

A Correlation of
Scott Foresman Reading Street
Common Core Edition
Grade 2, ©2013



To the
Pennsylvania Core Standards
for English Language Arts (2014)
Grade 2

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Introduction

This document demonstrates how ***Scott Foresman Reading Street Common Core, ©2013***, meets the **Pennsylvania Core Standards for English Language Arts**, approved 2014. 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 Common Core is a comprehensive reading program that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally renowned authors who are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

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

At the heart of ***Reading Street***—and the Common Core State Standards—is the goal 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.

The **Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy** guided the organization of ***Reading Street Common Core***. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

Writing instruction and research activities within ***Reading Street Common Core*** emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and knowledge for various purposes.

Reading Street Common Core* instruction for all learners** is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. ***Reading Street Common Core follows the Response to Intervention model (RtI) to meet the instructional needs of all students. It offers a process that monitors student 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 Common Core* 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 Common Core*** 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.

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1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
Book Handling	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Print Concepts	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Phonological Awareness	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Phonics and Word Recognition	
CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> ▪ Distinguish long and short vowels when reading regularly spelled one-syllable words. 	<p>SE/TE: 2.1: 23a, 24–24a, 24b–24c, 26c, 34–35, 44c–44d, 48c–48d, 48e–48f, 48g, 50c, 51d, 54, 54, 55a, 56–56a, 56b–56c, 58c, 58d, 62–63, 72c–72d, 76c–76d, 76e–76f, 80c, 81d, 85a, 86–86a, 86b–86c, 88c, 92–93, 104c–104d, 104g, 108c–108d, 108e–108f, 112c, 113d–113e, 117a, 118–118a, 118b–118c, 120c, 130–131, 140c–140d, 144c, 144e–144f, 148c, 149d–149e, 153a, 154–154a, 154b–154c, 156c, 166–167, 174c–174d, 178c, 178e–178f, 182c, 183d–183e 2.2: 190–190a, 190b–190c, 192c, 198–199, 208c–208d, 212cm 212e–212f, 216c, 217d, 221a, 222b–222c, 224c, 224e, 226–227, 240c–240d, 244c, 244d, 244e–244f, 246c, 247d, 251a, 252–252a, 252b–252c, 254c, 260–261, 268c, 268d, 272c, 272d, 272e–272f, 276c, 277d, 281a, 282–282a, 282b–282c, 284c, 290–291, 302c–302d, 306c–306d, 306e–306f, 312c, 313d, 317a, 318–318a, 318b–318c, 320c, 332–333, 336c–336d, 340c–340d, 340e–340f, 344c, 345d</p>

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<p>(Continued)</p> <ul style="list-style-type: none"> ▪ Distinguish long and short vowels when reading regularly spelled one-syllable words. 	<p>(Continued)</p> <p>2.3: 351a, 352–352a, 352b–352c, 372c–372d, 376c–376d, 376e–376f, 385a, 386b–386c, 400–401, 406c–406d, 410c–410d, 410e–410f, 416c, 421a, 422b–422c, 424c, 436–437, 444c–444d, 448c–448d, 448e–448f, 451d, 455a, 456–456a, 456b–456c, 458c, 462–463, 470c–470d, 474c–474d, 474e–474f, 478c, 483a, 484–484a, 484b–484c, 486c, 494–495, 508c–508d, 512c, 512e–512f, 516c</p> <p>2.4: 22a–22b, 23a, 23c–23d, 26c, 42c–42d, 46c, 46e–46f, 52c, 57c–57d, 68–69, 76c–76d, 80c–80d, 80e–80f, 87c–87d, 110c–110d, 114e–114f, 118c, 122a, 122–123, 123a, 123c–123d, 126c, 144c–144d, 148e–148f, 152c, 156a, 156–157, 157c–157d, 160c, 178c–178d, 182c–182d, 182e–182f</p> <p>2.5: 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, 290a, 290–291, 291a, 291c–291d, 294c, 314c–314d, 318c, 318e–318f, 322c, 326a, 326–327, 327c–327d, 340–341, 348c–348d, 352c–352d, 352e–352f, 357d, 357f</p> <p>2.6: 362a, 362–363, 363a, 363c–363d, 366c, 370–371, 382c–382d, 386c, 386e–386f, 390c, 391d, 394a, 394–395, 395c–395d, 418c–418d, 422c–422d, 422e–422f, 424c, 428a, 428–429, 429a, 429c–429d, 432c, 440–441, 448c–448d, 452c–452d, 452e–452f, 456c, 457d, 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</p>

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<ul style="list-style-type: none"> ▪ Decode two syllable words with long vowels and words with common prefixes and suffixes. 	<p>SE/TE: 2.1: 55a, 56–56a, 58c, 72d, 76d, 80c, 108c–108d 2.2: 318–318a, 318d, 320c, 344c 2.3: 351a, 352–352a, 386, 416, 456 2.4: 22a–22b, 23c–23d, 80c, 122a, 122–123, 148e–148f 2.4: 119a, 170–171, 186–187 2.5: 192a, 192–193, 193a, 196c, 196g, 212c–212d, 220c, 220–221, 224a, 224–225, 225a, 228c, 248c–248d, 252c, 252d, 254c, 282c, 330g, 334–335 2.6: 460a, 460–461, 461a, 461c–461d, 464c, 488c–488d, 492c–492d, 494c, 498a, 498–499, 499a, 499c–499d, 502c, 520c–520d, 524c–524d, 524e–524f, 524g, 528c, 529d</p>
<ul style="list-style-type: none"> ▪ Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. 	<p>SE/TE: 2.2: 190d, 251a, 252, 252a, 252b, 254c, 268d, 272d, 276d 2.4: 157a, 157b, 160c, 160d 2.5: 290a, 290–291, 294c, 294d, 314c–314d, 322c, 322d, 326a, 326–327, 327a, 327b, 330c, 330d, 348c–348d</p>
<ul style="list-style-type: none"> ▪ Read grade appropriate irregularly spelled words. 	<p>SE/TE: 2.1: 25, 26e, 28–29, 30–31, 32–33, 44g, 48e–48f, 56–56a, 56e, 57, 58e, 76d, 86–86a, 87, 88e, 104g, 118e, 119, 120e, 154e, 155, 156e, 174e, 174g, 178d, 178e–178f, 182d, 183b, 191 2.2: 223, 224e, 253, 254e, 283, 284e, 302g, 313b, 319, 320e, 336g 2.3: 352–352a, 353, 354e, 372g, 387, 388e, 406g, 422–422a, 423, 424e, 444g, 457, 458e, 470g, 485, 486e, 508g 2.4: 126f, 144d, 160f, 182d 2.5: 290–291, 294f, 314d, 318d, 318e–318f 2.6: 386d, 492d</p>

