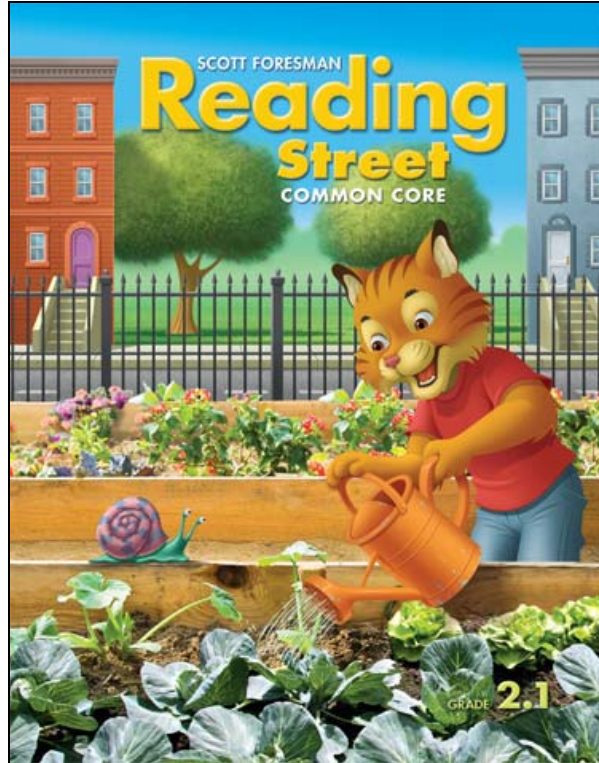


A Correlation of
**Scott Foresman
Reading Street
Grade 2, ©2013**



To the
**Oklahoma Academic Standards
for English Language Arts
Grade 2**

A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the Oklahoma Academic Standards for English Language Arts, Grade 2

Introduction

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

Reading Street is a comprehensive reading program that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally renowned authors. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

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

At the heart of **Reading Street** is the goal that all students are able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instruction that aids in this goal is the *Read for Understanding Routine*, which includes guiding students through the main selection using structured *Access Text* instruction, as well as *Close Reading* instruction to develop students' higher-order thinking skills. *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 instruction and research activities within **Reading Street** emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and knowledge for various purposes.

Reading Street's instruction for all learners is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. **Reading Street** follows the Response to Intervention model (RtI) to meet the instructional needs of all students. It offers a process that monitors student progress throughout the year so teachers can identify struggling readers early and support on-level and advanced students. Daily support for English language learners can be found throughout the Teacher's Editions. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

Reading Street standards-based assessment program integrates the standards. The *Assessment Handbook*, *Weekly Tests*, *Fresh Reads*, and *Unit/End of Year Benchmark Tests* assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

Technology within **Reading Street** echoes the same easy and manageable organization as the print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment enrich instruction and assist in the management of classroom learning.

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn.

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Table of Contents

1: Speaking and Listening	4
2: Reading Foundations	11
3: Critical Reading and Writing	18
4: Vocabulary	25
5: Language	28
6: Research.....	30
7: Multimodal Literacies	33
8: Independent Reading and Writing	34

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
2nd Grade	
1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Reading- Students will develop and apply effective communication skills through speaking and active listening.	
2.1.R.1 Students will actively listen and speak using appropriate discussion rules.	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
2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.	TE 1: 149j TE 2: 215e, 245f, 246-247, 247a, 275e, 276-277, 277a, 313j, 343e, 344-345, 345a TE 3: 358-359, 370-371, 381j, 417a, 451j, 479j, 515e, UR•13 TE 4: 81f, 82-83, 83j, 94-95, 126a-126b, 153j, 187j, WP•10 TE 5: 253a, 253f, 255a, 255j, 287j, 357a, 357j TE 6: 391j, 423g, 425a, 452-453, 454-455, 455e, 457a, 457j, 495j, 519f, 529j

