

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



to the
**Ohio's New Learning Standards
English Language Arts
Grade 2**

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INTRODUCTION

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

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

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

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

Writing on Reading Street

Writing instruction on **Reading Street** emphasizes the reciprocal nature of reading and writing.

Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

Differentiated Instruction for Small Group Time

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

ELL Instruction

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

21st Century Skills

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

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Key: **SE**=Student Edition; **TE**=Teacher's Edition; **EI**=Envision It!
SG=Small Group, **UR**=Unit Review, **WP**=Writing Process

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Ohio's New Learning Standards English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Reading Standards for Literature	
Key Ideas and Details	
<p>Literature 1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>SE 1: EI•23, 44, 104, 170–171, 174, 245, 302, 307, 308–309, 310–311, 336, 372, 377, 378–379, 406, 411, 412–413, 414–415, 444, 470, 475, 476–477</p> <p>SE 2: 42, 88, 144, 178, 227, 248, 253, 261, 348, 370–371, 372–373, 375 376–377, 378–379, 381, 382, 430–431, 448, 520</p> <p>TE 1: 43a, 44–45a, 48–49a, SG•3, SG•4, SG•8, SG•15, 104–105, SG•37, SG•38, SG•51, 155a, 174–175a, SG•71, SG•72, SG•76, SG•77, SG•83, SG•84, UR•51, UR•52–UR•53</p> <p>TE 2: 191a–191b, 192g, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 207a, 208h, 208–209a, 217b, 217c, 244h, 244–245a, 283a–283b, 284g, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301a, 302–303a, 306–307a, 308–309, 313b, 313c, SG•54, SG•55, SG•59, SG•60, SG•61, SG•66, SG•67, 319a, 320g–320h, 320–321, 322–323, 324–325, 326–327, 328–329, 330–331, 332–333, 334–335, 336–337a, 340–341, 342–343, 345b, SG•71, SG•72, SG•76, SG•77, SG•78, SG•83, UR•11, UR•41, UR•42–UR•43</p>

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<p>(Continued) Literature 1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>(Continued) TE 3: 353a–353b, 354g, 354–355, 356–357, 358–359, 360–361, 362–363, 364–365, 366–367, 368–369, 371a, 372–373a, SG•3, SG•4, SG•5, SG•8, SG•9, SG•15, 387a–387b, 388g, 388–389, 390–391, 392–393, 394–395, 396–397, 398–399, 400–401, 402–403, 404–405a, 406h, 406–407, 410–411, 412–413, 414–415a, 417b, SG•20, SG•21, SG•25, SG•26, SG•32, 423a, 424–425, 426–427, 428–429, 430–431, 432–433, 434–435, 436–437, 438–439, 443a, 444h, 444–445a, 448–449a, SG•37, SG•38, SG•42, SG•43, SG•48, SG•49, 458–459, 460–461, 466–467, 468–469, 470–471a, 474h, 474–475, 476–477, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, SG•70, UR•12, UR•21, UR•22–UR•23 TE 4: 27a, 32–33, 34–35, 36–37, 38–39, 42h, 42–43a, 46–47, 48–49, 50–51, 51a, SG•3, SG•4, SG•8, SG•9, SG•10, SG•15, 80–81a, 124a, 127a, 128–129, 130–131, 136–137, 138–139, 144–145a, 153b–153c, SG•54, SG•55, SG•56, SG•57, SG•59, SG•60, SG•61, SG•57, 161a, 177a, 178–179a, SG•71, SG•76, SG•77, SG•78, SG•81, UR•11, UR•12–UR•13 TE 5: 216–217, 218–219, 226a, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243, 244–245, 246–247a, 247b, 248h, 248–249a, 252–253a, 255b, 255g, SG•20, SG•21, SG•22, SG•25, SG•26, SG•31, SG•32, 260a, 263a–264a, 264–265, 266–267, 268–269, 270–271, 272–273, 274–275, 276–277, 277a, 278–279a, SG•37, SG•38, SG•43, SG•44, SG•49, 295a, 313a, 313b, 314–315a, 318–319, 320–321, SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 331a, 336–337, 338–339, 344–345, 346–347, 347a, 348–349a, 357b, SG•71, SG•72, SG•73, SG•76, SG•77, UR•12, UR•22, UR•32</p>

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

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<p>Literature 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>SE 1: 44, 311, 336, 342–343, 372, 444, 474 SE 2: 42, 124–125, 158–159, 178</p> <p>TE 1: 44–45, SG•48, SG•82 TE 2: 301a, 306–307, 308–309, 310–311a, SG•65, 319a–319b, 332–333, 334–335, 336–337a, 340–341, 342–343, SG•82, SG•84, UR•51, UR•52–UR•53 TE 3: 372h, 373a, 407a, 424g–424h, 430–431, 440–441, 444–445a, 448a–448b, 449f, SG•38, 471a, 476–477, 479c, SG•55, UR•31, UR•32–UR•33 TE 4: 27a–28a, 28–29, 30–31, 40–41, 41a, 41b, 42–43a, 53c, SG•4, SG•12, SG•15, 124a, 140–141, 142–143, 143a, 144–145a, 144h, 153b, 153c, SG•65, SG•66, 158a, 177a, 178h, 178–179a, 187b, SG•72, SG•82, UR•12–UR•13, UR•42–UR•43, UR•52–UR•53 TE 5: 247a, 298–299, 314h, 314–315a, 348–349a TE 6: 449a, SG•43, SG•65, 519a, 520–521</p> <p>Writing to Sources: Unit 2: 52–53, 56–57 Unit 4: 104–105, 114–115</p>

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

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

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<p>Literature 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>SE 1: 183, 312, 450 SE 2: 322</p> <p>TE 1: 174f, 181e, 183, 183c TE 2: 301b, 311b, 313a, 313b TE 3: 444f, 449b, 462–463, 464–465, UR•33 TE 4: 34–35, 144f TE 5: 221c, 232–233, 268–269, 277a, 285a, 295a–296a, 306–307, 314f, 318–319, 320–321, 357c, UR•42 TE 6: 529c</p>
Integration of Knowledge and Ideas	
<p>Literature 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>SE 1: 104, 174 SE 2: 124, 248, 278, SG•54, 314, 348, 382, 448</p> <p>TE 1: 38–39, 40–41, SG•3, SG•4, SG•8, SG•14, SG•15, 100–101, 102–103, 103a, 104–105a, SG•37, SG•49, 156g–156h, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 170–171, 172–173, 174, 174h, UR•12–UR•13, UR•32–UR•33, UR•51, UR•52–UR•53 TE 2: 200–201, 248, 278, 314, 335a, SG•83 TE 3: 362–363, 388–389, 390–391, SG•14, SG•15, 392–393, 394–395, 400–401, 402–403, 410–411, 412–413, 424–425, 426–427, 432–433, 434–435, 470–471, UR•12, UR•32, UR•51, UR•52–UR•53 TE 4: SG•3, SG•8, SG•9, 124a, 128–129, 130–131, 132–133, 134–135, 144–145a, SG•55, 162–163, 164–165, 178–179a, SG•72, SG•70SG•76, SG•77, UR•32–UR•33, UR•43</p>

