

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



to the

**New York State Next Generation**  
**English Language Arts**  
**Learning Standards**  
**Grade 2**

# A Correlation of Reading Street Common Core, Grade 2 ©2013 to the New York State Next Generation English Language Arts Learning Standards

## INTRODUCTION

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013* meets the New York State Next Generation English Language Arts Learning Standards. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages. *Writing to Sources*, a component of *Reading Street*, is also cited in this correlation by unit and page number.

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

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

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

### Writing on Reading Street

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

### Differentiated Instruction for Small Group Time

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

### ELL Instruction

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

### 21st Century Skills

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

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New York State Next Generation English Language Arts Learning Standards	Reading Street Common Core Grade 2, ©2013
<b>2nd Grade English Language Arts Learning Standards</b>	
<b>2nd Grade Reading Standards (Literary and Informational Text)</b>	
<b>Key Ideas and Details</b>	
<p>2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&amp;RL)</p>	<p><b>Literary Text</b>  <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  <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  <b>TE 3:</b> 353a–353b, 354g, 354–355, 356–357, 358–359, 360–361, 362–363, 364–365, 366–367, 368–369, 371a, 372–373a, SG•3, SG•4, SG•5, SG•8, SG•9, SG•15, 387a–387b, 388g, 388–389, 390–391, 392–393, 394–395, 396–397, 398–399, 400–401, 402–403, 404–405a, 406h, 406–407, 410–411, 412–413, 414–415a, 417b, SG•20, SG•21, SG•25, SG•26, SG•32, 423a, 424–425, 426–427, 428–429, 430–431, 432–433, 434–435, 436–437, 438–439, 443a, 444h, 444–445a, 448–449a, SG•37, SG•38, SG•42, SG•43, SG•48, SG•49, 458–459, 460–461, 466–467, 468–469, 470–471a, 474h, 474–475, 476–477, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, SG•70, UR•12, UR•21, UR•22–UR•23</p>

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<p><b>Continued</b> 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&amp;RL)</p>	<p><b>(Continued)</b> <b>TE 4:</b> 27a, 32–33, 34–35, 36–37, 38–39, 42h, 42–43a, 46–47, 48–49, 50–51, 51a, SG•3, SG•4, SG•8, SG•9, SG•10, SG•15, 80–81a, 124a, 127a, 128–129, 130–131, 136–137, 138–139, 144–145a, 153b–153c, SG•54, SG•55, SG•56, SG•57, SG•59, SG•60, SG•61, SG•57, 161a, 177a, 178–179a, SG•71, SG•76, SG•77, SG•78, SG•81, UR•11, UR•12–UR•13 <b>TE 5:</b> 216–217, 218–219, 226a, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243, 244–245, 246–247a, 247b, 248h, 248–249a, 252–253a, 255b, 255g, SG•20, SG•21, SG•22, SG•25, SG•26, SG•31, SG•32, 260a, 263a–264a, 264–265, 266–267, 268–269, 270–271, 272–273, 274–275, 276–277, 277a, 278–279a, SG•37, SG•38, SG•43, SG•44, SG•49, 295a, 313a, 313b, 314–315a, 318–319, 320–321, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 331a, 336–337, 338–339, 344–345, 346–347, 347a, 348–349a, 357b, SG•71, SG•72, SG•73, SG•76, SG•77, UR•12, UR•22, UR•32 <b>TE 6:</b> 367a, 368–369, 370–371, 372–373, 374–375, 376–377, 378–379, 380–381, 381a, 381b, 382–383a, SG•3, SG•4, SG•8, SG•9, SG•15, 430a, 433a, 434–435, 436–437, 438–439, 440–441, 442–443, 444–445, 446–447, 447a, 448–449a, 457b, 457c, SG•37, SG•38, SG•42, SG•43, SG•49, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 500a, 503a, 504–505, 506–507, 508–509, 510–511, 520–521a, 529b, 529c, SG•71, SG•72, SG•76, SG•77, UR•32, UR•52</p>

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<p><b>Continued</b> 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&amp;RL)</p>	<p><b>Continued</b> <b>Informational Text</b> <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 <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>