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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>
<p>2.1.R.4 Students will restate and follow multi-step directions.</p>	<p>TE 2: 215e, 216–217, 217a, 343e, 344–345, 345a</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
<p>2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>TE 1: 26a-26b, 26g, 44a, 48a, 58b, 76b, 88b, 104a, 108b, 113a, 120g, 140a, 144b, 147e, 149, 149a, 174a, 178b, 183b TE 2: 192b, 208a, 212b, 215e, 217a, 224b, 240a, 244b, 247a, 254a, 254b, 268a, 272b, 284b, 284g, 302a, 302b, 306b, 320b, 320g, 336a, 336b, 340a, 340b, 343e TE 3: 354b, 372a, 376b, 388b, 406a, 410b, 417j, 423f, 424a, 424b, 424g, 444a, 448b, 451a, 458b, 458g, 470a, 470b, 474b, 477e, 485b, 486b, 508a, 508b, 512b, 517a, 517j, UR•52 TE 4: 26a, 26b, 42a, 42b, 46b, 53a, 53b, 53c, 60b, 76a, 76b, 80a, 80b, 82-83, 90b, 91a, 110a, 110b, 114b, 117e, 118-119, 126b, 144a, 144b, 148b, 151e, 152-153, 160a, 160b, 178a, 178b, 182a, 182b, 187a TE 5: 196a, 196b, 212a, 212b, 216a, 216b, 219e, 221a, 221j, 228b, 248a, 248b, 255a, 263a, 278a, 278b, 282b, 285e, 294b, 314a, 318b, 321e, 323a, 323j, 330b, 348a, 348b, 352b, SG•84 TE 6: 366b, 382a-382b, 386b, 391j, 398b, 417g, 418a, 422a, 425a, 425j, 432b, 448a, 425i, 452b, 457j, 464b, 488a, 492b, 493f, 495a, 495j, 502b, 520a, 524a, 524b, 527e, 529j</p>
<p>2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.</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>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2: Reading and Writing Process – Students will use a variety of recursive reading and writing processes.</p>	
<p>Reading-Students will read and comprehend increasingly complex literary and informational texts.</p>	
<p>2.2.R.1 Students will locate the main idea and supporting details of a text.</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>2.2.R.2 Students will begin to compare and contrast details (<i>e.g., plots or events, settings, and characters</i>) to discriminate genres.</p>	<p>TE 1: 52i, 78–79, 103a TE 2: 302h, 324–325, 328–329, 332–333, 336–337, 340–341, 342–343, 345b, UR•51–UR•53 TE 3: 348i, 423a–423b, 451b, 426–427, 428–429, 432–433, 436–437, 440–441, 444–445, 445a, 452i, 462–463, UR•31–UR•33 TE 4: 81a, 114–115 TE 5: 211a, 252–253, 253a, 313a TE 6: 364a, 364–365, 372–373, 374–375, 378–379, 382–383, 391b, 392i, 417a, 487a, 520h, UR•11–UR•13</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2.2.R.3 Students will begin to summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text.</p>	<p>TE 1: 43a, 88g TE 2: 192g, 194-195, 200-201, 206-207, 208h, 208-209, 212-213, 214-215, 244-245 TE 3: 405a, 424g, 430-431, 434-435, 440-441, 442-443, 444-445, 507a TE 4: 40-41, 148-149, 150-151 TE 5: 277a TE 6: 396a, 396-397, 399a, 404-405, 414-415, 418-419, 419a, 422-423</p>
<p>Writing-Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing.</p>	
<p>2.2.W.1 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.</p>	<p>TE 1: 43d-43e, 46-47, 47a, 71d-71e, 74-75, 75a, 103c-103d, 106-107, 107a, 139c-139d, 142-143, 143a, 173d-173e, 176-177, 177a, WP•4, WP•5, WP•6 TE 2: 207c-207d, 210-211, 211a, 239c-239d, 242-243, 243a, 267d-267e, 270-271, 271a, 301d-301e, 304-305, 305a, 335c-335d, 338-339, 339a, WP•4, WP•5, WP•6 TE 3: 371d-371e, 374-375, 375a, 407d-407e, 408-409, 409a, 443c-443d, 446-447, 447a, 469c-469d, 472-473, 473a, 507d-507e, 510-511, 511a, WP•4, WP•5, WP•6 TE 4: 41d-41e, 44-45, 45a, 75d-75e, 78-79, 79a, 109d-109e, 112-113, 113a, 143c-143d, 146-147, 147a, 177c-177d, 180-181, 181a, WP•4, WP•5, WP•6 TE 5: 211d-211e, 214-215, 215a, 247d-247e, 250-251, 251a, 277d-277e, 280-281, 281a, 313d-313e, 316-317, 317a, 347c-347d, 350-351, 351a, WP•4, WP•5, WP•6 TE 6: 381d-381e, 384-385, 385a, 417d-417e, 420-421, 421a, 447d-447e, 450-451, 451a, 487d-487e, 490-491, 491a, 519c-519d, 522-523, 523a, WP•4, WP•5, WP•6</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.</p>	<p>TE 1: 46-47, 51h-51i, 74-75, 81h-81i, 106-107, 113h-113i, 142-143, 149h-149i, 176-177, 183h-183i, WP•9</p> <p>TE 2: 210-211, 217h-217i, 242-243, 247h-247i, 270-271, 277h-277i, 304-305, 313h-313i, 338-339, 345h-345i, WP•9</p> <p>TE 3: 374-375, 381h-381i, 408-409, 417h-417i, 446-447, 451h-451i, 472-473, 479h-479i, 510-511, 517h-517i, WP•9</p> <p>TE 4: 44-45, 53h-53i, 78-79, 83h-83i, 112-113, 119h-119i, 146-147, 153h-153i, 180-181, 187h-187i, WP•9</p> <p>TE 5: 214-215, 221h-221i, 250-251, 255h-255i, 280-281, 287h-287i, 316-317, 323h-323i, 350-351, 357h-357i, WP•9</p> <p>TE 6: 384-385, 391h-391i, 420-421, 425h-425i, 450-451, 457h-457i, 490-491, 495h-495i, 522-523, 529h-529i, WP•9</p>
<p>2.2.W.3 Students will correctly spell grade-appropriate words while editing.</p>	<p>TE 1: 51h-51i, 149h-149i, 183h-183i, WP•9</p> <p>TE 2: 217h-217i, 247h-247i, 277h, 313h-313i, 345h-345i, WP•9</p> <p>TE 3: 381h-381i, 417h-417i, 451h-451i, 517h-517i, WP•9</p> <p>TE 4: 53h-53i, 83h-83i, 119h-119i, 153h-153i, 187h-187i, WP•9</p> <p>TE 5: 221h-221i, 255h-255i, 287h-287i, 323h-323i, WP•9</p> <p>TE 6: 391h-391i, 425h-425i, 457h-457i, 495h-495i, WP•9</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2.2.W.4 Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, dictionaries</i>).</p>	<p>TE 1: 25, 26e, 44e, 48d, 51h, 57, 58e, 72e, 76d, 87, 88e, 104e, 108d, 119, 120e, 140e, 144d, 155, 156e, 174e, 178d, 183h, 183i, UR•20, UR•30, UR•40, UR•50, WP•9</p> <p>TE 2: 191, 192e, 208e, 212d, 217h-217i, 223, 224e, 240e, 244d, 247h-247i, 253, 254e, 268e, 272d, 283, 284e, 302e, 306d, 313h, 319, 320e, 336e, 340d, UR•10, UR•20, UR•30, UR•40, UR•50</p> <p>TE 3: 353, 354e, 372e, 376d, 381h-381i, 387, 388e, 406e, 410d, 417h-417i, 423, 424e, 444e, 448d, 451h, 457, 458e, 470e, 474d, 486e, 508e, 512e, 517i, UR•10, UR•30, UR•40, UR•50, WP•9</p> <p>TE 4: 42e, 46d, 53h-53i, 80d, 83h-83i, 110e, 114d, 119h-119i, 148d, 153i, 182d, 187i</p> <p>TE 5: 216d, 221h-221i, 248e, 248g, 252d, 254-255, 255h, 278e, 282d, 314e, 287h-287i, 318d, 352d</p> <p>TE 6: 382e, 386d, 391h-391i, 395b, 398d, 418e, 422d, 425h-425i, 448e, 452d, 457h-457i, 464d, 488e, 492d, 495h-495i, 502d, 520e, 524d</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2: Reading Foundations – Students will develop foundational skills for future reading success by working with sounds, letters, and text.</p>	
<p>Phonological Awareness-Phonological awareness is the ability to identify, think about and manipulate sounds in spoken language without using text.</p>	
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.</i></p>	
<p>Print Concepts-Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.</p>	
<p>2.2.PC Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.</p>	<p>TE 1: 43f, 71f, 103e, 139e, 173f, UR14, UR•24, UR•34, UR•44, UR•54 TE 2: 207e, 239e, 267f, 301f, 335e, UR•14, UR•24, UR•34, UR•44, UR•54 TE 3: 371f, 443e, 469e, UR•14, UR•34, UR•44</p> <p>Students apply in all the writing activities and exercises.</p>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.</i></p>	