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Fluency	
CC.1.1.2.E Read with accuracy and fluency to support comprehension:	
<ul style="list-style-type: none"> Read on-level text with purpose and understanding. 	<p>See all the main and paired selections. For specific fluency and purpose activities, see pages:</p> <p>SE/TE:</p> <p>2.1: 44f, 49b, 50, 51a, 79a, 80, 81a, 88–89, 90–91, 92–93, 94–95, 108e–108f, 113a, 113, 140f, 144d, 144f, 147a, 148, 182</p> <p>2.2: 208f, 216, 246, 260–261, 268f, 275a, 276, 284–285, 286–287, 312, 340f, 344, 345a, 380</p> <p>2.3: 410d, 416, 417a, 424–427, 448f, 450, 470f, 477a, 479, 479a, 516</p> <p>2.4: 46d, 52, 58–59, 82, 110f, 117a, 118, 123d, 126–127, 128a, 148–149, 150–151, 152, 153a, 153d, 157d, 170–171, 172–173, 186</p> <p>2.5: 212f, 219a, 220, 221a, 254, 286, 287d, 291c–291d, 292–293, 318f, 318h, 322, 323d, 328–329, 330–331, 352d, 356, 357a</p> <p>2.6: 363d, 390, 395a, 418d, 422f, 424, 425d, 448f, 455a, 456, 457a, 457d, 492f, 494, 495f, 502–503, 524f, 528 529a, 529d</p>

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<ul style="list-style-type: none"> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	<p>SE/TE: 2.1: 44f, 49b, 50, 51a, 51d, 72f, 79a, 81a, 81d, 104f, 111a, 113, 113d, 149d, 149f, 174f, 181a, 182, 183a, 183d 2.2: 208f, 215a, 216, 217a, 217d, 240f, 245b, 246, 247a, 247d, 277a, 277d, 277g, 302f, 311b, 312, 313a, 313d, 336f, 343a, 344, 345a, 345d, 345f 2.3: 372f, 379a, 380, 381a, 381d, 381f, 406f, 415b, 416, 417a, 417d, 417f, 444f, 449b, 450, 451a, 451f, 470f, 479d, 479f, 508f, 515a, 516, 517a, 517d, 517f 2.4: 42f, 51b, 52, 53a, 53d, 53f, 76f, 81b, 82–83, 83a, 83d, 83f, 119, 119d, 119f, 144f, 151a, 153, 153a, 153f, 178f, 185a, 186, 187f 2.5: 220, 221a, 221d, 221f, 248f, 253b, 255, 255a, 255d, 255f, 278f, 285a, 286, 287a, 287f, 292–293, 294–295, 314f, 321a, 322, 323a, 348f, 355a, 356, 357a 2.6: 382f, 389a, 390, 391a, 391d, 391f, 418f, 423b, 424, 425a, 425d, 425f, 457f, 488f, 493b, 494, 495a, 495d, 502–503, 520f, 527a, 529a, 529f</p>
<ul style="list-style-type: none"> Use context to confirm or self correct word recognition and understanding, rereading as necessary. 	<p>SE/TE: 2.2: 198–199, 226–227, 260–261, 290–291, 320f, 332–333 2.3: 400–401, 436–437, 460–461, 462–463, 494–495 2.4: 26–27, 60–61, 68–69, 126g, 126–127, 134–135, 144g, 158a, 158–159, 159a, 172–173 2.5: 204–205, 236–237, 270–271, 308–309, 340–341 2.6: 366–367, 370–371, 398–399, 412–413, 424, 432–433, 440–441, 456, 464g, 464–465, 474–475, 494–495</p>

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<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Main Idea</p>	
<p>CC.1.2.2.A Identify the main idea of a multi paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>SE/TE: 2.1: 57a–57b, 58g–58h, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 76–77, 81b, 81c, 119a–119b, 120g, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 136–137, 140–141, 144–145, 146–147, 149d, 179 2.2: 240–241, 242–243, 268, 269a, 277c 2.3: 507a 2.4: 58a, 58–59, 75a, 76–77a, 109a, 111a, 116 2.5: 212–213a, 318h, 318–319, 320–321, 328a, 328–329 2.6: 387, 399a, 408–409, 414–415, 417b, 418–419, 425b, 425c, 476–477, 488h, 488–489a, 526</p>
<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>SE/TE: 2.1: 58–59, 60–61, 62–63, 64–65, 70–71, 71a, 72–73, 132–133, 134–135, 140, 140h, 140–141a, 178–179, 180–181, 183b 2.2: 212–213, 214–215, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 239a, 240h, 249, 254g, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 268h, 268–269a, 272–273, 274–275, 277b, 277c 2.3: 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 2.4: 24a, 24–25, 61a, 62–63, 64–65, 70–71, 72–73, 74–75, 75a, 76h, 76–77a, 80, 83b, 88a, 88–89, 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, 182–183, 184–185</p>

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<p>(Continued) CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>(Continued) 2.5: 194a, 194–195, 197a, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 211a, 212–213a, 282h, 282–283, 284–285, 318–319, 320–321, 328a, 352–353, 354–355 2.6: 364a, 386–387, 388–389, 400–401, 402–403, 417a, 418h, 418–419a, 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</p>
<p>CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p>	<p>SE/TE: 2.1: 108–109, 110–111, 113c 2.2: 236–237, 238–239 2.3: 490–491, 492–493, 496–497, 507a 2.4: 58a, 58–59, 83b, 110, 150–151 2.5: 282–283, 284–285, 287c 2.6: 408–409, 410–411, 416–417, 418h, 418–419a, 462–463, 468–469, 472–473</p>
<p>Craft and Structure Point of View</p>	
<p>Intentionally Blank</p>	<p>Pennsylvania has no objectives for this strand at this grade level.</p>
<p>Craft and Structure Text Structure</p>	
<p>CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.</p>	<p>SE/TE: 2.1: 58–59, 60–61, 66–67, 71b, 72–73, 76h, 76–77, 78–79, 81c, 108–109, 136–137, 139f, 144h, 144–145, 149c, 178h, 178–179, 212–213 2.2: 236–237, 253a–253b, 262–263, 264–265, 267g, 272h, 272–273, 274–275, 301g, 335f 2.3: 405g, 469f, 512–513, 514–515 2.4: 41g, 61a, 64–65, 68–69, 75a, 109a, 114h, 114–115, 143f, 148–149 2.5: 211g, 216–217, 313g, 318h, 318–319, 352h, 386 2.6: 452h, 452–453, 454, 487g, 492–493a, 493f</p>