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<p>(Continued) Literature 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>(Continued) TE 5: 234–235, 236–237, 238–239, 248–249a, 264–265, 266–267, 268–269, 270–271, 278–279a, 292a, 295a, 300–301, 302–303, 310–311, 312–313, 313a, 314–315, 323b, SG•65, 332–333, 334–335, 342–343, 348–349a, 357b, 357c, UR•22, UR•52–UR•53 TE 6: 367a, 380–381, 382–383a, 434–435, 438–439, 448–449, 520–521, SG•71, SG•83, UR•52 Writing to Sources: Unit 1: 6–7, 14–15 Unit 3: 70–71, 74–75, 82–83 Unit 5: 138–139, 140–141 Unit 6: 182–183</p>
<p>8. (Not applicable to literature)</p>	<p>Not applicable according to Ohio's New Learning Standards: English Language Arts</p>
<p>Literature 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>SE 1: 49, 79, 444 TE 2: 324–325, 334–335, 335a, UR•52–UR•53 TE 3: 428–429, 432–433, 442–443, 443a, 444–445, 451c</p>
Range of Reading and Level of Text Complexity	
<p>Literature 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>SE 1: 26h, 50, 113, 156h, 182 TE 2: 206–207 TE 3: 410h, 424g–424h, 442–443, 458g–458h, 470h TE 4: 27a–28a, 127a–128a, TE 5: 216h, 229a–229b TE 6: 422–423, 423a, 503a–504a, 519a, 520h, 520–521</p>

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

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

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<p>Informational Text 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>SE 1: EI•26, 108–109, 110–111 SE 2: 58–59, 110, 282–285, 389, 462–463</p> <p>TE 1: 108–109, 110–111, 113c TE 2: 236–237, 238–239 TE 3: 490–491, 492–493, 496–497, 507a TE 4: 58a, 83b, SG•22, SG•26, SG•27, SG•32, SG•34, SG•39, 150–151 TE 5: 282–283, 284–285, 287c TE 6: 408–409, 410–411, 416–417, 418h, 418–419a, 468–469, 472–473, UR•42</p> <p>Writing to Sources: Unit 2: 38–39, 42–43, 46–47 Unit 4: 106–107, 108–109, 116–117 Unit 5: 134–135</p>
Craft and Structure	
<p>Informational Text 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>SE 2: 26–27, 60–61, 126–127, 196–197, 398–399, 432–433, 464–465</p> <p>TE 1: 54a–54b, 58a–58b, 58f, 72g, 81b, SG•20, SG•29, SG•46, 122–123, 126–127, 140g, SG•55, SG•59, SG•63 TE 2: 224f, 234–235, 254f, 256–257, SG•38, SG•42, SG•43, SG•46 TE 3: 502–503, 508g, SG•77, SG•78, SG•80 TE 4: 25a, 59a, 60g, 70–71, SG•21, SG•26, 89a, 96–97, 100–101, SG•38 TE 5: 195a, 204–205, 206–207, 212g, 221b, SG•4, SG•9 TE 6: 397a, 398e, 402–403, 425b, SG•20, SG•26, 463a, 464e, 478–479</p> <p>Writing to Sources: Unit 2: 48–49 Unit 5: 134–135</p>

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<p>Informational Text 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>SE 1: 72, 76, 78–79, 108–109, 144–145, 178–179, 212–213, 236–237, 272–273, 274–275, 512–513, 514–515 SE 2: 114–115, 148–149, 216–217, 318–319, 386, 389, 452–453, 454</p> <p>TE 1: 58–59, 60–61, 66–67, 71b, 72–73, 76h, 76–77, 78–79, 81c, SG•25, SG•26, 108–109, 136–137, 139f, 144h, 149c, 178h TE 2: 236–237, 253a–253b, 262–263, 264–265, 267g, 272h, 272–273, 274–275, 301g, 335f, UR•23, UR•31 TE 3: 405g, 469f, 512–513, 514–515 TE 4: 41g, 61a, 64–65, 68–69, 75a, 109a, 114h, 114–115, SG•39, 143f TE 5: 211g, 313g, 318h, 318–319, 352h TE 6: 452h, 452–453, 487g, 492–493a, 493f</p> <p>Writing to Sources: Unit 1: 10–11, 12–13, 16–17, 20–21</p>
<p>Informational Text 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>SE 1: 72, 140, 240, 268, 378, 508 SE 2: 76, 110, 144, 178, 320, 321, 328–329, 396–397, 418, 492, 525</p> <p>TE 1: SG•5, SG•10, 72h, 72–73a, 108h, 136–137, 139a, 140–141, 144–145, 149b TE 2: 212h, 223a–223b, 224g, 228–229, 240–241, 267b, UR•21, UR•22–UR•23, UR•31 TE 3: 353a–353b, 376h, 376–377, 378–379, 381b, 508–509 TE 4: 75b, 76–77, 119c, 150–151, 182h TE 5: 212h, 212–213, 282–283, 284–285, 320–321, 323c, 352h TE 6: 396a, 402–403, 404–405, 408–409, 410–411, 412–413, 418–419, 425b, 425c, 487a, 488–489a, 495c, 524h, UR•26</p> <p>Writing to Sources: Unit 4: 110–111</p>
Integration of Knowledge and Ideas	

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Informational Text 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	SE 1: 108–109 SE 2: 152, 282, 388 TE 1: 108–109, 113c, 173g TE 2: 236–237, 239f TE 3: 371g, 486–487 TE 4: 68–69, 104–105, 109b, 109g, SG•42, SG•43 TE 5: 247g, 287c TE 6: 391c, 412–413, 487b, UR•12 Writing to Sources: Unit 6: 180–181
Informational Text 8. Describe how reasons support specific points the author makes in a text.	SE 2: 194 TE 2: 223a, 228–229, 230–231, 232–233, 234–235, UR•22 TE 3: 381b, 490–491, 506–507 TE 4: 75b, SG•46 TE 6: 388–389, 404–405, 417a, 486–487, 487a
Informational Text 9. Compare and contrast the most important points presented by two texts on the same topic.	SE 1: 79, 181, 215, 245, 449 SE 2: 81, 117, 185, 219, 285, 389, 493, 527 TE 1: 78–79 TE 2: 245a TE 4: 109a TE 5: 202–203, 211a TE 6: 417a, 487a, 493a Writing to Sources: Unit 1: 12–13, 20–21 Unit 2: 40–41, 48–49 Unit 3: 88–89 Unit 4: 108–109, 112–113, 122–123, 124–125
Range of Reading and Level of Text Complexity	

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<p>Informational Text 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>SE 1: 120–139, 224–239, 254–267, 486–507 SE 2: 62–75, 92–110, 466–488</p> <p>TE 2: 224g–224h, 254g–254h TE 3: 486g–486h, 517c TE 4: 61a–62a, 91a–92a TE 5: 197a–198a TE 6: 399a–400a, 465a–466a, 492–493a, 524h</p>
Reading Standards for Foundational Skills	
Print Concepts	