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
Phonics and Word Study -Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
<p>2.2.PWS.1 Students will decode one- and two-syllable words by using their knowledge of:</p>	<p>TE 1: 20h, 24-24a, 24b-24c, 48g, 50c, 54, SG•9, 52h, 55a, 56, 56b-56c, 58c, 58d, 76c-76d, 76e-76f, 80c, SG•24, SG•25, SG•26, SG•29, SG•31, 86a, 86-86a, 86b-86c, 88c, 104c-104d, 108d, 108e-108f, 112c, 114h, 120c, 144c, 153a, 153-154a, 154b-154c, 156c, 174c-174d, 178d, 182c, UR•8, UR•19, UR•28, UR•38, UR•48</p> <p>TE 2: 186h, 189a, 189-190a, 190b-190c, 192c, 208c-208d, 212c, 216c, 218h, 224c, 244c, 251a, 251-252a, 252b-252c, 254c, 268c-268d, 272e-272f, 276c, 278h, 306c, 317a, 318-318a, 318d, 320c, 336c-336d, 336e, 340e-340f, 340g, 344c, 344d, SG•70, SG•75, SG•76, SG•77, SG•82, UR•8, UR•28, UR•48, UR•49</p> <p>TE 3: 351a, 352-352a, 354c, 372c-372d, 376e-376f, 376g, 380c, 388c, SG•2, SG•3, SG•7, SG•8, SG•9, SG•9, SG•12, 386-386a, 388c, 406c-406d, 410c-410d, 416c-416d, SG•19, SG•20, SG•24, SG•26, SG•25, SG•29, SG•31, 448c, 448d, 456-456a, 458c, 458d, 470c-470d, 474e-474f, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 512c, UR•8, UR•9, UR•18, UR•39</p> <p>TE 4: 56a, 56-57, 57a, 60c, 60d, 76c-76d, 80d, 80e-80f, 82c, 82d, 84h, 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</p> <p>TE 5: 190h, 216c, 216d, 262c, 294c, 326a, 326-327, 327a, 327b, 330c, 330d, 348c-348d, 352e-352f, 352g, 356c, 356d, SG•70, SG•80, UR•48, UR•49</p> <p>TE 6: 386c</p>
<ul style="list-style-type: none"> • single consonants, including those with two different sounds (<i>e.g., soft and hard c [cent, cat] and g [gem, goat]</i>) 	<p>TE 1: 23a-24a, 24b-24c, 26c, 50c, 76c, UR•8</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<ul style="list-style-type: none"> consonant blends (<i>e.g., bl, br, cr</i>) 	<p>TE 1: 86a, 86-86a, 86b-86c, 88c, 104c-104d, 112c, 114h, 120c, 144c, 178d, UR•28</p> <p>TE 2: 224c</p> <p>TE 5: 294c</p>
<ul style="list-style-type: none"> consonant digraphs and trigraphs (<i>e.g., sh-, -tch</i>) 	<p>TE 1: 153a, 153-154a, 154b-154c, 156c, 174c-174d, 178d, 182c, UR•48</p> <p>TE 2: 186h, 212c</p> <p>TE 5: 262c</p>
<ul style="list-style-type: none"> vowel sounds: 	<p>TE 1: 20h, 24-24a, 24b-24c, 48g, 50c, 54, SG•9, 52h, 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>TE 2: 189a, 189-190a, 190b-190c, 192c, 208c-208d, 216c, 218h, 244c, 251a, 251-252a, 252b-252c, 254c, 268c-268d, 272e-272f, 276c, 278h, 306c, 317a, 320c, 336c-336d, 344c, UR•8, UR•28, UR•48</p> <p>TE 3: 351a, 352-352a, 372c-372d, 376c-376d, 380c, 388c, 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>TE 4: 56a, 56-57, 57a, 60c, 76c-76d, 80e-80f, 82d, 84h, 90c, 114c, 148d, 178c, UR•18</p> <p>TE 5: 190h</p>
o long	<p>TE 1: 55a, 56-56a, 56b-56c, 58c, 72c-72d, 76d, 80c, 82h, 88c, 108c, UR•18</p> <p>TE 3: 385a, 385-386a, 386b-386c, 406c-406d, 410c, 410e-410f, 416c, 418h, 448c, 455a, 455-456a, 456b-456c, 458c, 470c-470d, 478c, 480h</p>
o short	<p>TE 1: 20h, 23a, 23-24a, 24b-24c, 26c, 44c-44d, 50c, 52h, 76c, 76d, UR•8</p> <p>TE 2: 192c, 254c</p> <p>TE 4: 56a, 56-57, 57a, 60c, 76c-76d, 80e-80f, 82d, 84h, 90c, 114c, 148d, UR•18</p> <p>TE 5: 190h</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
o "r" controlled vowels (e.g., ar, er, ir or, ur)	<p>TE 2: 189a, 189-190a, 190b-190c, 192c, 208c-208d, 216c, 218h, 244c, 251a, 251-252a, 252b-252c, 254c, 268c-268d, 272e-272f, 276c, 278h, 306c, UR•8, UR•28</p> <p>TE 3: 388c</p>
<ul style="list-style-type: none"> vowel spelling patterns: 	<p>TE 2: 317a, 318-318a, 318d, 320c, 336c-336d, 336e, 340e-340f, 340g, 344c, 344d, SG•70, SG•75, SG•76, SG•77, SG•82, UR•48, UR•49</p> <p>TE 3: 351a, 352-352a, 354c, 372c-372d, 376e-376f, 376g, 380c, 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</p> <p>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</p> <p>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</p> <p>TE 6: 386c</p>
o vowel digraphs (e.g., ea, oa, ee)	<p>TE 2: 317a, 317-318a, 318b-318c, 320c, 336c-336d, 340e-340f, 344c, UR•48</p> <p>TE 3: 348h, 351a, 351-352a, 352b-352c, 354c, 372c-372d, 376c, 376e-376f, 380c, 382h, 385a, 385-386a, 386b-386c, 386d, 388c, 406c-406d, 410e-410f, 416c, 418h, 448c, 455a, 455-456a, 456b-456c, 458c, 470c-470d, 478c, 480h, UR•8, UR•18, UR•38</p> <p>TE 4: 156a, 156-157, 157a, 157c-157d, 160c, 178c-178d, 182e-182f, 186c, UR•48</p> <p>TE 5: 216c</p>
o vowel-consonant-silent-e (e.g., lake)	<p>TE 1: 55a, 56-56a, 56b-56c, 58c, 72c-72d, 76d, 80c, 82h, 88c, 108c, UR•18</p>
o vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy)	<p>TE 4: 86a, 86-87, 87a, 90c, 110c, 110d, 118c, 120h, 148c, UR•28, UR29</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p>	<p>TE 1: 23a, 24a, 26c, 48c, 55a, 56-56a, 56b-56c, 58c, 72c-72d, 80c, 82h, 85a, 86, 88c, 104c, 108c, 117a, 118-118a, 118b-118c, 120c, 140c-140d, 144d, 148c, 150h, 178c, UR•18, UR•38</p> <p>TE 2: 221a, 221-222a, 222b-222c, 240c-240d, 244e-244f, 246c, 248h, 261a, 261-262a, 262b-262c, 272c, 284c, 302c-302d, 306e-306f, 312c, 314h, 317a, 320c, 320d, 340c, UR•18, UR•38</p> <p>TE 3: 406c-406d, 410c, 410d, 421a, 421-422a, 422b-422c, 424c, 444c-444d, 450c, 452h, 456a, 474c, 474d, 486c, UR•28</p> <p>TE 4: 22a, 22-23, 23a, 23c-23d, 26c, 42c, 42d, 46d, 46e-46f, 52c, 54h, 80c, 80d, 90g, 100-101, 110g, 114d, 119a, 122a, 122-123, 123a, 123c-123d, 126c, 144c-144d, 152c, 154h, 170-171, 182c, 186-187, UR•8, UR•30, UR•38</p> <p>TE 5: 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>TE 6: 362a, 362-363, 363a, 363c-363d, 366c, 382c-382d, 386d, 386e-386f, 390c, 392h, 394a, 394-395, 395a, 395c-395d, 398c, 418c-418d, 422c, 424c, 426h, 428a, 428-429, 429a, 429c-429d, 432c, 448c-448d, 452c, 452d, 452e-452f, 456c, 458h, 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•8, UR•18, UR•28, UR•38, UR•48</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<ul style="list-style-type: none"> all major syllable patterns (e.g., <i>closed, consonant +le, open, vowel team, vowel silent e, r-controlled</i>) 	<p>TE 1: 26c, 48c, 55a, 56-56a, 56b-56c, 58c, 72c-72d, 80c, 82h, 85a, 88c, 108c, UR•18</p> <p>TE 2: 317a</p> <p>TE 3: 406c-406d, 410c, 410d, 474d</p> <p>TE 4: 22a, 22-23, 23a, 23c-23d, 26c, 42c, 42d, 46d, 46e-46f, 52c, 54h, 80c, 114d, 122a, 122-123, 123a, 123c-123d, 126c, 144c-144d, 152c, 154h, 182c, UR•8, UR•38</p> <p>TE 6: 428a, 428-429, 429a, 429c-429d, 432c, 448c-448d, 452d, 452e-452f, 456c, 458h, 464c, 488c-488d, 492c, UR•28</p>
<ul style="list-style-type: none"> inflectional endings (e.g., <i>-s, -ed, -ing</i>) 	<p>TE 1: 117a, 118-118a, 118b-118c, 120c, 140c-140d, 144d, 148c, 150h, 178c, UR•38</p> <p>TE 2: 261a, 261-262a, 262b-262c, 284c, 302c-302d, 306e-306f, 312c, 314h, 340c, UR•38</p> <p>TE 3: 486c</p> <p>TE 4: 42d</p> <p>TE 6: 362a, 362-363, 363a, 363c-363d, 366c, 382c-382d, 386d, 386e-386f, 390c, 392h, 422c, UR•8</p>
<ul style="list-style-type: none"> compound words 	<p>TE 3: 421a, 421-422a, 422b-422c, 424c, 444c-444d, 450c, 452h, 474c, UR•28</p>
<ul style="list-style-type: none"> contractions 	<p>TE 2: 221a, 221-222a, 222b-222c, 240c-240d, 244e-244f, 246c, 248h, 272c, 320c, UR•18</p> <p>TE 6: 398c</p>
<ul style="list-style-type: none"> abbreviations 	<p>TE 6: 394a, 394-395, 395a, 395c-395d, 418c-418d, 424c, 426h, 452c, UR•18</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<ul style="list-style-type: none"> • common roots and related prefixes and suffixes 	<p>TE 4: 90g, 100–101, 110g, 119a, 170–171, 186–187, UR•30</p> <p>TE 5: 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>TE 6: 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>
<p>2.2.PWS.3 Students will read words in common word families (<i>e.g., -ight, -ink, -ine, ow</i>).</p>	<p>TE 1: 23a, 24a, 86, 104c, 144d</p> <p>TE 2: 320d</p> <p>TE 3: 456a</p> <p>TE 4: 80d</p>
<p>Fluency-Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.</p>	
<p>2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</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</p> <p>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</p> <p>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</p> <p>TE 4: 126f, 144d, 160f, 182d</p> <p>TE 5: 294f, 314d, 318d, 318e–318f</p> <p>TE 6: 386d, 492d</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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><i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i></p>	
<p>3: Critical Reading and Writing – Students will apply critical thinking skills to reading and writing.</p>	
<p>Reading–Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</p>	
<p>2.3.R.1 Students will determine the author’s purpose (<i>i.e., tell a story, provide information</i>).</p>	<p>TE 1: SG•5, SG•10, 72h, 72–73a, 108h, 136–137, 139a, 140–141, 144–145, 149b</p> <p>TE 2: 212h, 223a–223b, 224g, 228–229, 240–241, 267b, UR•21, UR•22–UR•23, UR•31</p> <p>TE 3: 353a–353b, 376h, 376–377, 378–379, 381b, 508–509</p> <p>TE 4: 75b, 76–77, 119c, 150–151, 182h</p> <p>TE 5: 212h, 212–213, 282–283, 284–285, 320–321, 323c, 352h</p> <p>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>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</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>