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<p><b>Continued</b> 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&amp;RL)</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>2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&amp;RL)</p>	<p><b>Literary Text</b>  <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>Informational Text</b>  <b>TE 1:</b> 57a, 64–65, 66–67, 68–69, 71a, 73a, 81b, 119a, 120g, 122–123, 126–127, 130–131, 136–137, 141a, 146–147, 149b, UR•21–UR•23  <b>TE 2:</b> 230–231, 234–23, 241a, 253a, 256–257, 260–261, 262–263, 264–265, 267a, 267b, 269a, 277b, UR•31–UR•33  <b>TE 3:</b> 509a  <b>TE 4:</b> 58a, 61a, 64–65, 70–71, 72–73, 75a, 75b, 77a, 96–97, 109a, 111a, 182–183  <b>TE 5:</b> 194a, 200–201, 202–203, 206–207, 208–209, 212–213, 213a, 318–319, 320–321  <b>TE 6:</b> 388–389, 396a, 404–405, 414–415, 417a, 417b, 419a, 476–477, 489a, 526–527</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 52–53, 56–57  <b>Unit 4:</b> 104–105, 114–115</p>



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<p>2R3: In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections among ideas, concepts, or a series of events. (RI)</p>	<p><b>Literary Text</b>  <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>Informational Text</b>  <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> 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>2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&amp;RL)</p>	<p><b>Literary Text</b>  <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>Informational Text</b>  <b>TE 1:</b> 119, 120f, 140g, 148-149  <b>TE 4:</b> 59a, 60e, 64-65, 79g, 83b, 182-183, 184-185  <b>TE 5:</b> 195a, 196e, 211b, 212g, 221b  <b>TE 6:</b> 402-403, 463a, 464e, 478-479, 488g, 495b</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>

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<p>2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&amp;RL)</p>	<p><b>Literary Text</b>  <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>Informational Text</b>  <b>TE 1:</b> 58g, 62-63, 70-71, 72-73, 73a, 76-77, 78-79  <b>TE 2:</b> 224g, 224h, 226-227, 230-231, 236-237, 238-239, 240-241, 241a  <b>TE 4:</b> 58a, 58-59, 66-67, 68-69, 74-75, 76-77, 83b, 84i, UR•21-UR•23  <b>TE 6:</b> 462a, 462-463, 465a, 468-469, 470-471, 472-473, 474-475, 476-477, 478-479, 480-481, 482-483, 484-485, 486-487, 488-489, 489a, 492-493, 493a, 495b, 496i, UR•41-UR•43  <b>TE 1:</b> 20h, 23a, 23-24a, 24b-24c, 26c, 44c-44d, 50c, 52h, 76c, 76d, UR•8  <b>TE 2:</b> 192c, 254c  <b>TE 4:</b> 56a, 56-57, 57a, 60c, 76c-76d, 80e-80f, 82d, 84h, 90c, 114c, 148d, UR•18  <b>TE 5:</b> 190h</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 26-27  <b>Unit 5:</b> 142-143</p>

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<p>2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&amp;RL)</p>	<p><b>Literary Text</b>  <b>TE 1:</b> SG•5, SG•10, 174f, 181e, 183, 183c  <b>TE 2:</b> 301b, 301g, 311b, 313a, 313b, 335f  <b>TE 3:</b> 353a-353b, 376h, 405g, 444f, 449b, 462-463, 464-465, 469f, 512-513, 514-515, UR•33  <b>TE 4:</b> 34-35, 41g, 143f, 144f  <b>TE 5:</b> 221c, 232-233, 268-269, 277a, 295a-296a, 306-307, 313g, 314f</p> <p><b>Informational Text</b>  <b>TE 1:</b> 58-59, 60-61, 66-67, 71b, 72h, 72-73a, 76h, 76-77, 78-79, 81c, SG•25, SG•26, 108h, 108-109, 136-137, 144h, 139a, 139f, 140-141, 144-145, 149b, 149c, 178h  <b>TE 2:</b> 212h, 223a-223b, 224g, 228-229, 236-237, 240-241, 253a-253b, 262-263, 264-265, 267b, 267g, 272h, 272-273, 274-275, UR•21, UR•22-UR•23, UR•31  <b>TE 3:</b> 376-377, 378-379, 381b, 508-509  <b>TE 4:</b> 61a, 64-65, 68-69, 75a, 75b, 76-77, 109a, 114h, 114-115, 119c, SG•39, 150-151, 182h  <b>TE 5:</b> 211g, 212h, 212-213, 282-283, 284-285, 285a, 318h, 318-319, 320-321, 323c, 352h, 357c, UR•42  <b>TE 6:</b> 396a, 402-403, 404-405, 408-409, 410-411, 412-413, 418-419, 425b, 425c, 452h, 452-453, 487a, 487g, 488-489a, 492-493a, 493f, 495c, 524h, 529c, UR•26</p>