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Foundational Skills 1. (Not applicable to Grade 2)	Not applicable according to Ohio's New Learning Standards: English Language Arts
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 2)	Not applicable according to Ohio's New Learning Standards: English Language Arts
Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.	<p>SE 1: 24–25, 56–57, 86–87, 118–119, 190–191, 222–223, 252–253, 282–283, 456, 484–485</p> <p>SE 2: 22–23, 56–57, 86–87, 122–123, 156–157, 192–193, 224–225, 258–259, 290–291, 326–327, 352–353, 362–363, 386–387, 394–395, 422–423, 428–429, 460–461, 498–499</p> <p>TE 1: 23a, 24–24a, 24b–24c, 26c, 34–35, 44c–44d, 48c–48d, 48e–48f, 48g, 50c, 51d, 54, SG•2, SG•3, SG•7, SG•8, SG•9, SG•12, SG•14, 54, 55a, 56–56a, 56b–56c, 58c, 62–63, 72c–72d, 76c–76d, 76e–76f, 80c, 81d, SG•19, SG•20, SG•24, SG•31, 85a, 86–86a, 86b–86c, 88c, 92–93, 104c–104d, 104g, 108c–108d, 108e–108f, 112c, 113d–113e, SG•36, SG•37, SG•41, SG•46, SG•48, 117a, 118–118a, 118b–118c, 120c, 130–131, 140c–140d, 144c, 144e–144f, 148c, 149d–149e, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 153a, 154–154a, 154b–154c, 156c, 166–167, 174c–174d, 178c, 178e–178f, 182c, 183d–183e, SG•70, SG•71, SG•70, SG•75, SG•76, SG•77, SG•80, SG•83, UR•8, UR•18, UR•28, UR•38, UR•48</p>

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<p>(Continued) Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>(Continued) TE 2: 189a, 190–190a, 190b–190c, 192c, 198–199, 208c–208d, 212c, 212e–212f, 216c, 217d, SG•2, SG•3, SG•7, SG•8, SG•9, SG•12, 221a, 222b–222c, 224c, 224e, 226–227, 240c–240d, 244c, 244d, 244e–244f, 246c, 247d, SG•19, SG•20, SG•25, SG•26, SG•29, 251a, 252–252a, 252b–252c, 254c, 260–261, 268c, 268d, 272c, 272d, 272e–272f, 276c, 277d, SG•36, SG•37, SG•42, SG•43, 281a, 282–282a, 282b–282c, 284c, 290–291, 302c–302d, 306c–306d, 306e–306f, 312c, 313d, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 317a, 318–318a, 318b–318c, 332–333, 336c–336d, 340c–340d, 340e–340f, 345d, SG•70, SG•71, SG•76, SG•77, UR•8, UR•28, UR•36 TE 3: 352b–352c, 372c–372d, 376e–376f, SG•7, 385a, 386b–386c, 400–401, 406c–406d, 410e–410f, SG•24, 421a, 422b–422c, 424c, 436–437, 444c–444d, 448c–448d, 448e–448f, 451d, SG•36, SG•37, SG•41, SG•42, SG•43, SG•46, SG•48, 455a, 456b–456c, 462–463, 470c–470d, 474c–474d, 474e–474f, 478c, 483a, 484–484a, 484b–484c, 486c, 494–495, 508c–508d, 512e–512f, 516c, SG•70, SG•71, SG•76, SG•77, SG•80, SG•82, UR•8, UR•18, UR•28, UR•38, UR•48 TE 4: 22a–22b, 23a, 23c–23d, 26c, 42c–42d, 46c, 46e–46f, 52c, SG•2, SG•7, SG•12, 57c–57d, 68–69, 76c–76d, 80c–80d, 80e–80f, SG•24, SG•29, 87c–87d, 110c–110d, 114e–114f, 118c, SG•36, SG•41, SG•46, 122a, 122–123, 123a, 123c–123d, 126c, 144c–144d, 148e–148f, 152c, SG•53, SG•58, SG•63, 156a, 156–157, 157c–157d, 160c, 178c–178d, 182c–182d, 182e–182f, SG•70, SG•80, UR•8</p>

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<p>(Continued) Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>(Continued) TE 5: 193c–193d, 204–205, 212c–212d, 216e–216f, 225c–225d, 236–237, 248c–248d, 252e–252f, 258a, 258–259, 259a, 259c–259d, 262c, 270–271, 278c–278d, 282e–282f, 286c, SG•36, SG•41, 290a, 290–291, 291a, 291c–291d, 294c, 314c–314d, 318c, 318e–318f, 322c, SG•53, SG•58, SG•63, 326a, 326–327, 327c–327d, 340–341, 348c–348d, 352c–352d, 352e–352f, 357d, 357f, SG•70, UR•28, UR•38 TE 6: 362a, 362–363, 363a, 363c–363d, 366c, 370–371, 382c–382d, 386c, 386e–386f, 390c, 391d, SG•2, SG•7, SG•12, 394a, 394–395, 395c–395d, 418c–418d, 422c–422d, 422e–422f, 424c, SG•19, SG•24, SG•29, 428a, 428–429, 429a, 429c–429d, 432c, 440–441, 448c–448d, 452c–452d, 452e–452f, 456c, 457d, SG•36, SG•46, 461c–461d, 474–475, 488c–488d, 492c–492d, 492e–492f, 498a, 498–499, 499c–499d, 502f, 512–513, 520c–520d, 524c–524d, 524e–524f, 529d, UR•8, UR•18, UR•28</p>
<p>Foundational Skills 3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>SE 1: 24, 54, 56 TE 1: 24–24a, 24b–24c, 48g, 50c, 54, SG•9, 55a, 56, 56b–56c, 58c, 58d, 76c–76d, 76e–76f, 80c, SG•24, SG•25, SG•26, SG•29, SG•31, 108d, 108e–108f, UR•8, UR•19, UR•38 TE 2: 317a, 320c, 336c–336d, 344c, UR•48 TE 3: 351a, 352–352a, 372c–372d, 376c–376d, 380c, SG•2, SG•7, SG•8, SG•9, SG•12, 410c–410d, 416c, SG•19, SG•20, SG•24, SG•26, SG•29, SG•31, 448c, 448d, 456–456a, 458c, 470c–470d, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 512c, UR•8, UR•18 TE 4: 178c</p>