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Craft and Structure Vocabulary	
CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.	SE/TE: 2.1: 54a–54b, 58a–58b, 58f, 72g, 81b, 122–123, 126–127, 140g 2.2: 224f, 234–235, 254f, 256–257 2.3: 502–503, 508g 2.4: 25a, 26–27, 59a, 60g, 60–61, 70–71, 89a, 96–97, 100–101, 126–127 2.5: 195a, 196–197, 204–205, 206–207, 212g, 221b 2.6: 397a, 398e, 398–399, 402–403, 425b, 432–433, 463a, 464e, 464–465, 478–479
Integration of Knowledge and Ideas Diverse Media	
CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.	SE/TE: 2.1: 108–109, 113c, 173g 2.2: 236–237, 239f 2.3: 371g, 486–487 2.4: 68–69, 104–105, 109b, 109g, 152 2.5: 247g, 282, 287c 2.6: 388, 391c, 412–413, 487b
Integration of Knowledge and Ideas Evaluating Arguments	
CC.1.2.2.H Describe how reasons support specific points the author makes in a text.	SE/TE: 2.2: 223a, 228–229, 230–231, 232–233, 234–235 2.3: 381b, 490–491, 506–507 2.4: 75b, 194 2.6: 388–389, 404–405, 417a, 486–487, 487a
Integration of Knowledge and Ideas Analysis Across Texts	
CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	SE/TE: 2.1: 78–79, 181, 215 2.2: 245a, 245 2.3: 449 2.4: 81, 109a, 117, 185 2.5: 202–203, 211a, 219, 285, 389 2.6: 417a, 487a, 493a, 493, 527

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<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p>SE/TE: 2.1: 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 2.2: 186, 188a–188b, 192a–192b, 208a–208b, 212a–212b, 212g, 217b, 218, 220a–220b, 240a–240b, 244b, 247b, 248, 250a–250b, 254a–254b, 272a, 272b, 277b, 278, 280a–280b, 284a–284b, 306a–306b, 314, 316a–316b, 320a–320b, 340b, 345b 2.3: 348, 350a–350b, 354a–354b, 381b, 382, 384a–384b, 388a–388b, 410a–410b, 417b, 418, 420a–420b, 444a–444b, 451b, 452, 454a–454b, 474a–474b, 479b, 480, 482a–482b, 512a–512b, 517b 2.4: 20, 21a–21b, 46b, 54, 55a–55b, 60a–60b, 76a–76b, 83c, 83g, 84, 85a–85b, 90a–90b, 90e, 109c, 110a–110b, 112, 114b, 120, 121a–121b, 125a, 125b, 126a–126b, 144a–144b, 146–147, 154, 155a–155b, 180a, 180–181, 182b 2.5: 190, 191a–191b, 196e, 212a–212b, 216b, 222, 223a–223b, 248a–248b, 256, 257a–257b, 262a–262b, 278a–278b, 282a–282b, 288, 289a–289b, 294a–294b, 318b, 324, 325a–325b, 330a–330b, 348a–348b, 352b 2.6: 360, 361a–361b, 366a–366b, 366e, 382a–382b, 386a–386b, 392, 393a–393b, 398a–398b, 418a–418b, 422b, 426, 427a–427b, 432a–432b, 448a–448b, 452b, 458, 459a–459b, 464a–464b, 488a–488b, 492b, 496, 497a–497b, 502a–502b, 520a–520b, 529b, 357b</p>

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Vocabulary Acquisition and Use	
<p>CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p>	<p>SE/TE: 2.2: 224f, 234–235, 324–325, 246–247, 344–345 2.4: 26g, 26–27, 52–53, 125a, 126g, 126–127, 144g, 152, 153a 2.5: 228e, 228–229, 239a, 240–241, 262–263, 286, 330g, 330–331 2.6: 356, 372–373, 374–375, 398e, 418g, 424–425, 431a, 432e, 448g, 464–465, 488g, 494–495, 501a, 502–503, 528</p>
Range of Reading	
<p>CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>SE/TE: 2.1: 120–139 2.2: 224g–224h, 224–239, 254g–254h, 254–267 2.3: 486g–486h, 486–507, 517c 2.4: 61a–62a, 62–75, 91a–92a, 92–110 2.5: 197a–198a 2.6: 399a–400a, 465a–466a, 466–488, 492–493a, 524h</p>

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Grade 2**

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1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Key Ideas and Details Theme	
CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.	SE/TE: 2.1: 44–45 2.2: 301a, 306–307, 308–309, 310–311a, 319a–319b, 332–333, 334–335, 336–337a, 340–341, 342–343 2.3: 372h, 372, 373a, 407a, 424g–424h, 430–431, 440–441, 444–445a, 448a–448b, 449f, 471a, 474, 476–477, 479c 2.4: 27a–28a, 28–29, 30–31, 40–41, 41a, 41b, 42–43a, 53c, , 124a, 124–125, 140–141, 142–143, 143a, 144–145a, 144h, 153b, 153c, 158a, 158–159, 177a, 178h, 178–179a, 187b 2.5: 247a, 298–299, 314h, 314–315a, 348–349a 2.6: 449a, 519a, 520–521
Key Ideas and Details Text Analysis	
CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	SE/TE: 2.1: 43a, 44–45a, 48–49a, 104–105, 155a, 170–171, 174–175a 2.2: 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, 310–311, 313b, 313c, 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 2.3: 353a–353b, 354g, 354–355, 356–357, 358–359, 360–361, 362–363, 364–365, 366–367, 368–369, 371a, 372–373a, 377, 378–379, 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, 423a, 424–425, 426–427,

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<p>(Continued) CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>(Continued) 428–429, 430–431, 432–433, 434–435, 436–437, 438–439, 443a, 444h, 444–445a, 448–449a, 458–459, 460–461, 466–467, 468–469, 470–471a, 474h, 474–475, 476–477 2.4: 27a, 32–33, 34–35, 36–37, 38–39, 42h, 42–43a, 46–47, 48–49, 50–51, 51a, 80–81a, 88, 124a, 127a, 128–129, 130–131, 136–137, 138–139, 144–145a, 153b–153c, 161a, 177a, 178–179a 2.5: 216–217, 218–219, 226a, 227, 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, 260a, 261, 263a–264a, 264–265, 266–267, 268–269, 270–271, 272–273, 274–275, 276–277, 277a, 278–279a, 295a, 313a, 313b, 314–315a, 318–319, 320–321, 331a, 336–337, 338–339, 344–345, 346–347, 347a, 348–349a, 357b 2.6: 367a, 368–369, 370–371, 372–373, 374–375, 376–377, 378–379, 380–381, 381a, 381b, 382–383a, 430a, 430–431, 433a, 434–435, 436–437, 438–439, 440–441, 442–443, 444–445, 446–447, 447a, 448–449a, 457b, 457c, 500a, 503a, 504–505, 506–507, 508–509, 510–511, 520–521a, 529b, 529c</p>