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<b>Integration of Knowledge and Ideas</b>	
<p>2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&amp;RL)</p>	<p><b>Literary Text</b>  <b>TE 1:</b> 38-39, 40-41, SG•3, SG•4, SG•8, SG•14, SG•15, 100-101, 102-103, 103a, 104-105a, SG•37, SG•49, 156g-156h, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 170-171, 172-173, 174, 174h, UR•12-UR•13, UR•32-UR•33, UR•51, UR•52-UR•53  <b>TE 2:</b> 200-201, 248, 278, 314, 335a, SG•83  <b>TE 3:</b> 362-363, 388-389, 390-391, SG•14, SG•15, 392-393, 394-395, 400-401, 402-403, 410-411, 412-413, 424-425, 426-427, 432-433, 434-435, 470-471, UR•12, UR•32, UR•51, UR•52-UR•53  <b>TE 4:</b> SG•3, SG•8, SG•9, 124a, 128-129, 130-131, 132-133, 134-135, 144-145a, SG•55, 162-163, 164-165, 178-179a, SG•72, SG•70SG•76, SG•77, UR•32-UR•33, UR•43  <b>TE 5:</b> 234-235, 236-237, 238-239, 248-249a, 264-265, 266-267, 268-269, 270-271, 278-279a, 292a, 295a, 300-301, 302-303, 310-311, 312-313, 313a, 314-315, 323b, SG•65, 332-333, 334-335, 342-343, 348-349a, 357b, 357c, UR•22, UR•52-UR•53  <b>TE 6:</b> 367a, 380-381, 382-383a, 434-435, 438-439, 448-449, 520-521, SG•71, SG•83, UR•52</p>

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<p align="center"><b>New York State Next Generation English Language Arts Learning Standards</b></p>	<p align="center"><b>Reading Street Common Core Grade 2, ©2013</b></p>
<p><b>Continued</b> 2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&amp;RL)</p>	<p><b>Continued</b> <b>Informational Text</b> <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> 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>2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&amp;RL)</p>	<p><b>Literary Text</b> <b>TE 1:</b> 44-45, 104-105, 174-175 <b>TE 2:</b> 208-209, 302-303, 336-337 <b>TE 3:</b> 372-373, 406-407, 444-445, 470-471 <b>TE 4:</b> 42-43, 144-145, 178-179 <b>TE 5:</b> 248-249, 278-279, 314-315, 348-349 <b>TE 6:</b> 382-383, 448-449, 520-521</p> <p><b>Informational Text</b> <b>TE 2:</b> 223a, 228-229, 230-231, 232-233, 234-235, UR•22 <b>TE 3:</b> 381b, 490-491, 506-507 <b>TE 4:</b> 75b, SG•46 <b>TE 6:</b> 388-389, 404-405, 417a, 486-487, 487a</p>

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<p>2R9: Make connections between self and text (texts and other people/ world). (RI&amp;RL)</p>	<p><b>Literary Text</b>  <b>TE 1:</b> 42-43, 43a, 44-45, 48-49, 49a, 102-103, 104-105, 110-111, 172-173, 173a, 174-175, 180-181  <b>TE 2:</b> 208-209, 214-215, 245a, 302-303, 310-311, 311a, 336-337, 342-343  <b>TE 3:</b> 370-371, 371a, 372-373, 378-379, 405a, 404-405, 406-407, 414-415, 415a, 442-443, 444-445, 448-449, 449a, 470-471, 476-477  <b>TE 4:</b> 40-41, 41a, 42-43, 50-51, 51a, 80-81, 81a, 142-143, 176-177, 178-179, 184-185  <b>TE 5:</b> 218-219, 246-247, 247a, 248-249, 252-253, 253a, 276-277, 278-279, 284-285, 312-313, 313a, 314-315, 320-321, 348-349  <b>TE 6:</b> 380-381, 381a, 382-383, 388-389, 422-423, 423a, 446-447, 447a, 448-449, 520-521, 526-527</p> <p><b>Informational Text</b>  <b>TE 1:</b> 70-71, 71a, 72-73, 78-79, 110-111, 140-141  <b>TE 2:</b> 238-239, 239a, 240-241, 244-245, 245a, 266-267, 268-269  <b>TE 3:</b> 506-507, 507a, 508-509  <b>TE 4:</b> 74-75, 75a, 76-77, 80-81, 81a, 108-109, 110-111, 116-117  <b>TE 5:</b> 210-211, 211a, 212-213, 218-219, 284-285  <b>TE 6:</b> 416-417, 418-419, 422-423, 423a, 486-487, 488-489, 492-493, 493a, 526-527</p>
<b>2nd Grade Reading Standards: Foundational Skills</b>	
<b>Print Concepts</b>	
<p>RF1: There is not a grade 2 standard for this concept. Please see preceding grades for more information.</p>	<p>There is not a grade 2 standard for this concept according to the New York State Next Generation English Language Arts Learning Standards. Please see preceding grades for more information.</p>
<b>Phonological Awareness</b>	
<p>RF2: There is not a grade 2 standard for this concept. Please see preceding grades for more information.</p>	<p>There is not a grade 2 standard for this concept according to the New York State Next Generation English Language Arts Learning Standards. Please see preceding grades for more information.</p>