<p>2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:</p>	<p>TE 1: 24a-24b, 28-29, 32-33, 36-37, 38-39, 40-41, 43b, 44h, 44-45, 51b, 52i, 87a-87b, 92-93, 96-97, 100-101, 103a, 104-105, 113b, 114i, 174h, UR•11-UR•13, UR•31-UR•33 TE 2: 245a, 335a TE 3: 372h, 443a, 452i TE 4: 42h, 124a, 124-125, 132-133, 138-139, 140-141, 143a, 144-145, 153b, 154i, 158a, 158-159, 166-167, 168-169, 172-173, 174-175, 178-179, 187b, UR•41-UR•43, UR•51-UR•53 TE 5: 260a, 260-261, 268-269, 272-273, 274-275, 277a, 278-279, 287b, 288i, 292a, 292-293, 298-299, 300-301, 306-307, 308-309, 310-311, 314h, 314-315, 323b, 324i, 348h, UR•31-UR•33, UR•41-UR•43 TE 6: 447b</p>
<ul style="list-style-type: none"> • setting (<i>i.e., time, place</i>) 	<p>TE 1: 24a-24b, 28-29, 32-33, 36-37, 38-39, 40-41, 44-45, 51b, 52i, 87a-87b, 92-93, 96-97, 100-101, 103a, 104-105, 113b, 114i, 174h, UR•11-UR•13, UR•31-UR•33 TE 2: 335a TE 3: 443a TE 4: 42h TE 5: 292a, 292-293, 298-299, 300-301, 306-307, 308-309, 310-311, 314-315, 323b, 324i, 348h, UR•41-UR•43 TE 6: 447b</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<ul style="list-style-type: none"> plot 	<p>TE 1: 43b, 44h, 103a TE 2: 335a TE 3: 372h, 443a TE 4: 124a, 124-125, 132-133, 138-139, 140-141, 143a, 144-145, 153b, 154i, 158a, 158-159, 166-167, 168-169, 172-173, 174-175, 178-179, 187b, UR•41-UR•43, UR•51-UR•53 TE 5: 260a, 260-261, 268-269, 272-273, 274-275, 278-279, 287b, 288i, 314h, UR•31-UR•33 TE 6: 447b</p>
<ul style="list-style-type: none"> characters 	<p>TE 1: 24a-24b, 28-29, 32-33, 36-37, 38-39, 40-41, 44-45, 51b, 87a-87b, 92-93, 96-97, 100-101, 103a, 104-105, 113b, 114i, 174h, UR•11-UR•13, UR•31-UR•33 TE 2: 245a, 335a TE 3: 443a, 452i TE 4: 42h TE 5: 277a, 292a, 292-293, 298-299, 300-301, 306-307, 308-309, 310-311, 314-315, 323b, 324i, 348h, UR•41-UR•43</p>
<ul style="list-style-type: none"> characterization 	<p>TE 1: 24a-24b, 28-29, 32-33, 36-37, 38-39, 40-41, 44-45, 51b, 87a-87b, 92-93, 96-97, 100-101, 103a, 104-105, 113b, 114i, 174h, UR•11-UR•13, UR•31-UR•33 TE 2: 245a, 335a TE 3: 443a, 452i TE 4: 42h TE 5: 277a, 292a, 292-293, 298-299, 300-301, 306-307, 308-309, 310-311, 314-315, 323b, 324i, 348h, UR•41-UR•43</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
2.3.R.4 Students will find examples of literary devices:	<p>TE 1: 43b, 48h, 48-49, 49a, 51c, 103a, 139a, 173b, 183c</p> <p>TE 2: 244-245, 247c, 301b, 306h, 306-307, 308-309, 313c, 340h, 340-341, 345c</p> <p>TE 3: 371b, 376h, 376-377, 381c, 405b, 448h, 448-449, 451c, 469a, 474h, 474-475, 479c, 507b, 517c</p> <p>TE 4: 41b, 46h, 46-47, 48-49, 53c, 80h, 80-81, 143a, 153c, 177a, 187c</p> <p>TE 5: 211b, 216h, 216-217, 221c, 247b, 252h, 252-253, 253a, 255c, 277b, 347a, 357c</p> <p>TE 6: 381b, 422h, 422-423, 423a, 447b, 519a, 529c</p>
• simile	TE 3: 405b
• metaphor	TE 4: 187c
2.3.R.5 Students will locate facts that are clearly stated in a text.	<p>TE 1: 155a-155b, 158-159, 160-161, 162-163, 164-165, 168-169, 170-171, 174-175, 178-179, 180-181, 183b, UR•51-UR•53</p> <p>TE 2: 186i, 230-231, 253a-253b, 256-257, 260-261, 262-263, 264-265, 268-269, 277b, 278i, UR•31-UR•33</p> <p>TE 6: 500a, 500-501, 508-509, 510-511, 512-513, 520-521, 526-527, 529b, UR•51-UR•53</p>
2.3.R.6 Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support.	<p>TE 1: 58g, 62-63, 70-71, 72-73, 73a, 76-77, 78-79</p> <p>TE 2: 224g, 224h, 226-227, 230-231, 236-237, 238-239, 240-241, 241a</p> <p>TE 4: 58a, 58-59, 66-67, 68-69, 74-75, 76-77, 83b, 84i, UR•21-UR•23</p> <p>TE 6: 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</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2.3.R.7 Students will answer inferential questions (<i>e.g., how and why</i>) with guidance and support.</p>	<p>TE 1: 28-29, 32-33, 34-35, 68-69, 88-89, 92-93, 100-101, 166-167</p> <p>TE 2: 198-199, 228-229, 260-261, 284-285, 290-291, 296-297, 319a-319b, 320g, 322-323, 326-327, 328-329, 330-331, 335a, 336-337, 340-341</p> <p>TE 3: 358-359, 366-367, 398-399, 402-403, 428-429, 458-459, 486g, 488-489, 490-491, 498-499, 504-505, 506-507, 508-509, 509a, 512-513, 514-515</p> <p>TE 4: 32-33, 40-41, 64-65, 66-67, 68-69, 70-71, 100-101, 130-131, 138-139, 140-141, 164-165</p> <p>TE 5: 202-203, 206-207, 230-231, 234-235, 264-265, 266-267, 277a, 300-301, 302-303, 306-307, 310-311, 331a, 334-335, 336-337, 340-341, 342-343, 344-345, 346-347, 348-349, 349a, 352-353, 354-355</p> <p>TE 6: 368-369, 374-375, 378-379, 402-403, 438-439, 444-445, 447a, 468-469, 478-479, 508-509, 524-525</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
