, 266-267, 300-301, 334-335, UR•13, UR•15 2.3: 370-371, 404-405, 442-443, 468-469, 506-507 2.4: 40-41, 72-73, 108-109, 140-141, 158-159, 161a, 164-165, 166-167, 176-177, 182-183, 184-185, UR•53, UR•55 2.5: 210-211, 246-247, 264-265, 276-277, 312-313, 346-347 2.6: 364-365, 380-381, 386-387, 416-417, 446-447, 484-485, 518-519, UR•13, UR•15</p>

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LA 2.1.6.n Make and confirm/modify predictions before, during, and after reading(e.g., illustrations, personal experience, events, character traits)	<p>2.1: 43a, 48h, 103a, 139a, 156g, 160-161, 164-165, 172-173, 173a, 178-179</p> <p>2.2: 192h, 207a, 212h, 224h, 239a, 254h, 267a, 272h, 284h, 301a, 306h, 320h, 335a, 340h</p> <p>2.3: 354h, 371a, 388h, 405a, 410h, 424h, 448h, 458h, 469a, 474h, 486h, 507a, 512h</p> <p>2.4: 27a, 41a, 46h, 61a, 75a, 80h, 92a, 109a, 114h, 127a, 143a, 148h, 161a, 177a, 182h</p> <p>2.5: 197a, 211a, 216h, 229a, 247a, 252h, 263a, 277a, 282h, 296a, 313a, 318h, 331a, 347a, 352h</p> <p>2.6: 367a, 376-377, 381a, 386h, 399a, 417a, 422h, 433a, 447a, 452h, 465a, 487a, 492h, 503a, 519a, 524h</p>
LA 2.1.6.o Respond to text verbally, in writing, or artistically	<p>2.1: 26-43, 43a, 45a, 58-71, 71a, 73a, 88-103, 105a, 120-139, 141a, 156-173, 173a, 175a</p> <p>2.2: 192-207, 209a, 224-239, 241, 254-267, 267a, 269a, 284-301, 301a, 303a, 320-335, 337a</p> <p>2.3: 354-371, 371a, 373a, 388-405, 405a, 407a, 424-443, 445a, 458-469, 469a, 471a, 486-507, 507a, 509a</p> <p>2.4: 28-41, 41a, 43a, 62-75, 75a, 77a, 92-109, 109a, 111a, 128-143, 145a, 162-177, 179a</p> <p>2.5: 198-211, 211a, 213a, 230-247, 247a, 249a, 264-277, 277a, 279a, 296-313, 313a, 315a, 332-347, 349a</p> <p>2.6: 368-381, 381a, 383a, 400-417, 417a, 419a, 434-447, 447a, 449a, 466-487, 487a, 489a, 504-519, 521a</p>

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Writing	
LA 2.2 Students will learn and apply writing skills and strategies to communicate.	
LA 2.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	
LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)	<p>2.1: 43d-43e, 71d-71e, 103c-103d, 139c-139d, 173d, 173e, WP•2-WP•4</p> <p>2.2: 207c-207d, 239c-239d, 267d-267e, 310d, 301e, 335c-335d, WP•2-WP•4</p> <p>2.3: 371d-371e, 405d-405e, 443c-443d, 469c-469d, 507d-507e, WP•2-WP•4</p> <p>2.4: 41d-41e, 75d-75e, 109d-109e, 143c-143d, 177c-177d, WP•2-WP•4</p> <p>2.5: 211d-211e, 247d-247e, 277d-277e, 313d-313e, 347c-347d, WP•2-WP•4</p> <p>2.6: 381d-381e, 417d-417e, 447d-447e, 487d-487e, 519c-519d, WP•2-WP•4</p>
LA 2.2.1.b Generate a draft by:	
-Selecting and organizing ideas relevant to topic, purpose, and genre	<p>2.1: 46-47, 74-75, 106-107, 107a, 142-143, 143a, 176-177, WP•5</p> <p>2.2: 207d, 239d, 242-243, 243a, 307d, 210-211, 211a, 267d, 271b, 275c-275d, 301d-301e, WP•4-WP•5</p> <p>2.3: 371d-317e, 374-375, 375a, 405d-405e, 408-409, 409a, 423d, 446-447, 469c, 507d-507e, WP•4-WP•5</p> <p>2.4: 41d-41e, 44-45, 45a, 75d-75e, 109d-109e, 112-113, 113a, 143c-143d, 146-147, 177d, WP•4-WP•5</p> <p>2.5: 211e, 215a, 247d-247e, 251a, 277d-277e, 313d-313e, 316-317, 347c-347d, WP•4-WP•5</p> <p>2.6: 381d-381e, 384-385, 417d-417e, 420-421, 447d-447e, 450-451, 451a, 487d-487e, 490-491</p>
-Composing complete sentences of varying length, and complexity, and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory)	<p>2.1: 46-47, 47a, 75a, 74-75, 106-107, 142-143, 176-177, WP•5</p> <p>2.2: 311d, 338-339, WP•7</p> <p>2.3: 446-447, 447a, 477c, 511a, WP•5</p> <p>2.4: 112-113, 113a, 117c, WP•5</p> <p>2.5: 317a, 350-351, 351a, 355c, WP•5</p> <p>2.6: 420-421, 450-451, 490-491, 522-523, 523a</p>