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<b>Phonics and Word Recognition</b>	
2RF3: Know and apply phonics and word analysis skills in decoding words.	
2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).	<p><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</p> <p><b>TE 2:</b> 317a, 320c, 336c–336d, 344c, UR•48</p> <p><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</p> <p><b>TE 4:</b> 178c</p>
2RF3b: Decode short and long vowel sounds in two-syllable words.	<p><b>TE 1:</b> 20h, 23a, 23–24a, 24b–24c, 26c, 44c–44d, 50c, 52h, 55a, 56–56a, 58c, 72d, 76c, 76d, 80c, SG•19, SG•20, SG•29, SG•31, 108c–108d, UR•8</p> <p><b>TE 2:</b> 192c, 254c, 318–318a, 318d, 320c, 344c, SG•80, SG•82, UR•48</p> <p><b>TE 3:</b> 351a, 352–352a</p> <p><b>TE 4:</b> 22a–22b, 23c–23d, 56a, 56–57, 57a, 60c, 76c–76d, 80c, 80e–80f, 82d, 84h, 90c, 114c, 122a, 122–123, 148d, 148e–148f, SG•63, UR•18, UR•38</p> <p><b>TE 5:</b> 190h</p>
2RF3c: Decode regularly spelled two-syllable words.	<p><b>TE 4:</b> 119a, 170–171, 186–187, UR•30</p> <p><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</p> <p><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>



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2RF3d: Recognize and identify root words and common suffixes and prefixes.	<p><b>TE 4:</b> 90g, 100–101, 110g, 119a, 170–171, 186–187, UR•30</p> <p><b>TE 5:</b> 192a, 192–193, 193a, 196c, 196g, 204–205, 212c–212d, 212g, 220–221, 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, 356–357, UR•8, UR•10, UR•18, UR•50</p> <p><b>TE 6:</b> 460a, 460–461, 461a, 461c–461d, 464c, 488c–488d, 492c–492d, 492g, 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>
2RF3e: Read all common high-frequency words by sight.	<p><b>TE 1:</b> 25, 26e, 44g, 51b, 57, 58e, 72g, 81b, 87, 88e, 104g, 113b, 119, 120e, 140g, 155, 156e, 174g, 183b, 149b, UR10, UR20, UR30, UR40, UR50</p> <p><b>TE 2:</b> 191, 192e, 208g, 217b, 223, 224e, 240g, 247b, 253, 254e, 258-259, 268g, 277b, 283, 284e, 302g, 313b, 319, 320e, 328-329, 336g, 345b, UR10, UR20, UR30, UR40, UR50</p> <p><b>TE 3:</b> 353, 354e, 372g, 381b, 387, 388e, 396-397, 406g, 417b, 423, 424e, 426-427, 444g, 451b, 457, 458e, 460-461, 470g, 479b, 485, 486e, 516-517, UR10, UR20, UR30, UR40, UR50</p> <p><b>TE 4:</b> 26f, 60f, 90f, 126f, 160f</p> <p><b>TE 5:</b> 196f, 228f, 262f, 294f, 330f</p> <p><b>TE 6:</b> 366f, 398f, 432f, 464f, 502f</p>