2.3.W.1 NARRATIVE	
<p>Students will write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>), and a basic setting (<i>i.e., time, place</i>) with guidance and support.</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>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
2.3.W.2 INFORMATIVE	
Students will write facts about a subject and include a main idea with supporting details.	<p>TE 1: 57d, 57e, 71d-71e, 74-75, 75a, 79c-79d, 81h-81i, 119d-119e, 139c-139d, 142-143, 143a, 149h-149i</p> <p>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</p> <p>TE 3: 375b, 387d-387e, 405d-405e, 409a, 415d-415e, UR•15, UR•25, WP•2-WP•10</p> <p>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</p> <p>TE 6: 418-419a, 463c-463d, 487d-487e, 488-489a, 490-491, 491a, 493d-493e, 495h-495i, WP•2-WP•9</p>
2.3.W.3 OPINION	
Students will express an opinion about a topic and provide reasons as support.	<p>TE 1: SG•50, WP•2-WP•10</p> <p>TE 3: 387d-387e, 405d-405e, 409a, 415d-415e, 485d-485e, 507d-507e, 510-511, 511a, 515c-515d, 517h-517i</p> <p>TE 4: 25c-25d, 41d-41e, 44-45, 45a, 51d-51e, 53h-53i, 178-179a</p> <p>TE 5: WP•2-WP•9</p> <p>TE 6: 423f, 431c-431d, 450-451, 451a, 455c-455d, 501c-501d, 519c-519d, 522-523, 523a, 527c-527d</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>4: Vocabulary – Students will expand their working vocabularies to effectively communicate and understand texts.</p>	
<p>Reading-Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>	
<p>2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p>TE 1: 52, 72a–72b, 82, 84a–84b, 88a–88b, 104a–104b, 108a–108b, 114, 116a–116b, 120a–120b, 140a–140b, 144a–144b, 149b, 150, 152a–152b, 156a–156b, 174a–174b, 178a–178b, UR•6–UR•7, UR•27, UR•30, UR•40, UR•46–UR•47, UR•50 TE 2: 188a–188b, 192a–192b, 208a–208b, 212a–212b, 212g, 217b, 220a–220b, 240a–240b, 244b, 247b, 250a–250b, 254a–254b, 272a, 272b, 277b, 280a–280b, 284a–284b, 306a–306b, 316a–316b, 320a–320b, 340b, 345b, UR•7, UR•10, UR•17, UR•26, UR•27, UR•30, UR•37, UR•44, UR•50 TE 3: 350a–350b, 354a–354b, 381b, 384a–384b, 388a–388b, 410a–410b, 417b, 420a–420b, 444a–444b, 451b, 454a–454b, 474a–474b, 479b, 482a–482b, 512a–512b, 517b, UR•7, UR•17, UR•27, UR•30, UR•40, UR•47, UR•50 TE 4: 21a–21b, 46b, 55a–55b, 60a–60b, 76a–76b, 83c, 83g, SG•25, 85a–85b, 90a–90b, 90e, 109c, 110a–110b, 114b, SG•42, SG•44, 121a–121b, 125a, 125b, 126a–126b, 144a–144b, 146–147, SG•59, SG•61, SG•65, 155a–155b, 180a, 180–181, 182b, SG•71, SG•76, SG•79, UR•7, UR•17, UR•27, UR•34, UR•37, UR•45, UR•47, UR•54, WP•6–WP•7 TE 5: 191a–191b, 196e, 212a–212b, 216b, SG•5, SG•10, 223a–223b, 248a–248b, 257a–257b, 262a–262b, 278a–278b, 282a–282b, 289a–289b, 294a–294b, 318b, 325a–325b, 330a–330b, 348a–348b, 352b, UR•7, UR•17, UR•27, UR•37, UR•47 TE 6: 361a–361b, 366a–366b, 366e, 382a–382b, 386a–386b, 393a–393b, 398a–398b, 418a–418b, 422b, 427a–427b, 432a–432b, 448a–448b, 452b, 459a–459b, 464a–464b, 488a–488b, 492b, 497a–497b, 502a–502b, 520a–520b, 529b, 357b, UR•17, UR•37, UR•47</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2.4.R.2 Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define and determine the meaning of new words.</p>	<p>TE 4: 90g, 100–101, 110g, 119a, 170–171, 186–187, UR•30</p> <p>TE 5: 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>TE 6: 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>
<p>2.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p>	<p>TE 1: SG•9, 96–97, 122–123, 126–127, SG•59, SG•70</p> <p>TE 2: 192f, 194–195, 202–203, 216–217, 320f, 324–325, 344–345</p> <p>TE 3: 362–363, SG•9, SG•26, 478–479</p> <p>TE 4: 26g, 42g, 52–53, 59a, 60g, 126g, 134–135, 144g, 153a, UR•20</p> <p>TE 5: SG•9, 262e, SG•43, SG•60, SG•76, SG•77</p> <p>TE 6: 366g, 390–391, SG•3, 398g, 406–407, 424–425, 432g, 442–443, 456–457, SG•43, 464g, 476–477, 488g, 494–495, SG•77, UR•20, UR•40, UR•50</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2.4.R.4 Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.</p>	<p>TE 1: 112-113, 114h, 156f, 168-169, 183b, UR•30, UR•50 TE 2: 182-183, 186h, 218h, 224f, 234-235, 324-325, 246-247, 344-345, SG•78 TE 3: 348h, 354f, 380-381, SG•9, 382h, 424f, 432-433, 444b, 450-451, 451b, SG•54, 486f, 516-517, 517a, UR•10, UR•15, UR•30, UR•35, UR•50, UR•53 TE 4: 20h, 26g, 41g, 52-53, 60g, 60-61, SG•3, SG•9, 83a, 84h, 119a, 125a, 126g, 144g, 153a, 182a, SG•72, UR•10, UR•20, UR•25, UR•40, UR•50 TE 5: 228e, 323b, 329a, 240-241, SG•43, 330g, UR•50 TE 6: 372-373, 374-375, 398e, 418g, 424-425, SG•26, 431a, 432a, 432e, 448g, 488g, 494-495, 496h, 501a, UR•20, UR•40, UR•50</p>