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Key Ideas and Details Literary Elements	
CC.1.3.2.C Describe how characters in a story respond to major events and challenges.	SE/TE: 2.1: 25a–25b, 26g–26h, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43a, 51b, 72b, 87a–87b, 113b, 113h–113i, 170–171 2.2: 200–201, 202–203, 302h, 322–323 2.3: 358–359, 360–361, 362–363, 364–365, 368–369, 451c, 458g–458h 2.4: 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42, 46–47, 48–49, 50–51, 51a, 132–133, 134–135, 166–167, 168–169 2.5: 242–243, 244–245, 248–249, 272–273, 274–275, 292a, 292, 296–297, 298–299, 300–301, 302–303, 304–305, 306–307, 308–309, 310–311, 313a, 314, 323b, 340–341, 342–343, 344–345, 346–347, 348h 2.6: 381a, 508–509, 512–513, 529c
Craft and Structure Point of View	
CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	SE/TE: 2.1: 174f, 181e, 183, 183c 2.2: 301b, 311b, 312, 313a, 313b 2.3: 444f, 449b, 450, 462–463, 464–465 2.4: 34–35, 144f 2.5: 221c, 232–233, 268–269, 277a, 285a, 295a–296a, 306–307, 314f, 318–319, 320–321, 322, 357c 2.6: 529c

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Craft and Structure Text Structure	
CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	SE/TE: 2.1: 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, 104, 113h–113i, 156g–156h, 158–159, 160–161, 162–163, 173b, 174h 2.2: 294–295, 298–299, 302–303, 306h, 340h 2.3: 407a, 417c, 457a, 464–465, 468–469, 479b 2.4: 46h, 124a, 124–125, 140–141, 142–143, 143a, 158a, 158–159, 168–169, 172–173, 174–175, 187b, 187c 2.5: 227c, 260a, 260–261, 268–269, 272–273, 277a, 278h, 278–279, 287b, 293c–293d, 304–305, 312–313, 313a, 321c–321d, 352h 2.6: 447b, 448–449a, 457c, 495b
Craft and Structure Vocabulary	
CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	SE/TE: 2.1: 48h, 48–49a, 51c 2.2: 244–245a, 286–287, 311a, 311 345c 2.3: 371b, 448h, 446–447, 448–449a 2.4: 80h, 80–81a, 83c, 136–137 2.5: 252h, 252–253, 255c 2.6: 374–375, 397c–397d, 422h, 422–423, 423a, 440–441

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Integration of Knowledge and Ideas Sources of Information	
CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	SE/TE: 2.1: 38–39, 40–41, 100–101, 102–103, 103a, 104–105a, 156g–156h, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 170–171, 172–173, 174, 174h 2.2: 200–201, 248, 278, 314, 335a 2.3: 362–363, 388–389, 390–391, 392–393, 394–395, 400–401, 402–403, 410–411, 412–413, 424–425, 426–427, 432–433, 434–435, 470–471 2.4: 124a, 124, 128–129, 130–131, 132–133, 134–135, 144–145a, 162–163, 164–165, 178–179a 2.5: 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, 332–333, 334–335, 342–343, 348–349a, 357b, 357c 2.6: 367a, 380–381, 382–383a, 434–435, 438–439, 448–449, 520–521
Integration of Knowledge and Ideas Text Analysis	
CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture.	SE/TE: 2.1: 49, 79 2.2: 324–325, 334–335, 335a 2.3: 428–429, 432–433, 442–443, 443a, 444–445, 451c
Vocabulary Acquisition and Use Strategies	
CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.	SE/TE: 2.2: 224f, 234–235, 324–325, 246–247, 344–345 2.4: 26g, 26–27, 52–53, 125a, 126g, 126–127, 144g, 152, 153a 2.5: 228e, 228–229, 229a, 240–241, 262–263, 286, 262–263, 286, 262–263, 286, 262–263, 286, 262–263, 286, 262–263, 286, 262–263, 286, 262–263, 286, 330g, 330–331, 356 2.6: 372–373, 374–375, 398e, 398–399, 418g, 424–425, 431a, 432e, 448g, 464–465, 488g, 494–495, 501a, 502–503, 528

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Vocabulary Acquisition and Use	
<p>CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p>SE/TE: 2.1: 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, 186 2.2: 188a–188b, 192a–192b, 208a–208b, 212a–212b, 212g, 217b, 218, 220a–220b, 240a–240b, 244b, 247b, 248, 250a–250b, 254a–254b, 272a, 272b, 277b, 278, 280a–280b, 284a–284b, 306a–306b, 314, 316a–316b, 320a–320b, 340b, 345b, 348 2.3: 350a–350b, 354a–354b, 381b, 382, 384a–384b, 388a–388b, 410a–410b, 417b, 418, 420a–420b, 444a–444b, 451b, 452, 454a–454b, 474a–474b, 479b, 480, 482a–482b, 512a–512b, 517b 2.4: 20, 21a–21b, 46b, 54, 55a–55b, 60a–60b, 76a–76b, 83c, 83g, 84, 85a–85b, 90a–90b, 90e, 109c, 110a–110b, 112, 114b, 120, 121a–121b, 125a, 125b, 126a–126b, 144a–144b, 146–147, 154, 155a–155b, 180a, 180–181, 182b 2.5: 190, 191a–191b, 196e, 212a–212b, 216b, 222, 223a–223b, 248a–248b, 256, 257a–257b, 262a–262b, 278a–278b, 282a–282b, 288, 289a–289b, 294a–294b, 318b, 324, 325a–325b, 330a–330b, 348a–348b, 352b, 360 2.6: 392, 426, 458, 496</p>
Range of Reading	
<p>CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.</p>	<p>SE/TE: 2.1: 26h, 50, 113, 156h, 182 2.2: 206–207 2.3: 410h, 424g–424h, 442–443, 458g–458h, 470h 2.4: 27a–28a, 127a–128a 2.5: 216h, 229a–229b 2.6: 422–423, 423a, 503a–504a, 519a, 520h, 520–521</p>