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<b>Fluency</b>	
2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	
2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<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</p> <p><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</p> <p><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</p> <p><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</p> <p><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</p> <p><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</p> <p><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>
2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><b>TE 2:</b> 198–199, 226–227, SG•29, 260–261, SG•46, 290–291, 320f, 332–333, SG•80</p> <p><b>TE 3:</b> 400–401, 436–437, 460–461, 462–463, 494–495</p> <p><b>TE 4:</b> 68–69, SG•45, SG•49, 126g, 134–135, 144g, 158a, 158–159, 159a, 172–173</p> <p><b>TE 5:</b> 204–205, 236–237, 270–271, 308–309, 340–341</p> <p><b>TE 6:</b> 370–371, 412–413, SG•19, 440–441, 464g, 474–475, UR•40</p>

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<b>2nd Grade Writing Standards</b>	
<b>Text Types and Purposes</b>	
<p>2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. <b>Please note:</b> Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. For example, a student's opinion could be "I like cupcakes." A student's claim could be "Cupcakes are the best snack." A student's argument could be "Cupcakes are the best snack because..." with supporting reasons and evidence.</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>2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.</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</p> <p><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</p> <p><b>TE 3:</b> 375b, 387d-387e, 405d-405e, 409a, 415d-415e, UR•15, UR•25, WP•2-WP•10</p> <p><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</p> <p><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></p> <p><b>Unit 1:</b> 224-225, 226-227</p> <p><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</p> <p><b>Unit 3:</b> 232-233</p> <p><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</p> <p><b>Unit 5:</b> 236-237</p> <p><b>Unit 6:</b> 238-239</p>

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<p>2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.</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</p> <p><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</p> <p><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</p> <p><b>TE 4:</b> 125c-125d, 143c-143d, 146-147, 147a, 153h-153i, 159c-159d, 180-181, 181a</p> <p><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</p> <p><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></p> <p><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</p> <p><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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2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).	<b>TE 1:</b> 44-45, 104-105, 174-175 <b>TE 2:</b> 208-209, 302-303, 336-337 <b>TE 3:</b> 372-373, 406-407, 423d-423e, 443c-443d, 444-445, 446-447a, 449d-449e, 451h-451i, 470-471 <b>TE 4:</b> 42-43, 125c-125d, 143c-143d, 144-145, 146-147a, 151c-151d, 153h-153i, 178-179 <b>TE 5:</b> 248-249, 278-279, 314-315, 348-349 <b>TE 6:</b> 382-383, 397c-397d, 417d-417e, 420-421a, 423d-423e, 425h-425i, 448-449, 520-521
W5: Begins in grade 4.	Begins in grade 4 according to the New York Next Generation English Language Arts Learning Standards
<b>Research to Build and Present Knowledge</b>	
2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	<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  <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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<p>2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.</p>	<p><b>TE 1:</b> 43g, 47b, 49g, SG•14, SG•15, 71g, 75b, 79, 111f, 143b, 147f, 181f  <b>TE 2:</b> 207f, 211b, 243b, 245g, 271b, 275f, 305b, 311f, 311g, 339b, 343f, SG•80, SG•84  <b>TE 3:</b> 379f, SG•12, 409b, 415g, SG•29, 443f, 447b, 449g, SG•46, 473b, 477f, SG•63, 507g, 511b, 515f, WP•3  <b>TE 4:</b> 45b, 75g, 79b, 81g, 177f, 185f  <b>TE 5:</b> 251b, 253g, SG•29, SG•46, 277g, 281b, 285f, 317b, 321f, SG•53, 355f, SG•80  <b>TE 6:</b> 385b, SG•12, SG•16, 421b, SG•29, 431e, 447g, SG•46, 491b, SG•69, 523b, 527f, WP•2–WP•5</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 12–13, 20–21  <b>Unit 2:</b> 40–41, 48–49  <b>Unit 3:</b> 88–89  <b>Unit 4:</b> 108–109, 112–113, 122–123, 124–125</p>
<p><b>2nd Grade Speaking and Listening</b></p>	
<p><b>Comprehension and Collaboration</b></p>	
<p>2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p>	
<p>2LS1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.</p>	<p><b>TE 1:</b> 51, 51j, 79e, 81, 81a, 81j, 149a, 149j, 181e, 183a, 183j  <b>TE 2:</b> 217j, 245f, 247j, 277j, 313a, 313j  <b>TE 3:</b> 415f, 417a, 451j  <b>TE 4:</b> 51a, 53j, 81f, 83j, 117e, 118–119, 119j, 151e, 152153, 153j, 187j  <b>TE 5:</b> 255j, 285e, 287j, 357j  <b>TE 6:</b> 425j, 455e, 457a</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 34–35  <b>Unit 2:</b> 66–67  <b>Unit 3:</b> 98–99  <b>Unit 4:</b> 130–131  <b>Unit 5:</b> 162–163  <b>Unit 6:</b> 194–195</p>