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-Developing a coherent beginning and end	<p>2.1: 75a, 107a, 173d, WP•5 2.2: 207d, 211a, 243a, 301d-301e, 305a, 311d, 335d, 338-339, 343c, WP•4 2.3: 371d-371e, 409a, 469c-469d, 477c, 511a 2.4: 109e, 143d, 177d, 181a 2.5: 211e, 247d-247e, 250-251, 251a, 277e, 281a, 313e, 316-317 2.6: 381e, 384-385, 385a, 389c-389d</p>
LA 2.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	<p>2.1: 49d–49e, 51h–51i, 79c–79d, 147c–147d, 181c–181d, 183h–183i, WP•7, WP•8 2.2: 215c-215d, 245d–245e, 275c-275d, 311d–311e, 343c–343d, WP•7, WP•8 2.3: 379c–379d, 415d-415e, 449d–449e, 477c–477d, 515c–515d, WP•7, WP•8 2.4: 51d–51e, 81d-81e, 117c–117d, 151c-151d, 185c–185d, WP•7, WP•8 2.5: 219c–219d, 253d–253e, 285c-285d, 321c–321d, 355c-355d, WP•7, WP•8 2.6: 389c–389d, 423d–423e, 455c–455d, 457h–457i, 493d–493e, 527c-527d, WP•7, WP•8</p>
LA 2.2.1.d Provide oral feedback to other writers; utilize others’ feedback to improve own writing	<p>2.1: 49d, 79c, 147c, 181c 2.2: 215c, 245d, 311d, 343c 2.3: 379c, 415d, 449d, 515c 2.4: 51d, 117c, 151c, 185c 2.5: 219c, 253d, 285c, 321c 2.6: 389c, 423d, 455c, 493d</p>
LA 2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)	<p>2.1: 59d-59e, 79c-79d, 111c-111d, 147c-147d, 181c-181d, WP•7-WP•9 2.2: 215c-215d, 245d-245e, 275c-275d, 311d-311e, 343c-343d, WP•7-WP•9 2.3: 379c-379d, 415d-415e, 449d-449e, 477c-477d, 515c-515d, WP•7-WP•9 2.4: 51d-51e, 81d-81e, 117c-117d, 151c-151d, 185c-185d, WP•7-WP•9 2.5: 219c-219d, 253d-253e, 285c-285d, 321c-321d, 355c-355d, WP•7-WP•9 2.6: 389c-389d, 423d-423e, 455c-455d, 493d-493e, 527c-527d, WP•7-WP•9</p>