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
Informative/Explanatory	
CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	SE/TE: 2.1: 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i 2.2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i 2.3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e 2.4: 59c–59d, 75d–75e, 76, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 110, 112–113, 113a, 117c–117d, 119h–119i, 212 2.6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i
Informative/Explanatory Focus	
CC.1.4.2.B Identify and introduce the topic.	SE/TE: 2.1: 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i 2.2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i 2.3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e 2.4: 59c–59d, 75d–75e, 76, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 110, 112–113, 113a, 117c–117d, 119h–119i, 212 2.6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i

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Informative/Explanatory Content	
CC.1.4.2.C Develop the topic with facts and/or definitions	SE/TE: 2.1: 57d, 57e, 71d–71e, 74–75, 75a, 79c– 79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i 2.2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d– 267e, 270–271, 271a, 275c–275d, 277h– 277i 2.3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e 2.4: 59c–59d, 75d–75e, 76, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 110, 112–113, 113a, 117c–117d, 119h– 119i, 212 2.6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i
Informative/Explanatory Organization	
CC.1.4.2.D Group information and provide a concluding statement or section.	SE/TE: 2.1: 57d, 57e, 71d–71e, 74–75, 75a, 79c– 79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i 2.2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d– 267e, 270–271, 271a, 275c–275d, 277h– 277i 2.3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e 2.4: 59c–59d, 75d–75e, 76, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 110, 112–113, 113a, 117c–117d, 119h– 119i, 212 2.6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i

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Informative/Explanatory Style	
<p>CC.1.4.2.E Choose words and phrases for effect.</p>	<p>SE/TE: 2.1: 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i 2.2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i 2.3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e 2.4: 59c–59d, 75d–75e, 76, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 110, 112–113, 113a, 117c–117d, 119h–119i, 212 2.6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i</p>
Informative/Explanatory Conventions of Language	
<p>CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	
<ul style="list-style-type: none"> • Capitalize proper nouns. 	<p>These pages provide opportunities for children to meet this standard. SE/TE: 2.1: 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i 2.2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i 2.3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e 2.4: 59c–59d, 75d–75e, 76, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 110, 112–113, 113a, 117c–117d, 119h–119i, 212 2.6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i</p>

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<ul style="list-style-type: none"> • Use commas and apostrophes appropriately. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>2.1: 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i</p> <p>2.2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i</p> <p>2.3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e</p> <p>2.4: 59c–59d, 75d–75e, 76, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 110, 112–113, 113a, 117c–117d, 119h–119i, 212</p> <p>2.6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i</p>
<ul style="list-style-type: none"> • Spell words drawing on common spelling patterns. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>2.1: 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i</p> <p>2.2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i</p> <p>2.3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e</p> <p>2.4: 59c–59d, 75d–75e, 76, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 110, 112–113, 113a, 117c–117d, 119h–119i, 212</p> <p>2.6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i</p>

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<ul style="list-style-type: none"> Consult reference material as needed. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE: 2.1: 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i 2.2: 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i 2.3: 375b, 387d–387e, 405d–405e, 409a, 415d–415e 2.4: 59c–59d, 75d–75e, 76, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 110, 112–113, 113a, 117c–117d, 119h–119i, 212 2.6: 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i</p>
Opinion/Argumentative	
<p>CC.1.4.2.G Write opinion pieces on familiar topics or texts.</p>	<p>SE/TE: 2.2: 240 2.3: 387d–387e, 405d–405e, 409a, 415d–415e, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i 2.4: 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i, 178–179a 2.6: 423f, 431c–431d, 450–451, 451a, 455c–455d, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d</p>
Opinion/ Argumentative Focus	
<p>CC.1.4.2.H Identify the topic and state an opinion.</p>	<p>SE/TE: 2.2: 240 2.3: 387d–387e, 405d–405e, 409a, 415d–415e, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i 2.4: 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i, 178–179a 2.6: 423f, 431c–431d, 450–451, 451a, 455c–455d, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d</p>

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Opinion/ Argumentative Content	
CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.	SE/TE: 2.2: 240 2.3: 387d–387e, 405d–405e, 409a, 415d–415e, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i 2.4: 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i, 178–179a 2.6: 423f, 431c–431d, 450–451, 451a, 455c–455d, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d
Opinion/ Argumentative Organization	
CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.	SE/TE: 2.2: 240 2.3: 387d–387e, 405d–405e, 409a, 415d–415e, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i 2.4: 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i, 178–179a 2.6: 423f, 431c–431d, 450–451, 451a, 455c–455d, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d
Opinion/ Argumentative Style	
CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.	SE/TE: 2.2: 240 2.3: 387d–387e, 405d–405e, 409a, 415d–415e, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i 2.4: 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i, 178–179a 2.6: 423f, 431c–431d, 450–451, 451a, 455c–455d, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d

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Opinion/ Argumentative Conventions of Language	
<p>CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed 	<p>These pages provide opportunities for children to meet this standard. SE/TE: 2.2: 240 2.3: 387d–387e, 405d–405e, 409a, 415d–415e, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i 2.4: 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i, 178–179a 2.6: 423f, 431c–431d, 450–451, 451a, 455c–455d, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d</p>
Narrative	
<p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p>	<p>SE/TE: 2.1: 25d–25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d–87e, 103c–103d, 106–107, 107a, 111c–111d, 155d, 173d–173e, 174, 177a, 181c–181d, 183h–183i 2.2: 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283e, 301d–301e, 304–305, 305a, 319d–319e, 335c–335d, 338–339, 339a 2.3: 371d–371e, 374–375, 375a, 409a, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d 2.4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a 2.5: 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, 314–315a, 316–317, 317a, 323h–323i, 347c–347d, 348, 350–351, 351a, 355c–355d 2.6: 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>

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<p>Narrative Focus</p>	
<p>CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.</p>	<p>SE/TE: 2.1: 25d–25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d–87e, 103c–103d, 106–107, 107a, 111c–111d, 155d, 173d–173e, 174, 177a, 181c–181d, 183h–183i 2.2: 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283e, 301d–301e, 304–305, 305a, 319d–319e, 335c–335d, 338–339, 339a 2.3: 371d–371e, 374–375, 375a, 409a, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d 2.4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a 2.5: 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, 314–315a, 316–317, 317a, 323h–323i, 347c–347d, 348, 350–351, 351a, 355c–355d 2.6: 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>