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2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.	<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>
2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.	<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>
2SL2d: Consider individual differences when communicating with others.	<p><b>TE 1:</b> 49f, 50-51, 51a, 79e, 80-81, 81a, 147a, 148-149, 149a, 181e, 182-183, 183a  <b>TE 2:</b> 215e, 216-217, 217a, 275e, 276-277, 277a, 343e, 344-345, 345a  <b>TE 3:</b> 379e, 380-381, 381a, 415f, 416-417, 417a, 449f, 450-451, 451a, 477e, 478-479, 479a  <b>TE 4:</b> 81f, 82-83, 83a, 117e, 118-119, 119a, 185e, 186-187, 187a  <b>TE 5:</b> 253f, 354-255, 255a, 321e, 322-323, 323a, 355e, 356-357, 357a  <b>TE 6:</b> 389e, 390-391, 391a</p>



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<p>2SL2: Recount or describe key ideas or details of diverse texts and formats.</p>	<p><b>TE 1:</b> 26a–26b, 26g, 44a, 48a, 58b, 76b, 88b, 104a, 108b, 113a, 120g, 140a, 144b, 149, 174a, 178b, 183b</p> <p><b>TE 2:</b> 192b, 208a, 212b, 215e, 217a, 224b, 240a, 244b, 247a, 254a, 254b, 268a, 272b, 284b, 284g, 302a, 302b, 306b, 320b, 320g, 336a, 336b, 340a, 340b, 343e</p> <p><b>TE 3:</b> 354b, 372a, 376b, 388b, 406a, 410b, 417j, 423f, 424a, 424b, 424g, 444a, 448b, 451a, 458b, 458g, 470a, 470b, 474b, 485b, 486b, 508a, 508b, 512b, 517a, 517j, UR•52</p> <p><b>TE 4:</b> 26a, 26b, 42a, 42b, 46b, 53a, 53b, 53c, 60b, 76a, 76b, 80a, 80b, 90b, 91a, 110a, 110b, 114b, 126b, 144a, 144b, 148b, 151e, 152–153, 160a, 160b, 178a, 178b, 182a, 182b, 187a</p> <p><b>TE 5:</b> 196a, 196b, 212a, 212b, 216a, 216b, 219e, 221a, 221j, 228b, 248a, 248b, 263a, 278a, 278b, 282b, 285e, 294b, 314a, 318b, 323j, 330b, 348a, 348b, 352b, SG•84</p> <p><b>TE 6:</b> 366b, 382a–382b, 386b, 391j, 398b, 417g, 418a, 422a, 425a, 425j, 432b, 448a, 452b, 457j, 464b, 488a, 492b, 493f, 495a, 495j, 502b, 520a, 524a, 524b, 527e, 529j</p>
<p>2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker’s point of view, providing a reason(s).</p>	<p><b>TE 1:</b> 36-37, 149j, 168-169, UR•55</p> <p><b>TE 2:</b> 215e, 234-235, 236-237, 247a, 275e, 277a, 345a</p> <p><b>TE 3:</b> 381j, 451j, 479j, UR•25</p> <p><b>TE 4:</b> 81f, 82–83, 83j, 153j, 187j, SG•73, WP•10</p> <p><b>TE 5:</b> 234-235, 255j, 284b, 287j, 323c, 357a, 357j, SG•60, UR•18</p> <p><b>TE 6:</b> 423g, 425a, 455e, 457a, 457j, 495j, 519f, 529j, SG•71</p>