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

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Foundational Skills 3.d. Decode words with common prefixes and suffixes.	<p>SE 1: 416</p> <p>SE 2: 192–193, 224–225, 460–461, 498–499</p> <p>TE 4: 119a, 170–171, 186–187, UR•30</p> <p>TE 5: 192a, 192–193, 193a, 196c, 196g, 212c–212d, 220c, 220–221, SG•2, SG•7, SG•12, 224a, 224–225, 225a, 228c, 248c–248d, 252c, 252d, 254c, SG•19, SG•24, SG•29, 282c, 330g, 334–335, 348g, UR•8, UR•18</p> <p>TE 6: 460a, 460–461, 461a, 461c–461d, 464c, 488c–488d, 492c–492d, 494c, SG•53, SG•58, SG•63, 498a, 498–499, 499a, 499c–499d, 502c, 520c–520d, 524c–524d, 524e–524f, 524g, 528c, 529d, SG•70, SG•74, SG•80, UR•38, UR•48</p>
Foundational Skills 3.e. Identify words with inconsistent but common spelling-sound correspondences.	<p>TE 2: 190d, SG•8, SG•9, SG•12, SG•14, 251a, 252, 252a, 252b, 254c, 268d, 272d, 276d, SG•36, SG•37, SG•41, SG•48, UR•28</p> <p>TE 4: SG•24, 157a, 157b, 160c, 160d</p> <p>TE 5: SG•36, SG•41, SG•46, 290a, 290–291, 294c, 294d, 314c–314d, 322c, 322d, SG•53, SG•58, SG•63, 326a, 326–327, 327a, 327b, 330c, 330d, 348c–348d</p>

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Foundational Skills 3.f. Recognize and read grade-appropriate irregularly spelled words.	<p>SE 1: 25, 57, 87, 119, 155, 191, 223, 253, 283, 319, 353, 387, 423, 457, 485 SE 2: SG•8, 290–291</p> <p>TE 1: 25, 26e, 28–29, 30–31, 32–33, 44g, 48e–48f, SG•2, SG•11, 56–56a, 56e, 57, 58e, 76d, SG•19, 86–86a, 87, 88e, 104g, SG•36, 118e, 120e, SG•53, SG•62, 154e, 156e, 174e, 174g, 178d, 178e–178f, 182d, 183b, SG•70, UR•10 TE 2: SG•7, SG•11, 224e, SG•24, 253, 254e, SG•41, 283, 284e, 302g, 313b, SG•58, 319, 320e, 336g, SG•75, UR•20, UR•40 TE 3: 352–352a, 353, 354e, 372g, SG•11, 388e, 406g, SG•28, 422–422a, 424e, 444g, SG•45, 457, 458e, 470g, SG•62, 485, 486e, 508g, SG•79, UR•10 TE 4: 126f, 144d, 160f, 182d TE 5: 294f, 314d, 318d, 318e–318f TE 6: 386d, 492d</p>
Fluency	
Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.	<p>SE 1: 113, 148, 216, 344, 416, 479</p> <p>TE 1: 44f, 49b, 51a, SG•7, 79a, 81a, SG•24, 108e–108f, 113a, SG•41, 140f, 144d, 144f, 147a, SG•75, SG•80, UR•12–UR•13, UR•43 TE 2: SG•7, 208f, SG•24, SG•25, SG•26, 275a, SG•40, SG•57, 340f, 345a, SG•75, UR•13 TE 3: SG•7, 410d, 417a, SG•24, 448f, SG•41, 470f, 477a, 479a, SG•58, SG•75, SG•84, UR•13, UR•43 TE 4: 46d, SG•7, 58–59, SG•24, 110f, 117a, SG•41, 123d, 126–127, 153d, SG•58, SG•70, SG•75, UR•33 TE 5: 212f, 219a, 221a, SG•7, SG•24, SG•41, 292–293, 318f, 328–329, 330–331, 352d, SG•75, UR•13 TE 6: 363d, SG•7, SG•12, 395a, 418d, 422f, SG•24, 492f, SG•58, 524f</p>

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<p>Foundational Skills 4.a. Read on-level text with purpose and understanding.</p>	<p>SE 1: See all the main and paired selections. For specific fluency activities, see pp. 50, 80, 113, 148, 182, 216, 246, 276, 312, 344, 380, 416, 450, 479, 516.</p> <p>SE 2: See all the main and paired selections. For specific fluency activities, see pp. 52, 82, 118, 152, 186, 220, 254, 286, 322, 356, 390, 424, 456, 494, 528.</p> <p>TE 1: 88–89, 90–91, 92–93, 94–95</p> <p>TE 2: SG•8, SG•9, SG•14, SG•15, 260–261, 268f, 275a, SG•42, SG•43, SG•46, SG•50, SG•51, 284–285, 286–287, SG•59, SG•60, SG•63, SG•65, SG•66, SG•67, SG•68, SG•77, SG•80, UR•33</p> <p>TE 3: 424–427</p> <p>TE 4: SG•8, SG•9, SG•10, SG•25, SG•26, SG•27, SG•28, SG•42, SG•43, 128a, 148–149, 150–151, 153a, 153d, SG•59, SG•60, SG•63, 157d, 170–171, 172–173, SG•76, SG•77, SG•80</p> <p>TE 5: SG•12, 287d, 291c–291d, 318h, 323d, 357a, UR•53</p> <p>TE 6: 425d, 448f, 455a, 457a, 457d, 495f, 502–503, 529a, 529d, UR•33, UR•53</p>

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

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

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

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

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Writing 4. (Begins in Grade 3)	Not applicable according to Ohio's New Learning Standards: English Language Arts
Writing 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<p>TE 1: 49d–49e, 51h–51i, 79c–79d, 81h–81i, 87d, 103c–103d, 106–107, 107a, 111d, 113h–113i 147c–147d, 159181c–181d, 183h–183i, WP•1–WP•9</p> <p>TE 2: 215c–215d, 217h–217i, 245d–245e, 247h–247i, 277h–277i, 311d–311e, 313h–313i, 343c–343d, 345h–345i, WP•2–WP•3, WP•6–WP•9</p> <p>TE 3: 379c–379d, 381h–381i, 415d–415e, 417h–417i, 449d–449e, 451h–451i, 479h–479i, 515c–515d, 517h–517i, WP•2–WP•9</p> <p>TE 4: 51d–51e, 53h–53i, 75g, 83h–83i, 117c–117d, 117f, 119h–119i, 151c–151d, 153h–153i, 177c–177d, 181a, 185c–185d, 187h–187i, WP•2–WP•9</p> <p>TE 5: 219c–219d, 221h–221i, 253d–253e, 255h–255i, 285c–285d, 287h–287i, 321c–321d, 355c–355d, 357h–357i, WP•2–WP•9</p> <p>TE 6: 389c–389d, 391h–391i, 423d–423e, 425h–425i, 455c–455d, 457h–457i, 493d–493e, 495h–495i, 529h–529i, WP•2–WP•9</p> <p>Writing to Sources: Unit 1: 30–33 Unit 2: 62–65 Unit 3: 94–97 Unit 4: 126–129 Unit 5: 158–161 Unit 6: 190–193</p>