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<p>Narrative Content</p>	
<p>CC.1.4.2.O Include thoughts and feeling to describe experience and events to show the response of characters to situations.</p>	<p>SE/TE: 2.1: 25d–25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d–87e, 103c–103d, 106–107, 107a, 111c–111d, 155d, 173d–173e, 174, 177a, 181c–181d, 183h–183i 2.2: 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283e, 301d–301e, 304–305, 305a, 319d–319e, 335c–335d, 338–339, 339a 2.3: 371d–371e, 374–375, 375a, 409a, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d 2.4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a 2.5: 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, 314–315a, 316–317, 317a, 323h–323i, 347c–347d, 348, 350–351, 351a, 355c–355d 2.6: 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>

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<p>Narrative Organization</p>	
<p>CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p>	<p>SE/TE: 2.1: 25d–25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d–87e, 103c–103d, 106–107, 107a, 111c–111d, 155d, 173d–173e, 174, 177a, 181c–181d, 183h–183i 2.2: 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283e, 301d–301e, 304–305, 305a, 319d–319e, 335c–335d, 338–339, 339a 2.3: 371d–371e, 374–375, 375a, 409a, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d 2.4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a 2.5: 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, 314–315a, 316–317, 317a, 323h–323i, 347c–347d, 348, 350–351, 351a, 355c–355d 2.6: 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>

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<p>Narrative Style</p>	
<p>CC.1.4.2.Q Choose words and phrases for effect</p>	<p>SE/TE: 2.1: 25d–25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d–87e, 103c–103d, 106–107, 107a, 111c–111d, 155d, 173d–173e, 174, 177a, 181c–181d, 183h–183i 2.2: 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283e, 301d–301e, 304–305, 305a, 319d–319e, 335c–335d, 338–339, 339a 2.3: 371d–371e, 374–375, 375a, 409a, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d 2.4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a 2.5: 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, 314–315a, 316–317, 317a, 323h–323i, 347c–347d, 348, 350–351, 351a, 355c–355d 2.6: 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>

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<p>Narrative Conventions of Language</p>	
<p>CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	
<ul style="list-style-type: none"> • Capitalize proper nouns. 	<p>These pages provide opportunities for children to meet this standard. SE/TE: 2.1: 25d–25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d–87e, 103c–103d, 106–107, 107a, 111c–111d, 155d, 173d–173e, 174, 177a, 181c–181d, 183h–183i 2.2: 191d–191e, 207c–207d, 210–211, 211a, 215c–215d, 217h–217i, 283e, 301d–301e, 304–305, 305a, 319d–319e, 335c–335d, 338–339, 339a 2.3: 371d–371e, 374–375, 375a, 409a, 423d–423e, 443c–443d, 446–447, 447a, 449d–449e, 457d–457e, 469c–469d, 472–473, 473a, 477c–477d 2.4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a 2.5: 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, 314–315a, 316–317, 317a, 323h–323i, 347c–347d, 348, 350–351, 351a, 355c–355d 2.6: 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>

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<ul style="list-style-type: none"> • Use commas and apostrophes appropriately. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>2.1: 25d–25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d–87e, 103c–103d, 106–107, 107a, 111c–111d, 155d, 173d–173e, 174, 177a, 181c–181d, 183h–183i</p> <p>2.2: 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>2.3: 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>2.4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a</p> <p>2.5: 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, 314–315a, 316–317, 317a, 323h–323i, 347c–347d, 348, 350–351, 351a, 355c–355d</p> <p>2.6: 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>

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<ul style="list-style-type: none"> • Spell words drawing on common spelling patterns. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>2.1: 25d–25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d–87e, 103c–103d, 106–107, 107a, 111c–111d, 155d, 173d–173e, 174, 177a, 181c–181d, 183h–183i</p> <p>2.2: 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>2.3: 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>2.4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a</p> <p>2.5: 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, 314–315a, 316–317, 317a, 323h–323i, 347c–347d, 348, 350–351, 351a, 355c–355d</p> <p>2.6: 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>

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<ul style="list-style-type: none"> • Consult reference material as needed. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>2.1: 25d–25e, 43d–43e, 46–47, 47a, 49d–49e, 51h–51i, 87d–87e, 103c–103d, 106–107, 107a, 111c–111d, 155d, 173d–173e, 174, 177a, 181c–181d, 183h–183i</p> <p>2.2: 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>2.3: 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>2.4: 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a</p> <p>2.5: 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, 314–315a, 316–317, 317a, 323h–323i, 347c–347d, 348, 350–351, 351a, 355c–355d</p> <p>2.6: 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>Response to Literature</p>	
<p>Intentionally Blank</p>	<p>Pennsylvania has no objectives for this strand at this grade level.</p>

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Production and Distribution of Writing Writing Process	
<p>CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>SE/TE: 2.1: 49d–49e, 51h–51i, 79c–79d, 81h–81i, 87d, 103c–103d, 106–107, 107a, 111d, 113h–113i 147c–147d, 159181c–181d, 183h–183i 2.2: 215c–215d, 217h–217i, 245d–245e, 247h–247i, 277h–277i, 311d–311e, 313h–313i, 343c–343d, 345h–345i 2.3: 379c–379d, 381h–381i, 415d–415e, 417h–417i, 449d–449e, 451h–451i, 479h–479i, 515c–515d, 517h–517i 2.4: 51d–51e, 53h–53i, 75g, 83h–83i, 117c–117d, 117f, 119h–119i, 151c–151d, 153h–153i, 177c–177d, 181a, 185c–185d, 187h–187i 2.5: 219c–219d, 221h–221i, 253d–253e, 255h–255i, 285c–285d, 287h–287i, 321c–321d, 355c–355d, 357h–357i 2.6: 389c–389d, 391h–391i, 423d–423e, 425h–425i, 455c–455d, 457h–457i, 493d–493e, 495h–495i, 529h–529i</p>
Technology and Publication	
<p>CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p>	<p>SE/TE: 2.2: 247j, 302–303, 303a, 311g 2.3: 417i, 507g, 511b 2.4: 187i 2.5: 215b, 277g, 347f, 351b 2.6: 391i, 457i</p>
Conducting Research	
<p>CC.1.4.2.V Participate in individual or shared research and writing projects.</p>	<p>SE/TE: 2.1: 43g, 47b, 57f, 71d–71e, 74–75, 75b, 79c–79d, 79f, 81j, , 87f, 103f, 107b, 113j, 119d, 139c, 143b, 181f 2.2: 223f, 243b, 245g 2.3: 375b 2.4: 181b 2.5: 351b 2.6: 381g, 385b, 417g, 491b, 493g</p>