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<b>Presentation of Knowledge and Ideas</b>	
2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>TE 1:</b> 147e, 149a <b>TE 3:</b> 451a, 477e <b>TE 4:</b> 82-83, 117e, 118-119, 187a <b>TE 5:</b> 255a, 321e, 323a <b>TE 6:</b> 425i, SG•51
2SL5: Include digital media and/or visual displays in presentations to clarify or support 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
2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.	<b>TE 1:</b> 49f, 50-51, 51a, 79e, 80-81, 81a, 147a, 148-149, 149a, 181e, 182-183, 183a <b>TE 2:</b> 215e, 216-217, 217a, 275e, 276-277, 277a, 343e, 344-345, 345a <b>TE 3:</b> 379e, 380-381, 381a, 415f, 416-417, 417a, 449f, 450-451, 451a, 477e, 478-479, 479a <b>TE 4:</b> 81f, 82-83, 83a, 117e, 118-119, 119a, 185e, 186-187, 187a <b>TE 5:</b> 219e, 220-221, 221a, 253f, 354-255, 255a, 285e, 286-287, 287a, 321e, 322-323, 323a, 355e, 356-357, 357a <b>TE 6:</b> 389e, 390-391, 391a, 455e, 456-457, 457a, 527e, 528-529, 529a
<b>2nd Grade Language Standards</b>	
<b>Conventions of Academic English/Language for Learning (See Appendix A)</b>	
<b>Knowledge of Language</b>	
2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
2L3a: Compare academic and conversational uses of English.	<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>	
2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.	
2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.	<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
2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ).	<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
2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).	<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
2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).	<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
2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.	<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

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2L5: Demonstrate understanding of word relationships and nuances in word meanings.	
2L5a: Identify real-life connections between words and their use.	<p><b>TE 1:</b> 22a–22b, 58f, 84a–84b, 94–95, UR•7, UR•17, UR•20, UR•47</p> <p><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</p> <p><b>TE 3:</b> SG•4, SG•56, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p><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</p> <p><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</p> <p><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</p>
2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).	<p><b>TE 1:</b> 22a–22b, 58f, 84a–84b, 94–95, UR•7, UR•17, UR•20, UR•47</p> <p><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</p> <p><b>TE 3:</b> SG•4, SG•56, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p><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</p> <p><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</p> <p><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</p>
2L5c: Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).	<p><b>TE 1:</b> 88f, UR•50</p> <p><b>TE 3:</b> 371c, 379b, 381g, 407b, 473a, 477c, 498,499</p> <p><b>TE 4:</b> 75c, 78a, UR•34</p>

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<p align="center"><b>New York State Next Generation English Language Arts Learning Standards</b></p>	<p align="center"><b>Reading Street Common Core Grade 2, ©2013</b></p>
<p>2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)</p>	<p><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</p> <p><b>TE 2:</b> 188a–188b, 192a–192b, 208a–208b, 212a–212b, 212g, 217b, 220a–220b, 240a–240b, 244b, 247b, 250a–250b, 254a–254b, 272a, 272b, 277b, 280a–280b, 284a–284b, 306a–306b, 316a–316b, 320a–320b, 340b, 345b, UR•7, UR•10, UR•17, UR•26, UR•27, UR•30, UR•37, UR•44, UR•50</p> <p><b>TE 3:</b> 350a–350b, 354a–354b, 381b, 384a–384b, 388a–388b, 410a–410b, 417b, 420a–420b, 444a–444b, 451b, 454a–454b, 474a–474b, 479b, 482a–482b, 512a–512b, 517b, UR•7, UR•17, UR•27, UR•30, UR•40, UR•47, UR•50</p> <p><b>TE 4:</b> 21a–21b, 46b, 55a–55b, 60a–60b, 76a–76b, 83c, 83g, SG•25, 85a–85b, 90a–90b, 90e, 109c, 110a–110b, 114b, SG•42, SG•44, 121a–121b, 125a, 125b, 126a–126b, 144a–144b, 146–147, SG•59, SG•61, SG•65, 155a–155b, 180a, 180–181, 182b, SG•71, SG•76, SG•79, UR•7, UR•17, UR•27, UR•34, UR•37, UR•45, UR•47, UR•54, WP•6–WP•7</p> <p><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</p> <p><b>TE 6:</b> 361a–361b, 366a–366b, 366e, 382a–382b, 386a–386b, 393a–393b, 398a–398b, 418a–418b, 422b, 427a–427b, 432a–432b, 448a–448b, 452b, 459a–459b, 464a–464b, 488a–488b, 492b, 497a–497b, 502a–502b, 520a–520b, 529b, 357b, UR•17, UR•37, UR•47</p>