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LA 2.2.1.f Publish a legible document (e.g., handwritten or electronic)	<p>2.1: 51i, 81i, 113i, 149i, 183i, WP•10 2.2: 217i, 247i, 277i, 313i, 345i, WP•10 2.3: 381i, 417i, 451i, 479i, 517i, WP•10 2.4: 53i, 83i, 119i, 153i, 187i, WP•10 2.5: 221i, 255i, 287i, 323i, 357i, WP•10 2.6: 391i, 425i, 457i, 495i, 529i, WP•10</p>
LA 2.2.1.g Print legibly (e.g., letter formation, letter size, spacing, alignment)	<p>2.1: 43f, 71f, 103e, 139e, 173f, UR•16, UR•26, UR•36, UR•46, UR•56 2.2: 207e, 207e, 239e, 267f, 301f, 335e, UR•16, UR•26, UR•36, UR•46, UR•56 2.3: 371f, 443e, 469e, 507f, UR•16 2.4: 109f, 177c, UR•36, UR•56 2.5: 211f, 247f, 313f, UR•26, UR•46 2.6: 381f, 447f, 519e, UR•16, UR•36, UR•56</p>
LA 2.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	
LA 2.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)	<p>2.1: 25d, 43d-43e, 57d, 71d-71e, 87d, 103c-103d, 119d, 139c-139d, 155d, 173d-173e, WP•1-WP•3 2.2: 191d, 207c-207d, 223d, 239c-239d, 253d, 267d-267e, 283d, 301d-301e, 319d, 335c-335d, WP•1-WP•3 2.3: 353d, 371d-373e, 387d, 405d-405e, 423d, 443c-443d, 457d, 469c-469d, 485d, 507d-507e, WP•1-WP•3 2.4: 25c, 41d-41e, 59c, 75d-75e, 89c, 109d-109e, 125c, 143c-143d, 159c, 177c-177d, WP•1-WP•3 2.5: 195c, 211d-211e, 227c, 247d-247e, 261c, 277d-277e, 293c, 313d-313e, 329c, 347c-347d, WP•1-WP•3 2.6: 365c, 381d-381e, 397c, 417d-417e, 431c, 447d-447e, 463c, 487d-487e, 501c, 519c-519d, WP•1-WP•3</p>
LA 2.2.2.b Write to known audience or specific reader (e.g. letter to familiar person)	<p>2.2: WP•1-WP•10 2.3: 387d-387e, 405d-405e, 408-409, 409a, 415d-415e, 417h-417i 2.4: 25c-25d, 41d-413, 44-45, 45a, 51d-51e, 53h-53i, 159c-159d, 177c-177d, 180-181, 181a, 185c-185d, 187h-187i 2.5: WP•1-WP•10 2.6: 431c-431d, 447d-447e, 450-451, 451a, 455c-455d, 457g-457i</p>

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LA 2.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)	<p>2.1: 25e, 57e, 87e, 119e, 155e, WP•1-WP•3 2.2: 191e, 223e, 253e, 283e, 319e, WP•1-WP•3 2.3: 353e, 387e, 423e, 457e, 485e, WP•1-WP•3 2.4: 25d, 59d, 89d, 125d, 159d, WP•1-WP•3 2.5: 195d, 227d, 261d, 293d, 329d, WP•1-WP•3 2.6: 365d, 397d, 431d, 463d, 501d, WP•1-WP•3</p>
LA 2.2.2.d Use an organizational structure that includes a central idea or focus	<p>2.1: 43d-43e, 71d-71e, 103c-103d, 139c-139d 2.2: 207c-207c, 239c-239d, 267d-267e, 335c-335d, WP•4-WP•5 2.3: 405d-405e, 507d-507e, WP•4-WP•5 2.4: 75d-75e, 109d-109e, 177c-177d, WP•4-WP•5 2.5: 211d-211e, WP•4-WP•5 2.6: 487d-487e, 519c-519d, WP•4-WP•5</p>
LA 2.2.2.e Compare models and examples (own and others) of various genres to create a similar piece	<p>2.1: 25d, 57d, 87d, 119d, 155d, WP•2-WP•3 2.2: 191d, 223d, 253d, 283d, 319d, WP•2-WP•3 2.3: 353d, 387d, 423d, 457d, 485d, WP•2-WP•3 2.4: 25c, 59c, 89c, 125c, 159c, WP•2-WP•3 2.5: 195c, 227c, 261c, 293c, 329c, WP•2-WP•3 2.6: 365c, 397c, 431c, 463c, 501c, WP•2-WP•3</p>