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Credibility, Reliability, and Validity of Sources	
<p>CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>SE/TE: 2.1: 43g, 44, 47b, 49g, 71g, 72, 75b, 79, 110, 111f, 143b, 147f, 181f 2.2: 207f, 211b, 243b, 245g, 271b, 275f, 305b, 311f, 311g, 339b, 343f 2.3: 379f, 409b, 415g, 443f, 447b, 449g, 473b, 477f, 507g, 511b, 515f 2.4: 45b, 75g, 79b, 81g, 177f, 185f 2.5: 251b, 253g, , 277g, 281b, 285f, 317b, 321f, 355f 2.6: 385b, 421b, 431e, 447g, 491b, 523b, 527f</p>
Range of Writing	
<p>CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.</p>	<p>SE/TE: 2.1: 25d–25e, 43d–43e, 46–47, 49d–49e, 51h–51i, 57d–57e, 71d–71e, 74–75, 79c–79d, 81h–81i, 87d–87e, 103c–103d, 106–107, 111c–111d, 113h–113i 119d–119e, 139c–139d, 142–143, 147c–147d, 149h–149i, 155d–155e, 173d–173e, 176–177, 181c–181d, 183h–183i 2.2: 191d–191e, 207c–207d, 210–211, 215c–215d, 217h–217i, 223d–223e, 239c–239d, 242–243, 245d–245e, 247h–247i, 253d–253e, 267d–267e, 271a–271b, 275c–275d, 277h–277i, 283d–283e, 301d–301e, 305a–305b, 311d–311e, 313h–313i, 319d–319e, 335c–335d, 338–339, 343c–343d, 345h–345i 2.3: 353c–353d, 371d–371e, 374–375, 379c–379d, 381h–381i, 387d–387e, 405d–405e, 408–409, 415d–415e, 417h–417i, 423d–423e, 443c–443d, 446–447, 449d–449e, 451h–451i, 457d–457e, 469c–469d, 472–473, 477c–477d, 479h–479i, 485d–485e, 507d–507e, 510–511, 515c–515d, 517h–517i 2.4: 25c–25d, 41d–41e, 44–45, 51d–51e, 53h–53i, 59c–59d, 75d–75e, 78–79, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 112–113, 117c–117d, 117f, 119h–119i, 125c–125d, 143c–143d, 146–147, 151c–151d, 153h–153i, 159c–159d, 177c–177d, 180–181, 185c–185d, 187h–187i</p>

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<p>(Continued) CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.</p>	<p>(Continued) 2.5: 195c–195d, 211d–211e, 214–215, 219c–219d, 221h–221i, 227c–227d, 247d–247e, 250–251, 253d–253e, 255h–255i, 261c–261d, 277d–277e, 280–281, 285c–285d, 287h–287i, 293c–293d, 313d–313e, 316–317, 321c–321d, 323h–323i, 329c–329d, 347c–347d, 350–351, 355c–355d, 357h–357i 2.6: 365c–365d, 381d–381e, 384–385, 389c–389d, 391h–391i, 397c–397d, 417d–417e, 420–421, 423d–423e, 425h–425i, 431c–431d, 447d–447e, 450–451, 455c–455d, 457h–457i, 463c–463d, 487d–487e, 490–491, 493d–493e, 495h–495i, 501c–501d, 519c–519d, 522–523, 527c–527d, 529h–529i</p>

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<p>1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p>Comprehension and Collaboration Collaborative Discussion</p>	
<p>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</p>	<p>2.1: 20, 22a–22b, 25a–25b, 25f, 26a–26b, 26g–26h, 43d–43e, 44a–44b, 48a–48b, 49f, 51, 51a, 51b, 51c, 51i, 57a–57b, 57c, 57f, 58g, 71e, 73b, 79c–79d, 82, 87f, 88g, 103e, 111e, 113j, 119d, 119f, 120a–120b, 139c, 147c–147d, 149j, 150, 155c, 155d, 155f, 173d–173e, 173g, 177a, 181c–181d, 181f, 183a, 183j, 186 2.2: 191f, 192g, 217j, 217k, 218, 248, 253f, 277k, 278, 283c, 283f, 311f, 313, 313a, 313k, 314, 319c, 319e, 319f, 345k, 348 2.3: 353c, 353e, 353f, 381k, 382, 387c, 387f, 388g, 415f, 417k, 418, 423c, 423e, 423f, 452, 457e, 457f, 479k, 485c, 485f, 515e 2.4: 20, 21b, 25d, 25e, 51f, 51g, 53, 53a, 54, 59d, 59e, 82–83, 89e, 113a, 119k, 120, 125e, 151e, 151f, 154, 159e, 182a, 185e, 186 2.5: 190, 195e, 222, 227e, 256, 261e, 286, 287a, 288, 293c, 293e, 313g, 324, 329c, 329e 2.6: 360, 365e, 381f, 381g, 389e, 389f, 391j, 392, 397e, 423f, 425, 425a, 426, 458, 463e, 496, 501e</p>

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Comprehension and Collaboration Critical Listening	
CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SE/TE: 2.1: 26a–26b, 26g, 44a, 48a, 58b, 76b, 88b, 104a, 108b, 113a, 120g, 140a, 144b, 149, 174a, 178b, 183b 2.2: 192b, 208a, 212b, 215e, 217, 217a, 224b, 240a, 244b, 247, 247a, 254a, 254b, 268a, 272b, 284b, 284g, 302a, 302b, 306b, 320b, 320g, 336a, 336b, 340a, 340b, 343e 2.3: 354b, 372a, 376b, 388b, 406a, 410b, 417j, 423f, 424a, 424b, 424g, 444a, 448b, 451, 451a, 458b, 458g, 470a, 470b, 474b, 485b, 486b, 508a, 508b, 512b, 517, 517a, 517j 2.4: 26a, 26b, 42a, 42b, 46b, 53, 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, 187, 187a 2.5: 196a, 196b, 212a, 212b, 216a, 216b, 219e, 221a, 221j, 228b, 248a, 248b, 255, 263a, 278a, 278b, 282b, 285e, 294b, 314a, 318b, 323j, 330b, 348a, 348b, 352b 2.6: 366b, 382a–382b, 386b, 391j, 398b, 417g, 418a, 422a, 425a, 425j, 432b, 448a, 452b, 457j, 464b, 488a, 492b, 493f, 495, 495a, 495j, 502b, 520a, 524a, 524b, 527e, 529, 529j
Comprehension and Collaboration Evaluating Information	
CC.1.5.2.C 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.	SE/TE: 2.1: 149j 2.2: 215e, 247a, 275e, 277, 277a, 345a 2.3: 313, 345, 381j, 451j, 479j 2.4: 81f, 82–83, 83j, 153j, 187j 2.5: 255j, 287j, 357a, 357j 2.6: 423g, 425a, 455e, 457a, 457j, 495j, 519f, 529j
Presentation of Knowledge and Ideas Purpose, Audience, and Task	
CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SE/TE: 2.1: 147e, 149, 149a 2.3: 451, 451a, 477e, 479 2.4: 82–83, 117e, 118–119, 187, 187a 2.5: 255a, 321e, 323, 323a 2.6: 425i, 457