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<p>Writing 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>TE 1: WP•9 TE 2: 247j, 302–303, 303a, 311g, WP•9 TE 3: 417i, 507g, 511b TE 4: 187i, WP•9, WP•10 TE 5: 215b, 277g, 347f, 351b, WP•9, WP•10 TE 6: 391i, 457i, WP•3, WP•5, WP•9, WP•10</p> <p>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>
Research to Build and Present Knowledge	
<p>Writing 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>TE 1: 43g, 47b, SG•16, 57f, 71d–71e, 74–75, 75b, 79c–79d, 79f, 81j, SG•29, 87f, 103f, 107b, 113j, SG•46, SG•48, SG•49, 119d, 139c, 143b, SG•63, SG•67, 181f TE 2: 223f, 243b, 245g TE 3: 375b, SG•16, SG•29, SG•33, SG•46, SG•50, SG•67 TE 4: 181b TE 5: SG•33, SG•50, SG•67, 351b, SG•85 TE 6: 381g, 385b, 417g, SG•33, 491b, 493g, SG•67, WP•2–WP•7</p> <p>Writing to Sources: Unit 1: 12–13, 20–21 Unit 2: 40–41, 48–49 Unit 3: 88–89 Unit 4: 108–109, 112–113, 122–123, 124–125</p>

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Writing 8. Recall information from experiences or gather information from provided sources to answer a question.	<p>SE 1: 44, 72, 79, 110</p> <p>TE 1: 43g, 47b, 49g, SG•14, SG•15, 71g, 75b, 79, 111f, 143b, 147f, 181f</p> <p>TE 2: 207f, 211b, 243b, 245g, 271b, 275f, 305b, 311f, 311g, 339b, 343f, SG•80, SG•84</p> <p>TE 3: 379f, SG•12, 409b, 415g, SG•29, 443f, 447b, 449g, SG•46, 473b, 477f, SG•63, 507g, 511b, 515f, WP•3</p> <p>TE 4: 45b, 75g, 79b, 81g, 177f, 185f</p> <p>TE 5: 251b, 253g, SG•29, SG•46, 277g, 281b, 285f, 317b, 321f, SG•53, 355f, SG•80</p> <p>TE 6: 385b, SG•12, SG•16, 421b, SG•29, 431e, 447g, SG•46, 491b, SG•69, 523b, 527f, WP•2–WP•5</p> <p>Writing to Sources: Unit 1: 12–13, 20–21 Unit 2: 40–41, 48–49 Unit 3: 88–89 Unit 4: 108–109, 112–113, 122–123, 124–125</p>
Writing 9. (Begins in Grade 4)	Not applicable according to Ohio's New Learning Standards: English Language Arts
Range of Writing	
Writing 10. (Begins in Grade 4)	Not applicable according to Ohio's New Learning Standards: English Language Arts

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Speaking and Listening Standards	
Comprehension and Collaboration	
<p>Speaking/Listening 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>SE 1: 20, 51, 82, 150, 186, 218, 248, 278, 313, 314, 348, 382, 418, 452 SE 2: 20, 53, 54, 82, 84, 120, 154, 186, 190, 222, 256, 286, 288, 324, 360, 392, 425, 426, 458, 496</p> <p>TE 1: 20, 22a–22b, 25a–25b, 25f, 26a–26b, 26g–26h, 43d–43e, 44a–44b, 48a–48b, 49f, 51a, 51b, 51c, 51i, 57a–57b, 57c, 57f, 58g, 71e, 73b, 79c–79d, 87f, 88g, 103e, 111e, 113j, 119d, 119f, 120a–120b, 139c, 147c–147d, 149j, 155c, 155d, 155f, 173d–173e, 173g, 177a, 181c–181d, 181f, 183a, 183j, SG•73, UR•6, UR•7, UR•15, UR•16, UR•20, UR•25, UR•26, UR•34, UR•35, UR•36, UR•45, UR•46, UR•55 TE 2: 191f, 192g, 217j, 217k, SG•5, 223c, 247j, 247k, SG•22, SG•34, SG•50, SG•51, 253f, 277k, 283c, 283f, 311f, 313a, 313k, SG•56, SG•67, 319c, 319e, 319f, 345k, SG•84, UR•6, UR•14, UR•15, UR•16, UR•24, UR•25, UR•26, UR•34, UR•35, UR•36, UR•45, UR•46, UR•55 TE 3: 353c, 353e, 353f, 381k, 387c, 387f, 388g, 415f, 417k, 423c, 423e, 423f, 457e, 457f, 479k, 485c, 485f, 515e, UR•6–UR•7, UR•14, UR•15, UR•16, UR•24, UR•25, UR•26, UR•35, UR•36, UR•44, UR•45, UR•46 TE 4: 21b, 25d, 25e, 51f, 51g, 53a, SG•4, SG•5, 59d, 59e, 82–83, 89e, 113a, 119k, 125e, 151e, 151f, 159e, 182a, 185e, SG•73, UR•6, UR•14, UR•15, UR•16, UR•25, UR•26, UR•36, UR•46 TE 5: 195e, 227e, 261e, 287a, 293c, 293e, 313g, 329c, 329e, UR•6, UR•15, UR•16, UR•25, UR•26, UR•34, UR•34, UR•36, UR•37, UR•45, UR•46, UR•55 TE 6: 365e, 381f, 381g, 389e, 389f, 391j, SG•16, 397e, 423f, 425a, 463e, 501e, UR•6, UR•15, UR•16, UR•25, UR•26, UR•35, UR•36, UR•45, UR•46, UR•55</p>

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<p>(Continued) Speaking/Listening 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>(Continued) Writing to Sources: Unit 1: 26–27, 34–35 Unit 2: 58–59, 66–67 Unit 3: 90–91, 98–99 Unit 4: 122–123, 130–131 Unit 5: 154–155, 162–163 Unit 6: 186–187, 194–195</p>
<p>Speaking/Listening 1.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>	<p>SE 1: 51, 81, 149, 183, 247, 277, 313, 417 SE 2: 53, 82, 118, 152, 221, 255, 323, 357, 457</p> <p>TE 1: 51, 51j, 79e, 81, 81a, 81j, 149a, 149j, 181e, 183a, 183j TE 2: 217j, 245f, 247j, 277j, 313a, 313j TE 3: 415f, 417a, 451j TE 4: 51a, 53j, 81f, 83j, 117e, 118–119, 119j, 151e, 152153, 153j, 187j TE 5: 255j, 285e, 287j, 357j TE 6: 425j, 455e, 457a</p> <p>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>
<p>Speaking/Listening 1.b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>TE 2: 217g TE 3: 387f, 415f, 477e TE 4: 113b, 147b, 159e, 185e TE 5: 219e, 227e, 285e TE 6: 431e</p> <p>Writing to Sources: Unit 1: 26–27, 34–35 Unit 2: 58–59, 66–67 Unit 3: 90–91, 98–99 Unit 4: 122–123, 130–131 Unit 5: 154–155, 162–163 Unit 6: 186–187, 194–195</p>

