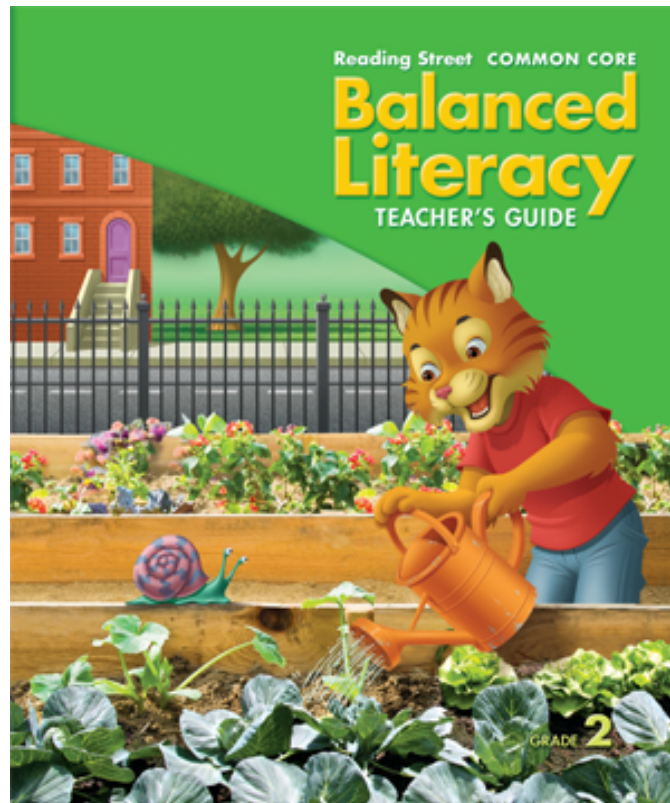


A Correlation of

**Reading Street  
Common Core  
Balanced Literacy**

©2015



To the

**Common Core State Standards  
for English Language Arts**

**Grade 2**

# A Correlation of Reading Street Common Core Balanced Literacy, ©2015 to the Common Core State Standards for English Language Arts Grade 2

## Introduction

This document demonstrates how *Reading Street Common Core Balanced Literacy, ©2015*, aligns to the **Common Core State Standards for English Language Arts**. Correlation references are to the Balanced Literacy Teacher’s Guide and are cited by page number. The Balanced Literacy Teacher’s Guide is a guide for literacy instruction that supports balanced literacy classrooms.

**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.

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 Reading Street Common Core Balanced Literacy, ©2015  
to the Common Core State Standards for English Language Arts  
Grade 2**

**Table of Contents**

<b>Reading Standards for Literature .....</b>	<b>4</b>
<b>Reading Standards for Informational Texts.....</b>	<b>5</b>
<b>Reading Standards for Foundational Skills .....</b>	<b>6</b>
<b>Writing Standards .....</b>	<b>8</b>
<b>Speaking and Listening Standards .....</b>	<b>9</b>
<b>Language Standards.....</b>	<b>10</b>

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015  
to the Common Core State Standards for English Language Arts  
Grade 2**

Common Core State Standards Grade 2	Reading Street Common Core Balanced Literacy, ©2015 Grade 2
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
<b>Literature 1.</b> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<b>TG:</b> 8, 9, 32, 33, 56, 57, 64, 68, 69, 81, 104, 105, 116, 117, 128, 129, 140, 141, 148, 152, 153, 164, 165, 188, 189, 201, 224, 225, 236, 237, 249, 256, 260, 261, 272, 273, 280, 284, 285, 292, 296, 297, 304, 308, 309, 332, 333, 356, 357
<b>Literature 2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>TG:</b> 104, 105, 116, 117, 128, 129, 140, 141, 152, 153, 164, 165, 184, 188, 189, 224, 225, 232, 236, 237, 260, 261, 284, 285, 296, 297, 333, 352, 356, 357
<b>Literature 3.</b> Describe how characters in a story respond to major events and challenges.	<b>TG:</b> 8, 9, 32, 33, 56, 57, 68, 69, 104, 105, 116, 117, 128, 129, 164, 165, 188, 189, 224, 225, 236, 237, 260, 261, 272, 273, 284, 285, 296, 297, 308, 309, 356, 357
<b>Craft and Structure</b>	
<b>Literature 4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<b>TG:</b> 81, 104, 105, 152, 153, 201, 224, 225, 260, 261, 308, 309, 321, 332
<b>Literature 5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>TG:</b> 4, 8, 9, 32, 33, 56, 57, 104, 105, 140, 141, 160, 164, 165, 224, 225, 236, 237, 272, 273, 284, 285, 328, 333, 345
<b>Literature 6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>TG:</b> 100, 108, 164, 165, 188, 189, 249, 260, 261, 272, 273, 284, 285, 357
<b>Integration of Knowledge and Ideas</b>	
<b>Literature 7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>TG:</b> 8, 9, 32, 33, 56, 57, 68, 69, 112, 116, 117, 128, 129, 140, 141, 152, 153, 164, 165, 224, 225, 236, 237, 260, 261, 272, 273, 284, 285, 296, 297, 308, 309, 332, 333, 357
<b>8.</b> (Not applicable to literature)	Not applicable according to the Common Core State Standards for English Language Arts.