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Presentation of Knowledge and Ideas Context	
CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SE/TE: 2.1: 49f, 51, 51a 2.2: 313j, 343e 2.3: 354–355, 379e, 381, 381a, 381i, 388–389, 423e, 424–425, 451, 451j, 477e, 479j 2.4: 82–83, 117e, 118–119, 185e, 187a 2.5: 255a, 287j, 355e, 357, 357a 2.6: 389e, 434–435, 466–467, 529, 529a
Integration of Knowledge and Ideas Multimedia	
CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	SE/TE: 2.3: 381i, 451i 2.4: 153i 2.5: 221i, 323i 2.6: 425i
Conventions of Standard English	
CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	SE/TE: 2.1: 20j, 24a, 25c, 25e, 26c, 26g, 40–41, 43e, 43f, 44d, 45b, 47a, 49e, 50b, 50c, 51a, 51b, 51i, 52j, 56a, 57c, 57e, 58c, 58g, 66–67, 71b, 71e, 71f, 72d, 73b, 75a, 79d, 80b, 80c, 81a, 81b, 81 i, 82j, 86a, 87c, 87e, 88c, 88g, 96–97, 103d, 103e, 104d, 105b, 107a, 111d, 112b, 112c, 113a, 113b, 113i, 114j, 118a, 119c, 119e, 120c, 120g, 124–125, 139d, 139e, 140d, 141b, 143a, 147d, 148b, 148c, 149a, 149b, 149i, 150j, 154a, 155c, 155e, 156c, 156g, 170–171, 173e, 173f, 174d, 175b, 177a, 181d, 182b, 182c, 183a, 183b, 183i 2.2: 186j, 190a, 191c, 191e, 192c, 192g, 198–199, 207d, 207e, 208d, 209b, 211a, 215d, 216b, 216c, 217a, 217b, 217i, 218j, 222a, 223c, 223e, 224c, 224g, 234–235, 239d, 239e, 240d, 241b, 243a, 245e, 246b, 246c, 247a, 247b, 247i, 248j, 252a, 253c, 253e, 254c, 254g, 267e, 267f, 268d, 269b, 271a, 275d, 276b, 276c, 277a, 277b, 277i, 278j, 282a, 283c, 283e, 284c, 284e, 284g, 292–293, 300–301, 301e, 301f, 302d, 303b, 305a, 311e, 312b, 312c, 313a, 313b, 313i, 314j, 318a, 319c, 319e, 320c, 320e, 320g, 322–323, 330–331, 335d, 335e, 336d, 337b, 339a, 343d, 344b, 344c, 345a, 345b, 345i

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<p>(Continued) CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.</p>	<p>(Continued) 2.3: 348j, 352a, 353c, 353e, 354c, 354e, 354g, 356–357, 371 e, 371f, 372d, 373b, 375a, 379d, 380b, 380c, 381a, 381b, 381i, 382j, 386a, 387c, 387e, 388c, 388e, 388g, 405e, 405f, 406d, 409a, 415e, 416b, 416c, 417a, 417b, 417i, 418j, 422a, 423c, 423e, 424c, 424e, 424g, 443d, 443e, 444d, 446a, 447a, 449e, 450b, 450c, 451a, 451b, 451i, 452j, 456a, 457c, 457e, 458c, 458g, 460–461, 469d, 469e, 470d, 471 b, 473a, 477d, 478b, 478c, 479a, 479b, 479i, 480j, 484a, 485c, 485e, 486c, 486g, 507e, 507f, 508d, 509b, 511a, 515d, 516b, 516c, 517a, 517b, 517i 2.4: 20j, 23a, 25b, 25d,26c, 27a, 28–29, 41e, 41f, 42d, 42g, 44a, 45a, 51e, 52b, 52c, 53i,54j, 57a, 59b, 59d, 60c, 61a, 70–71, 75e, 75f, 76d, 76g, 78a, 79a,81e, 82b, 82c, 83i, 84j, 87a, 89b, 89d, 90c, 91a, 109e, 109f, 110d,110g, 112a, 113a, 117d, 118b, 118c, 118–119, 119i, 120j, 123a, 125b, 125d, 126c, 127a, 138–139, 143d, 143e, 144d, 144g,146a, 147a, 151d, 152b, 152c, 153i, 154j, 157a, 159b, 159d, 160c, 161a, 164–165, 172–173, 177d, 177e, 178d, 178g, 180a,181a, 185d, 186b, 186c, 187a, 187i 2.5: 190j, 193a, 195b, 195d,196c, 197a, 198–199, 211e, 211f, 212d, 212g, 214a, 215a, 219d, 220b, 220c, 221a, 221i, 222j, 225a, 227b, 227d, 228c, 229a, 247e, 247f, 248d, 248g, 250a, 251a, 253e, 254b, 254c, 255i, 256j, 259a, 261b, 261d, 262c, 263a, 272–273, 277e, 277f, 278d, 278g, 280a, 281a, 285d, 286b, 286c, 287i, 288j, 291a, 293b, 293d, 294c, 295a, 313e, 313f, 314d, 314g, 316a, 317a, 321d, 322b, 322c, 323i, 324j, 327a, 329b, 329d, 330c, 331a, 347d, 347e, 348d, 348g, 350a, 351a, 355d, 356b, 356c, 357i</p>

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<p>(Continued) CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.</p>	<p>(Continued) 2.6: 360j, 363a, 365b, 365d, 366c, 367a, 368–369, 381 e, 381 f, 382d, 382g, 384a, 385a, 389d, 390b, 390c, 391i, 392j, 395a, 397b, 397d, 398c, 399a, 414–415, 417e, 417f, 418d, 418g, 420a, 421a, 423e, 424b, 424c, 425i, 426j, 429a, 431b, 431d, 432c, 433a, 436–437, 447e, 447f, 448d, 448g, 450a, 451a, 455d, 456b, 456c, 457i, 458j, 461a, 463b, 463d, 464c, 465a, 476–477, 484–485, 487e, 487f, 488d, 488g, 490a, 491a, 493e, 494b, 494c, 495i, 496j, 499a, 501b, 501 d, 502c, 503a, 506–507, 519d, 519e, 520d, 520g, 522a, 523a, 527d, 528b, 528c, 529i</p>

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