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Speaking/Listening 1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	<p>SE 1: 247, 277, 345</p> <p>TE 2: 245f, 275e, 313j, 343e, 345a</p> <p>TE 3: 358–359, 370–371, 417a, 515e, UR•13</p> <p>TE 4: 94–95, 126a–126b</p> <p>TE 5: 253a, 253f, 255a</p> <p>TE 6: 391j, 452–453, 454–455</p>
Speaking/Listening 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p>SE 1: 149, 217, 247, 451, 517</p> <p>SE 2: 53, 187, 255, 495, 529</p> <p>TE 1: 26a–26b, 26g, 44a, 48a, 58b, 76b, 88b, 104a, 108b, 113a, 120g, 140a, 144b, 149, 174a, 178b, 183b</p> <p>TE 2: 192b, 208a, 212b, 215e, 217a, 224b, 240a, 244b, 247a, 254a, 254b, 268a, 272b, 284b, 284g, 302a, 302b, 306b, 320b, 320g, 336a, 336b, 340a, 340b, 343e</p> <p>TE 3: 354b, 372a, 376b, 388b, 406a, 410b, 417j, 423f, 424a, 424b, 424g, 444a, 448b, 451a, 458b, 458g, 470a, 470b, 474b, 485b, 486b, 508a, 508b, 512b, 517a, 517j, UR•52</p> <p>TE 4: 26a, 26b, 42a, 42b, 46b, 53a, 53b, 53c, 60b, 76a, 76b, 80a, 80b, 90b, 91a, 110a, 110b, 114b, 126b, 144a, 144b, 148b, 151e, 152–153, 160a, 160b, 178a, 178b, 182a, 182b, 187a</p> <p>TE 5: 196a, 196b, 212a, 212b, 216a, 216b, 219e, 221a, 221j, 228b, 248a, 248b, 263a, 278a, 278b, 282b, 285e, 294b, 314a, 318b, 323j, 330b, 348a, 348b, 352b, SG•84</p> <p>TE 6: 366b, 382a–382b, 386b, 391j, 398b, 417g, 418a, 422a, 425a, 425j, 432b, 448a, 452b, 457j, 464b, 488a, 492b, 493f, 495a, 495j, 502b, 520a, 524a, 524b, 527e, 529j</p>
Speaking/Listening 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.	<p>SE 1: 277, 313, 345</p> <p>TE 1: 149j</p> <p>TE 2: 215e, 247a, 275e, 277a, 345a</p> <p>TE 3: 381j, 451j, 479j</p> <p>TE 4: 81f, 82–83, 83j, 153j, 187j, WP•10</p> <p>TE 5: 255j, 287j, 357a, 357j</p> <p>TE 6: 423g, 425a, 455e, 457a, 457j, 495j, 519f, 529j</p>
Presentation of Knowledge and Ideas	

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Speaking/Listening 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SE 1: 149, 451, 479 SE 2: 118, 187, 323, 457 TE 1: 147e, 149a TE 3: 451a, 477e TE 4: 82–83, 117e, 118–119, 187a TE 5: 255a, 321e, 323a TE 6: 425i, SG•51
Speaking/Listening 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.	TE 2: WP•10 TE 3: 381i, 451i TE 4: 153i TE 5: 221i, 323i TE 6: 425i, WP•10
Speaking/Listening 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SE 1: 51, 381, 451 SE 2: 118, 357, 529 TE 1: 49f, 51, 51a TE 2: 313j, 343e, WP•10 TE 3: 354–355, 379e, 381a, 381i, 388–389, 423e, 424–425, 451j, 477e, 479j TE 4: 82–83, 117e, 118–119, 185e, 187a TE 5: 255a, 287j, 355e, 357a TE 6: 389e, 434–435, 466–467, 529a
Language Standards	
Conventions in Writing and Speaking	

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<p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>SE 1: 47, 75, 107, 143, 177, 210, SG•7, 242, 270, 304, 374, 408, 446 SE 2: 44–45, 53, 79, 82, 113, 118, 146–147, 180–181, 214–215, 250–251, 280–281, 316–317, 384–385, 451, 457</p> <p>TE 1: 25c, 43c, 45b, 49c, 51g, SG•6, 57c, 71c, 73b, 79b, 81g, SG•34, 87c, 103b, 105b, 111b, 113g, SG•40, SG•51, 147b, SG•56, SG•57, SG•68, 155c, 173c, 181b, 181g, SG•74, SG•85, UR•14, UR•24, UR•34, UR•54 TE 2: 191c, 207b, 215b, 217g, SG•16, 253c, 267c, 269b, 270–271, 275b, 277g, SG•40, UR•14, UR•34 TE 3: 353c, 371c, 373b, 379b, 381g, SG•6, SG•17, 387c, 405c, 407b, 415c, 417g, SG•34, 423c, 443b, 443d, 446a, 449c, 451g, 451h–451i, SG•40, SG•51, 477b, 477e, SG•55, SG•57, SG•68, 515b, UR•14, UR•24, UR•34, UR•44, UR•54 TE 4: SG•17, 75c, 83j, 83k, SG•34, 112a, 119g, SG•51, 146a, 146–147, 151b, 153g, SG•68, 177b, 180a, 180–181, 185b, 187g, SG•85 TE 5: 195b, 211c, 214a, 219b, 221g, SG•6, SG•11, SG•14, 227b, 247c, 250a, 253c, 255g, SG•23, SG•28, SG•34, 261b, 277b, 277c, 280a, 285b, 287g, SG•40, SG•45, SG•51, 293b, 294g, 313c, 316a, 316–317, 321b, 323g, SG•57, SG•62, SG•68, 329c–329d, 347b, 350a, 357g, SG•73, UR•14, UR•24, UR•34, UR•44 TE 6: SG•14, SG•17, 431b, 447c, 450a, 455b, 457g, SG•45, SG•51, SG•62, 529g, UR•34</p>

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<p>(Continued) Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>(Continued) Writing to Sources: Unit 1: 6–7, 10–11, 14–15, 18–19, 22–23 Unit 2: 38–39, 42–43, 46–47, 50–51, 54–55 Unit 3: 70–71, 73–74, 78–79, 82–83, 86–87 Unit 4: 102–103, 106–107, 110–111, 114–115, 118–119 Unit 5: 134–135, 138–139, 142–143, 146–147, 150–151 Unit 6: 166–167, 170–171, 174–175, 178–179, 182–183</p>
<p>Language 1.a. Use collective nouns (e.g., <i>group</i>).</p>	<p>TE 2: 191c, 207b, 209b, 215b, 217g, 251c, 292–293, UR•14</p>
<p>Language 1.b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>SE 1: 304–305 TE 2: 283c, 301c, 303b, 304–305, 311c, 313g, 313h–313i, UR•44 TE 3: 405c, 417g, 477b</p>
<p>Language 1.c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>TE 5: 293b, 313c, 316a, 321b, 323g, UR•44</p>
<p>Language 1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>SE 1: 473, 511 TE 3: 457c, 469b, 471b, 472–473, 477b, 479g, 485c, 507c, 509b, 515b, 517g, SG•74, UR•44</p>