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Speaking & Listening	
LA 2.3 Students will learn and apply speaking and listening skills and strategies to communicate.	
LA 2.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	
LA 2.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	2.1: 49f, 50-51, 51a, 79e, 80-81, 81a, 147e, 148-149, 149a, 181e 2.2: 215e, 216-217, 217a, 275e, 276-277, 277a, 343e, 344-345, 345a 2.3: 423f, 443f, 447b, 440g, 449f, 450-451, 451a, 451g 2.4: 117e, 118-119, 185e, 186-187, 187a 2.5: 321e, 322-323, 323a, 355e, 356-357, 357a 2.6: 389e, 390-391, 391a, 447g, 455e, 456-457, 457a, 493f, 494-495, 495a, 510e, 519f, 523b, 527f, 529f
LA 2.3.1.b Demonstrate speaking techniques for a variety of purposes and situations	2.1: 147e, 148-149, 149a, 181e, 182-183, 183a 2.2: 215e, 216-217, 217a, 343e, 344-345, 345a, 449f, 450-451, 451a 2.3: 379e, 380-381, 381a, 423f, 443f, 447b, 449g, 451g, 477e, 478-479, 479a 2.4: 42-43, 76-77, 81f, 82-83, 110-111, 144-145, 178-179, 185e, 186-187, 187a 2.5: 212-213, 248-249, 253f, 254-255, 255a, 321e, 322-323, 323a, 355e 2.6: 447g, 455e, 456-457, 457a, 493f, 494-495, 495a, 510e, 519f, 523b, 527f, 529f
LA 2.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.	
LA 2.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation)	2.1: 20j, 24a, 25a-25c, 25e, 26c, 26g, 43f, 44d, 57a-57b, 181e, 182-183, 183a 2.2: 186j, 190a, 191c, 191e, 192c, 207e, 215d, 215e, 216-217, 217a, 217a, 222a 2.3: 348j, 352a, 353c, 371e, 379e, 380-381, 381a, 415f, 423fr, 443f, 447b, 449g 2.4: 20j, 23a, 25b, 25d, 26c, 27a, 41f, 44a, 52b, 53i, 60c, 185e, 186-187, 187a 2.5: 190j, 193a, 195d, 198-199, 227b, 253f, 254-255, 255a, 321e, 322-323, 323a 2.6: 389e, 390-391, 391a, 423f, 424-425, 425a, 447g, 510e, 519f, 523b, 527f, 529f, 519f

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LA 2.3.2.b Use information in order to complete a task (e.g., follow multi-step directions, responding to questions)	2.2: 215e, 216-217, 217a, 275e, 276-277, 277a, 343e, 344-345, 345a 2.3: 415f, 416-417, 417a 2.6: 493f, 494-495, 495a
LA 2.3.2.c Listen and retell specific details of information heard	2.1: 44-45, 72-73, 104-105, 140-141, 147e, 148-149, 149a, 174-175 2.2: 208-209, 240-241, 268-269, 302-303, 336-337 2.3: 372-373, 406-407, 444-445, 470-471, 508-509 2.4: 42-43, 76-77, 110-111, 144-145, 178-179 2.5: 212-213, 248-249, 278-279, 314-315, 348-349 2.6: 382-383, 418-419, 448-449, 488-489, 520-521
LA 2.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated	2.1: 30-31, 32-33, 40-41, 58-59, 60-61, 68-69, 88a, 88-89, 110-111, 126-127 2.2: 192a, 194-195, 206-207, 240a, 254-255, 256-257, 275e, 276-277, 277a 2.3: 354g, 358-359, 364-365, 370-371, 371a, 376-377, 378-379, 428-429, 443a 2.4: 88a, 88-89, 91a, 94-95, 102-103, 104-105, 108-109, 111a, 114-115, 116-117 2.5: 206-207, 211a, 252-253, 253a, 261a, 272-273, 296-297, 318-319, 320-321 2.6: 370-371, 374-375, 430a, 430-431, 433a, 438-439, 442-443, 444-445, 446-447, 449a, 452-453, 454-455, 524-525