<p>2.4.R.5 Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings of words or phrases.</p>	<p>TE 2: 224f, 234-235, UR•20 TE 4: 144g, 164-165 TE 5: 228g, 240-241, 248g, 254-255, 262g, 278g, UR•20, UR•30 TE 6: 366e, 502g, 506-507, 528-529</p>
<p>Writing-Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	
<p>2.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.</p>	<p>TE 1: 71d-71e, 74-75, 103c-103d, 139c-139d, 142-143, 143a, 147c-147d, 173d-173e, WP•6, WP•7 TE 2: 210-211, 211a, 215c-215d, 267d-267e, 270-271, 271a, 275c-275d, 304-305, 338-339, WP•6, WP•7, WP•8 TE 3: 405d-405e, 408-409, 469c-469d, 472-473, 473a, 477c-477d, 510-511, 511a, WP•8 TE 4: 44-45, 75d-75e, 78-79, 79a, 81d-81e, 83h-83i, 109d-109e, 112-113, 146-147, 147a, WP•6, WP•7, WP•8 TE 5: 211d-211e, 214-215, 215a, 219c-219d, 253d-253e, 277d-277e, 280-281, 281a, 285c-285d, WP•6, WP•7, WP•8 TE 6: 384-385, 389c-389d, 420-421, 421a, 447d-447e, 450-451, 487d-487e, 490-491, 491a, 519c-519d, 522-523, 523a, 527c-527d</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2.4.W.2 Students will select appropriate language according to purpose in writing.</p>	<p>TE 1: 43d-43e, 46-47, 103c-103d, 106-107, 139c-139d, 142-143, 143a, 147c-147d, 173d-173e, WP•6, WP•7</p> <p>TE 2: 210-211, 211a, 215c-215d, 242-243, 243a, 267d-267e, 270-271, 271a, 275c-275d, 304-305, 311d-311e, 335c-335d, 338-339, WP•6, WP•7</p> <p>TE 3: 371d-371e, 374-375, 405d-405e, 408-409, 446-447, 447a, 469c-469d, 472-473, 473a, 477c-477d</p> <p>TE 4: 41d-41e, 44-45, 45a, 75d-75e, 78-79, 79a, 81d-81e, 83h-83i, 109d-109e, 112-113, 146-147, 147a, 177c-177d, 180-181, WP•6, WP•7, WP•8</p> <p>TE 5: 211d-211e, 214-215, 215a, 219c-219d, 253d-253e, 280-281, 281a, 285c-285d, 350-351, WP•6, WP•7, WP•8</p> <p>TE 6: 381d-381e, 384-385, 389c-389d, 417d-417e, 420-421, 421a, 450-451, 519c-519d, 522-523, 523a, 527c-527d</p>
<p>5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.</p>	
<p>Reading-Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	
<p>2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.</p>	<p>TE 2: 191c, 207b, 209b, 210-211, 215b, 217g, 223c, 239b, 241b, 242-243, 245c, 247g, 253c, 267c, 269b, 270-271, 275b, 277g, 283c, 301c, 303b, 304-305, 311c, 313g, 319c, 335b, 337b, 338-339, 343b, 345g, UR•14, UR•24, UR•34, UR•44</p> <p>TE 5: 195b, 211c, 214a, 214-215, 219b, 221g, 227b, 247c, 250a, 253c, 255g, 261b, 277c, 280a, 280-281, 285b, 287g, 293b, 313c, 316a, 316-317, 321b, 323g, UR•14, UR•24, UR•34, UR•44</p>
<p>2.5.R.2 Students will recognize different types and tenses of verbs.</p>	<p>TE 3: 353c, 371c, 373b, 374-375, 379b, 381g, 423c, 443b, 446a, 446-447, 449c, 451g, 457c, 469b, 471b, 472-473, 477b, 479g, 485c, 507c, 509b, 515b, 517g, SG•74, UR•14, UR•24, UR•34, UR•44</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
2.5.R.3 Students will recognize adjectives.	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
2.5.R.4 Students will recognize prepositions.	TE 6: 431b, 447c, 450a, 450-451, 451a, 455b, 455c, 455d, 456d, 456-457, 457g, 457h, UR•34
2.5.R.5 Students will recognize the subject and predicate of a sentence.	TE 1: 57c, 71c, 73b, 74-75, 79b, 81g, 87c, 87e, 103b, 103d, 105b, 106-107, 111b, 113a, 113g, 113h, 113i, UR•34 TE 6: 501b
Writing -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
2.5.W.1 Students will capitalize and appropriately punctuate:	TE 1: 51h-51i, 81h-81i, 113h-113i, 119c, 139b, 141b, 147b, 149g, 149h-149i, 155c, 173c, 175b, 176-177, 181b, 183g, 183h-183i, WP•9 TE 2: 217h-217i, 223c, 239b, 241b, 242-243, 245c, 247g, 247h-247i, 277h-277i, 313h-313i, 345h-345i, WP•9 TE 3: 381h-381i, 417h-417i, 451h-451i, 479h-479i, 517h-517i, WP•9 TE 4: 53h-53i, 83h-83i, 119h-119i, 153h-153i, 187h-187i, WP•9 TE 5: 221h-221i, 255h-255i, 287h-287i, 323h-323i, 357h-357i, WP•9 TE 6: 365b, 381c, 384a, 384-385, 389b, 391g, 391h-391i, 397b, 417c, 420a, 420-421, 423c, 425g, 425h-425i, 457h-457i, 495h-495i, 529h-529i, UR•14, WP•9
• the first letter of a quotation	TE 5: 323h TE 6: 381c
• holidays	TE 2: 223c, 239b, 241b, 242-243, 245c TE 6: 365b, 384a, 384-385, 389b, 391g, UR•14
• product names	TE 2: 223c, 241b, 245c, 247g
• initials	TE 2: 247g TE 6: 381c, 384a, 389b, 391g, UR•14