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<p>Language 1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Adjectives SE 2: 44, 78, 82, 113</p> <p>TE 1: 139d TE 3: SG•21, 477c TE 4: 25b, 41c, 44a, 53g, SG•6, SG•17, 59b, 75c, 78a, 82–83, 83g, SG•23, SG•34, 89b, 112a, 112–113, 117b, SG•40, WP•6–WP•7</p> <p>Adverbs SE 2: 83, 146–47, 181, 357</p> <p>TE 4: 125b, 143b, 146a, 146–147, 153g, SG•57, SG•68, 159b, 180–181, SG•74, UR•44, UR•54</p> <p>Adjectives and Adverbs TE 3: SG•32 TE 4: 177b, 180a, 185b, 187g</p>
<p>Language 1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>SE 1: 46–47, 142–143, 176–177</p> <p>TE 1: 25c, 43c, 45b, 49c, 51g, 57c, 71c, 73b, 74–75, 79b, 81g, 87c, 103b, 105b, 111b, 113g, 119c, 139b, 141b, 147b, 149g, 173c, 175b, 181b, UR•44 TE 2: 339a, UR•54 TE 3: UR•44 TE 4: 113a TE 5: 280a, 285c–285d, 357h–357i, WP•7, WP•8–WP•9 TE 6: 447e, 501b, 519b, 522a, 527b, 529g</p>

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<p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SE 1: 46–47, 143, 177, 242, 338–339 SE 2: 180, 384–385, 420–421, 490–491</p> <p>TE 1: 24d, 26d, 44e, 45b, 48g, 50d, 56d, 58d, 72e, 76g, 80d, 85a, 86d, 88d, 104e, 108g, 112d, 118d, 120d, 140e, 144g, 148d, 154d, 156d, 174e, 175b, 177a, 178g, 182d, UR•9, UR•29, UR•39, UR•49, WP•9 TE 2: 190d, 191, 192d, 208e, 216d, 222a, 223c, 240c–240d, 240e, 246d, 247g, SG•23, 252d, 254d, 268e, 272g, 276d, 282d, 284d, 302e, 306g, 312d, 318d, 320d, 336e, 340g, 344d, UR•9, UR•19, UR•24, UR•29, UR•39, UR•49 TE 3: 352d, 354d, 372e, 380d, 381h–381i, 386d, 388d, 406e, 410g, 416d, 422d, 424d, 433d, 444e, 448g, 450d, 451h–451i, 456d, 470e, 474g, 478d, 484d, 486d, 508e, 512g, 516d, UR•9, UR•29, UR•39, UR•49 TE 4: 23b, 26d, 42e, 46g, 52d, 57b, 60d, 76e, 80g, 82d, 87b, 90d, 110e, 114g, 118d, 123b, 126d, 143b, 144e, 148g, 152d, 160d, 178e, 180–181, 186d, 187h–187i, UR•19, UR•49, WP•9 TE 5: 193b, 196d, 212e, 216g, 220d, 225b, 228d, 248e, 252g, 254d, 259b, 262d, 278e, 286d, 294d, 314e, 318g, 322d, 330d, 348e, 355b, 355c–355d, 356d, 357h–357i, UR•18, UR•39, UR•49 TE 6: 363b, 365b, 366d, 381c, 382e, 386g, 390d, 391g, SG•6, SG•11, 395b, 397b, 398d, 417c, 418e, 420a, 422g, 423c, 424d, 425g, SG•23, SG•34, SG•28, 429b, 432d, 448e, 452g, 456d, 457h–457i, 461b, 463b, 464d, 487c, 488e, 490a, 492g, 493c, 494d, 495g, 495h–495i, SG•57, SG•62, SG•68, 502d, 520e, 522a, 524g, 528d, 529h–529i, SG•74, SG•85, UR•14, UR•24, UR•44, WP•9</p> <p>Writing to Sources: Unit 1: 6–7, 10–11, 14–15, 18–19, 22–23, 26–27 Unit 2: 38–39, 42–43, 46–47, 50–51, 54–55 Unit 3: 70–71, 73–74, 78–79, 82–83, 86–87</p>

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<p>(Continued) Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>(Continued) Unit 4: 102–103, 106–107, 110–111, 114–115, 118–119 Unit 5: 134–135, 138–139, 142–143, 146–147, 150–151 Unit 6: 166–167, 170–171, 174–175, 178–179, 182–183</p>
<p>Language 2.a. Capitalize holidays, product names, and geographic names.</p>	<p>SE 1: 243 SE 2: 385</p> <p>TE 2: 223c, 239b, 241b, 245c, 247g, UR•24 TE 4: 148g TE 6: 365b, 381c, 384a, 389b, UR•14</p>
<p>Language 2.b. Use commas in greetings and closings of letters.</p>	<p>SE 1: 409 SE 2: 450</p> <p>TE 3: 408–409, 417h–417i TE 4: 25d, 53h–53i, 159c, 187h–187i TE 5: WP•9 TE 6: 431c, 447e, 457h–457i, 463b, 487c, 490a, 493c, 495g</p>
<p>Language 2.c. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>SE 1: 222, 338–339 SE 2: 351</p> <p>TE 2: 221a, 222–222a, 222d, 224d, 240c–240d, 240e, 244g, 246d, 272c, 319c, 335b, 337b, 343b, 345g, 345h–345i, SG•74, UR•18–UR•19, UR•54 TE 5: 329b, 347b, 350a, 355b, 357g, SG•74, SG•77, SG•85, UR•54</p>
<p>Language 2.d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	<p>TE 3: 354d, 388d, 458d, 508c TE 4: 87b, 90d, 118c TE 5: 330d TE 6: UR•9</p>
<p>Language 2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>TE 1: 183h, WP•9 TE 4: 153i TE 5: 221h–221i, 248g, 254–255, 255h, 287h–287i TE 6: 395b, 398d, 425h–425i, 457h–457i, 464d, 495h–495i, 502d</p>
Knowledge of Language	

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Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>SE 1: 46–47, 51</p> <p>TE 1: 25c, 25d, 43d–43e, 46–47, 51, 58–59, 60–61</p> <p>TE 4: 89b, 89d</p> <p>TE 5: SG•54, SG•65, 287g, 294g, 357a, SG•76, SG•82, WP•6–WP•9</p> <p>TE 6: 502e, 520g</p>
Language 3.a. Compare formal and informal uses of English.	<p>SE 2: 357</p> <p>TE 2: 215e, 217j</p> <p>TE 3: 379e, 381a, 381j, 451j</p> <p>TE 4: 51f, 185e, 187a</p> <p>TE 5: 253f, 287j, 355e, 357a</p> <p>TE 6: 389e, 529a</p>
Vocabulary Acquisition and Use	
Language 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	<p>SE 2: 26–27, 52, 126–127, 152, 228–229, 262–263, 286, 330–331, 356, 398–399, 424, 464–465, 502–503, 528</p> <p>TE 2: 224f, 234–235, 324–325, 246–247, 344–345, SG•78</p> <p>TE 3: SG•9, SG•54</p> <p>TE 4: 26g, 52–53, SG•3, SG•9, 125a, 126g, 144g, 153a, SG•72, UR•10, UR•40, UR•50</p> <p>TE 5: 228e, 329a, 240–241, SG•43, 330g, UR•50</p> <p>TE 6: 372–373, 374–375, 398e, 418g, 424–425, SG•26, 431a, 432e, 448g, 488g, 494–495, 501a, UR•20, UR•40, UR•50</p>