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LA 2.3.3 Reciprocal Communication: Students will develop reciprocal communication skills.	
LA 2.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)	<p>2.1: 96-97 2.2: 192f, 194-195, 196-197, 216-217, 217a, 234-235, 284f, 320f, 324-325, 344-345, UR•12, 362-363 2.4: 26g, 26-27, 32-33, 42g, 52-53, 126g, 126-127, 138-139, 144g, 153a 2.6: 366g, 366-367, 376-377, 382g, 390-391, 464g, 464-465, 476-477, 488g, 494-495</p>
LA 2.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)	<p>2.1: 49f, 50-51, 51a, 79e, 80-81, 81a, 191e 2.4: 117e, 118-119 2.5: 355e, 356-357, 357a 2.6: 455e, 456-457, 457a</p>
LA 2.3.3.c Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)	<p>2.1: 20j, 26c, 43e, 44d, 50b, 50c, 51i, 52j, 58c, 58g, 71b, 75a, 80c, 81a, 81b, 87c, 88c 2.2: 186j, 191e, 192g, 208d, 209b, 217a, 222a, 224g, 239d, 245e, 247a, 247b, 253e, 254c 2.3: 348j, 353c, 354g, 373b, 379d, 387c, 406d, 416b, 423e, 450c, 469d, 478b, 479i, 517i 2.4: 20j, 25d, 41f, 44a, 52b, 53i, 60c, 78a, 109e, 112a, 144d, 146a, 157a, 177e, 180a, 196c 2.5: 190j, 215a, 220b, 225a, 228c, 247e, 254c, 263a, 278d, 287i, 321d, 347d, 350a, 357i 2.6: 363a, 367a, 382g, 391i, 397d, 417e, 418g, 423e, 426j, 566c, 464c, 487e, 494b, 496j</p>

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Multiple Literacies	
LA 2.4 Students will identify, locate, and evaluate information.	
LA 2.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	
LA 2.4.1.a Use resources to answer guiding questions (e.g., print, electronic)	<p>2.1: 47b, 57f, 71g, 111e, 144h, 144-145, 146-147</p> <p>2.2: 207f, 272h, 243b, 247a, 272h, 272-273, 274-275, 301g, 305b, 335f, 339b, 343f, 351b, 354-355</p> <p>2.3: 405g, 507g, 511b, 512h, 512-513, 514-515</p> <p>2.4: 45b, 79b, 113b, 147b, 181b</p> <p>2.5: 211g, 215b, 251b, 277g, 281b, 317b, 347f, 351b, 352f, 352h, 352-353, 354-355</p> <p>2.6: 385b, 421b, 451b, 452h, 452-453, 454-455, 491b, 523b</p>
LA 2.4.1.b Discuss ethical and legal use of information	<p>2.2: 207f</p> <p>This standard can be addressed in connection with the following activities:</p> <p>2.1: 144h, 144-147</p> <p>2.2: 247a, 272h, 335f</p> <p>2.3: 507g</p> <p>2.5: 211g, 277g, 347f, 351b, 352h, 352-355</p> <p>2.6: 452h, 452-453</p>
LA 2.4.1.c Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)	<p>This standard can be addressed in connection with the following activities:</p> <p>2.4: 143f, 148h, 148-151</p>
LA 2.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	<p>This standard can be addressed in connection with the following activities:</p> <p>2.4: 143f, 148h, 148-151</p>
LA 2.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	<p>This standard can be addressed in connection with the following activities:</p> <p>2.3: 423f, 443f, 447b, 449g, 451j</p> <p>2.4: 143f, 148h, 148-151</p> <p>2.6: 389e, 390-391, 391a, 447g, 510e, 519f, 523b, 527f, 529j</p>

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LA 2.4.1.f Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	2.1: 20c, 52c, 82b, 114c, 150c 2.2: 186c, 218c, 248c, 278c, 314c 2.3: 348c, 382c, 418c, 452c, 480c 2.4: 20c, 54c, 85c, 120c, 154c 2.5: 190c, 222c, 256c, 288c, 324c 2.6: 360c, 392c, 426c, 458c, 496c