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<ul style="list-style-type: none"> months and days of the week 	<p>TE 2: 223c, 239b, 242-243 TE 6: 365b, 381c, 384a, 384-385, 389b, 391g, 391i, UR•14</p>
<p>2.5.W.2 Students will use simple contractions (e.g., <i>isn't, aren't, can't</i>).</p>	<p>TE 2: 220-221, 221a, 221-222a, 222b-222c, 222d, 223f, 224c, 224d, 224h, 240c-240d, 244e-244f, 245g, 246c, 246d, 248h, 272c, 320c, 345g, UR•18, UR•19 TE 5: 329b, 329d, 347b, 350a, 355b, 357g, 357l, UR•54, WP•9 TE 6: 350-351, 398c, 432c, 458h, WP•9</p>
<p>2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.</p>	<p>TE 1: 25c, 43c, 45b, 49c, 51g, 57c, 71c, 73b, 74-75, 79b, 81g, 87c, 103b, 105b, 111b, 113g, 119c, 139b, 141b, 142-143, 147b, 149g, 155c, 173c, 175b, 176-177, 181b, 183g, 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>
<p>6: Research – Students will engage in inquiry to acquire, refine, and share knowledge.</p>	
<p>Reading-Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	
<p>2.6.R.1 Students will create their own questions to find information on their topic.</p>	<p>TE 1: 25f, 57f, 87f, 119f, 155f TE 2: 191f, 223f, 253f, 283f, 319f TE 3: 353f, 387f, 423f, 457f, 485f TE 4: 25e, 59e, 89e, 125e, 159e TE 5: 195e, 227e, 261e, 293e, 329e TE 6: 365e, 397e, 431e, 463e, 501e, WP•1-WP•4</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2.6.R.2 Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.</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>2.6.R.3 Students will consult various visual and text reference sources to gather information.</p>	<p>TE 1: 43g, 47b, 71g, 75b, 103f, 107b, 139f, 143b, 173g, 177b TE 2: 207f, 211b, 239f, 243b, 267g, 271b, 301g, 305b, 335f, 339b TE 3: 371g, 375b, 405g, 409b, 443f, 447b, 469f, 473b, 507g, 511b TE 4: 41g, 45b, 75g, 79b, 109g, 113b, 143f, 147b, 177f, 181b TE 5: 211g, 215b, 247g, 251b, 277g, 281b, 313g, 317b, 347f, 351b TE 6: 381g, 385b, 417g, 421b, 447g, 451b, 487g, 491b, 519f, 523b, WP•4-WP•6</p>
<p>Writing-Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	
<p>2.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p>	<p>TE 1: 25f, 57f, 87f, 119f, 155f TE 2: 191f, 223f, 253f, 283f, 319f TE 3: 353f, 387f, 423f, 457f, 485f TE 4: 25e, 59e, 89e, 125e, 159e TE 5: 195e, 227e, 261e, 293e, 329e TE 6: 365e, 397e, 431e, 463e, 501e, WP•1-WP•4</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.</p>	<p>TE 1: 43g, 47b, 71g, 75b, 103f, 107b, 139f, 143b, 173g, 177b TE 2: 207f, 211b, 239f, 243b, 267g, 271b, 301g, 305b, 335f, 339b TE 3: 371g, 375b, 405g, 409b, 443f, 447b, 469f, 473b, 507g, 511b TE 4: 41g, 45b, 75g, 79b, 109g, 113b, 143f, 147b, 177f, 181b TE 5: 211g, 215b, 247g, 251b, 277g, 281b, 313g, 317b, 347f, 351b TE 6: 381g, 385b, 417g, 421b, 447g, 451b, 487g, 491b, 519f, 523b, WP•4-WP•6</p>
<p>2.6.W.3 Students will organize and present their information in written and/or oral reports or display.</p>	<p>TE 1: 49g, 51j, 79f, 81j, 111f, 113j, 147f, 149j, 181f, 183j TE 2: 215f, 217k, 245g, 247j, 275f, 277j, 311g, 313j, 343f, 345j TE 3: 379f, 381j, 415g, 417j, 449g, 451j, 477f, 479j, 515f, 517j TE 4: 51g, 53j, 81g, 83j, 117f, 119j, 151f, 153j, 185f, 187j TE 5: 219f, 221j, 253g, 255j, 285f, 287j, 321f, 323j, 355f, 357j TE 6: 389f, 391j, 423g, 425j, 455f, 457j, 493g, 495j, 527f, 529j, WP•7-WP•10</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>7: Multimodal Literacies – Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.</p>	
<p>Reading-Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p>	
<p>2.7.R.1 Students will locate and use print and digital resources with guidance and support.</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>2.7.R.2 Students will explain how ideas and topics are depicted in a variety of media and formats.</p>	<p>TE 1: 108–109, 111e, 113c, 173g TE 2: 236–237, 239f, 245f, 311f, TE 3: 371g, 486–487, 515e TE 4: 51f, 68–69, 104–105, 109b, 109g, 151e, SG•42, SG•43 TE 5: 247g, 287c TE 6: 391c, 412–413, 4423f, 87b, UR•12</p>
<p>Writing-Students will create multimodal texts to communicate knowledge and develop arguments.</p>	
<p>2.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.</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>2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.</p>	<p>TE 2: WP•10 TE 3: 381i, 451i TE 4: 153i TE 5: 221i, 323i TE 6: 425i, WP•10</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal.</p>	
<p>Reading-Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p>	
<p>2.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.</p>	<p>TE 1: 20i, 52i, 82i, 114i, 150i TE 2: 186i, 218i, 248i, 278i, 314i TE 3: 348i, 382i, 418i, 452i, 480i TE 4: 20i, 54i, 84i, 120i, 154i TE 5: 190i, 222i, 256i, 288i, 324i TE 6: 360i, 392i, 426i, 458i, 496i</p>
<p>Writing-Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	
<p>2.8.W Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).</p>	<p>TE 1: 25d-25e, 43d-43e, 46-47a, 49d-49e, 51h-51i, 57d-57e, 71d-71e, 74-75a, 79c-79d, 81h-81i, 87d-87e, 103c-13d, 106-107a, 111c-111d, 113h-113i, 119d-119e, 139c-139d, 142-143a, 147c-174d, 149h-149i, 155d-155e, 173d-173e, 176-177a, 181c-181d, 183h-183i, WP•1-WP•10 TE 2: 191d-191e, 207c-207d, 210-211a, 215c-215d, 217h-217i, 223d-223e, 239c-239d, 242-243a, 245d-245e, 247h-247i, 253d-253e, 267d-267e, 270-271a, 275c-275d, 277h-277i, 283d-283e, 301d-301e, 304-305a, 311d-311e, 313h-313i, 319d-319e, 335c-335d, 338-339a, 343c-343d, 343h-343i, WP•1-WP•10 TE 3: 353d-353e, 371d-371e, 374-375a, 379c-379d, 381h-381i, 387d-387e, 405d-405e, 408-409a, 415d-415e, 417h-417i, 423d-423e, 443c-443d, 446-447a, 449d-449e, 451h-451i, 457d-457e, 469c-469d, 472-473a, 477c-477d, 479h-479i, 485d-485e, 507d-507e, 510-511a, 515c-515d, 517h-517i, WP•1-WP•10 TE 4: 25c-25d, 41d-41e, 44-45a, 51d-51e, 53h-53i, 59c-59d, 75d-75e, 78-79a, 81d-81e, 83h-83i, 89c-89d, 109d-109e, 112-113a, 117c-117d, 119h-119i, 125c-125d, 143c-143d, 146-147a, 151c-151d, 153h-153i, 159c-159d, 177c-177d, 180-181a, 185c-185d, 187h-187i, WP•1-WP•10</p>

**A Correlation of Scott Foresman Reading Street, Grade 2, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 2**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 2, ©2013
<p>Continued 2.8.W Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).</p>	<p>Continued TE 5: 195c-195d, 211d-211e, 214-215a, 219c-219d, 221h-221i, 227c-227d, 247d-247e, 250-251a, 253c-253d, 255h-255i, 261c-261d, 277d-277e, 280-281a, 285c-285d, 287h-287i, 293c-293d, 313d-313e, 316-317a, 321c-321d, 323h-323i, 329c-329d, 347c-347d, 350-351a, 355c-355d, 357h-357i, WP•1-WP•10 TE 6: 365c-365d, 381d-381e, 384-385a, 389c-389d, 391h-391i, 397c-397d, 417d-417e, 420-421a, 423d-423e, 425h-425i, 431c-431d, 447d-447e, 450-451a, 455c-455d, 457h-457i, 463c-463d, 487d-487e, 490-491a, 493d-493e, 495h-495i, 501c-501d, 519c-519d, 522-523a, 527c-527d, 529h-529i, WP•1-WP•10</p>