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<p>Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>SE 1: 216, 344, 478 SE 2: 26–27, 52, 60–61, 82–83, 126–127, 366–367, 390, 398–399, 424, 432–433, 456, 464–465, 494</p> <p>TE 1: SG•9, 96–97, 122–123, 126–127, SG•59, SG•70 TE 2: 192f, 194–195, 202–203, 216–217, 320f, 324–325, 344–345 TE 3: 362–363, SG•9, SG•26, 478–479 TE 4: 26g, 42g, 52–53, 59a, 60g, 126g, 134–135, 144g, 153a, UR•20 TE 5: SG•9, 262e, SG•43, SG•60, SG•76, SG•77 TE 6: 366g, 390–391, SG•3, 398g, 406–407, 424–425, 432g, 442–443, 456–457, SG•43, 464g, 476–477, 488g, 494–495, SG•77, UR•20, UR•40, UR•50</p>
<p>Language 4.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p>SE 1: 416 SE 2: 160, 186</p> <p>TE 3: 388f, 416–417, UR•20 TE 4: 160g, 170–171, 178g, 186–187, UR•50 TE 5: 224a, 228c, SG•19, 282c, 348f</p>
<p>Language 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<p>SE 2: 90, 119, 196, 220, 356</p> <p>TE 4: 90g, 100–101, 110g, 119a, UR•30 TE 5: 192a, 192–193, 196g, 204–205, 212g, 220–221, 252c, 356–357, UR•10, UR•50 TE 6: 492g, 524c</p>
<p>Language 4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p>SE 1: 422 SE 2: 294, 322</p> <p>TE 3: 421a, 422b–422c, 424d, 444c, 448f, 450c, 474c, SG•37, SG•41, SG•46, UR•28, UR•29 TE 4: 126d TE 5: 294g, 314g, 322–323, 330e, UR•40 TE 6: 398e, 464e</p>

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Language 4.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<p>SE 2: 228, 254, 262, 286, 502, 528</p> <p>TE 2: 224f, 234–235, UR•20</p> <p>TE 4: 144g, 164–165</p> <p>TE 5: 228g, 240–241, 248g, 254–255, 262g, 278g, UR•20, UR•30</p> <p>TE 6: 366e, 502g, 506–507, 528–529</p>
Language 5. Demonstrate understanding of word relationships and nuances in word meanings.	<p>SE 1: 112, 182, 312, 380, 450, 516, UR•50</p> <p>SE 2: 262, 286</p> <p>TE 1: 88f, 112–113, 113b, SG•39, 168–169, 156f, 182–183, SG•72</p> <p>TE 2: 284f, SG•72</p> <p>TE 3: 354f, 358–359, 371b, 380–381, 405b, 424f, 450–451, SG•38, SG•39, SG•43, 486f, 498–499, 516–517, UR•10, UR•30, UR•50</p> <p>TE 4: 60g, 76g, 78a, 79b, 81c, 83a, 90e, 109c, 112a, 119g, 126e, 160e, SG•83, UR•20, UR•24</p> <p>TE 5: 262g, 278g, 286–287, 294e, 330e, UR•30</p> <p>TE 6: 382g, 448g, 464e, UR•10</p>
Language 5.a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	<p>TE 1: 22a–22b, 58f, 84a–84b, 94–95, UR•7, UR•17, UR•20, UR•47</p> <p>TE 2: SG•4, 254f, SG•38, SG•39, SG•55, SG•61, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p>TE 3: SG•4, SG•56, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p>TE 4: 25b, 26e, 41c, 44a, 51c, 53g, 60e, 110g, SG•38, 155a–155b, 178a–178b, 187b, UR•7, UR•14, UR•17, UR•27, UR•37, UR•47, SG•49, SG•83</p> <p>TE 5: 211b, SG•13, 228e, SG•21, SG•38, SG•49, SG•55, 325a, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p>TE 6: 456–457, SG•38, 495b, SG•55, SG•66, SG•83, UR•7, UR•17, UR•27, UR•37, UR•47</p>

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<p>Language 5.b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>TE 1: 88f, UR•50 TE 3: 371c, 379b, 381g, 407b, 473a, 477c, 498–499 TE 4: 75c, 78a, UR•34</p>
<p>Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>SE 1: 52, 82, 114, 150, 186, 218, 248, 278, 314, 348, 382, 418, 452, 480 SE 2: 20, 54, 84, 112, 120, 146, 154, 180, 190, 222, 256, 288, 324, 360, 392, 426, 458, 496</p> <p>TE 1: 52, 72a–72b, 82, 84a–84b, 88a–88b, 104a–104b, 108a–108b, 114, 116a–116b, 120a–120b, 140a–140b, 144a–144b, 149b, 150, 152a–152b, 156a–156b, 174a–174b, 178a–178b, UR•6–UR•7, UR•27, UR•30, UR•40, UR•46–UR•47, UR•50 TE 2: 188a–188b, 192a–192b, 208a–208b, 212a–212b, 212g, 217b, 220a–220b, 240a–240b, 244b, 247b, 250a–250b, 254a–254b, 272a, 272b, 277b, 280a–280b, 284a–284b, 306a–306b, 316a–316b, 320a–320b, 340b, 345b, UR•7, UR•10, UR•17, UR•26, UR•27, UR•30, UR•37, UR•44, UR•50 TE 3: 350a–350b, 354a–354b, 381b, 384a–384b, 388a–388b, 410a–410b, 417b, 420a–420b, 444a–444b, 451b, 454a–454b, 474a–474b, 479b, 482a–482b, 512a–512b, 517b, UR•7, UR•17, UR•27, UR•30, UR•40, UR•47, UR•50 TE 4: 21a–21b, 46b, 55a–55b, 60a–60b, 76a–76b, 83c, 83g, SG•25, 85a–85b, 90a–90b, 90e, 109c, 110a–110b, 114b, SG•42, SG•44, 121a–121b, 125a, 125b, 126a–126b, 144a–144b, 146–147, SG•59, SG•61, SG•65, 155a–155b, 180a, 180–181, 182b, SG•71, SG•76, SG•79, UR•7, UR•17, UR•27, UR•34, UR•37, UR•45, UR•47, UR•54, WP•6–WP•7</p>

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<p>(Continued) Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>(Continued) TE 5: 191a–191b, 196e, 212a–212b, 216b, SG•5, SG•10, 223a–223b, 248a–248b, 257a–257b, 262a–262b, 278a–278b, 282a–282b, 289a–289b, 294a–294b, 318b, 325a–325b, 330a–330b, 348a–348b, 352b, UR•7, UR•17, UR•27, UR•37, UR•47 TE 6: 361a–361b, 366a–366b, 366e, 382a–382b, 386a–386b, 393a–393b, 398a–398b, 418a–418b, 422b, 427a–427b, 432a–432b, 448a–448b, 452b, 459a–459b, 464a–464b, 488a–488b, 492b, 497a–497b, 502a–502b, 520a–520b, 529b, 357b, UR•17, UR•37, UR•47</p>