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015  
to the Common Core State Standards for English Language Arts  
Grade 2**

Common Core State Standards Grade 2	Reading Street Common Core Balanced Literacy, ©2015 Grade 2
<b>Literature 9.</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>TG:</b> 112, 116, 117, 148, 152, 153
<b>Range of Reading and Level of Text Complexity</b>	
<b>Literature 10.</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>TG:</b> 8, 9, 68, 69, 152, 153, 164, 165, 188, 189, 224, 225, 236, 237, 260, 261, 321, 356, 357
<b>Reading Standards for Informational Texts</b>	
<b>Key Ideas and Details</b>	
<b>Informational Text 1.</b> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and how to demonstrate understanding of key details in a text.	<b>TG:</b> 20, 21, 44, 45, 57, 69, 80, 81, 92, 93, 129, 172, 176, 177, 188, 200, 201, 212, 213, 237, 248, 249, 273, 285, 296, 297, 308, 309, 320, 321, 344, 345, 356, 357
<b>Informational Text 2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<b>TG:</b> 20, 21, 44, 45, 88, 92, 93, 176, 177, 200, 201, 212, 213, 248, 249, 285, 296, 297, 316, 320, 321, 344, 345
<b>Informational Text 3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>TG:</b> 33, 80, 81, 176, 177, 200, 201, 225, 273, 320, 321, 344
<b>Craft and Structure</b>	
<b>Informational Text 4.</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<b>TG:</b> 18, 19, 20, 21, 44, 45, 80, 81, 92, 93, 176, 177, 200, 201, 212, 213, 248, 249, 320, 321, 344
<b>Informational Text 5.</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<b>TG:</b> 20, 21, 33, 44, 45, 80, 81, 92, 93, 177, 200, 201, 212, 213, 285, 333, 345
<b>Informational Text 6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>TG:</b> 20, 21, 44, 45, 80, 81, 129, 176, 177, 196, 200, 201, 212, 213, 225, 248, 249, 273, 285, 320, 321, 344, 345

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015  
to the Common Core State Standards for English Language Arts  
Grade 2**

Common Core State Standards Grade 2	Reading Street Common Core Balanced Literacy, ©2015 Grade 2
<b>Integration of Knowledge and Ideas</b>	
<b>Informational Text 7.</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>TG:</b> 80, 81, 176, 177, 200, 201, 208, 212, 213, 273, 309, 340
<b>Informational Text 8.</b> Describe how reasons support specific points the author makes in a text.	<b>TG:</b> 80, 81, 129, 176, 177, 196, 200, 201, 309, 320, 344
<b>Informational Text 9.</b> Compare and contrast the most important points presented by two texts on the same topic.	<b>TG:</b> 20, 21, 80, 81, 212, 213, 248, 249, 320, 344, 345
<b>Range of Reading and Level of Text Complexity</b>	
<b>Informational Text 10.</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>TG:</b> 80, 81, 92, 93, 176, 177, 200, 201, 212, 213, 248, 249, 320, 344, 345
<b>Reading Standards for Foundational Skills</b>	
<b>Print Concepts</b>	
<b>Foundational Skills 1.</b> (Not applicable to Grade 2)	Not applicable according to the Common Core State Standards for English Language Arts
<b>Phonological Awareness</b>	
<b>Foundational Skills 2.</b> (Not applicable to Grade 2)	Not applicable according to the Common Core State Standards for English Language Arts
<b>Phonics and Word Recognition</b>	
<b>Foundational Skills 3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>TG:</b> 4, 5, 28, 29, 40, 41, 52, 53, 64, 65, 76, 77, 88, 89, 100, 101, 172, 173, 184, 185, 268, 269, 304, 305, 316, 317, 328, 329
<b>Foundational Skills 3.a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.	<b>TG:</b> 4, 5, 64, 65, 124, 125, 160, 161
<b>Foundational Skills 3.b.</b> Know spelling sound correspondences for additional common vowel teams.	<b>TG:</b> 112, 113, 124, 125, 136, 137, 160, 161, 208, 209, 232, 233, 292, 293

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015  
to the Common Core State Standards for English Language Arts  
Grade 2**

Common Core State Standards Grade 2	Reading Street Common Core Balanced Literacy, ©2015 Grade 2
<b>Foundational Skills 3.c.</b> Decode regularly spelled two-syllable words with long vowels.	<b>TG:</b> 112, 113, 124, 125, 220, 221
<b>Foundational Skills 3.d.</b> Decode words with common prefixes and suffixes.	<b>TG:</b> 210, 211, 216, 234, 235, 240, 244, 245, 246, 247, 252, 256, 257, 294, 295, 340, 341, 352, 353
<b>Foundational Skills 3.e.</b> Identify words with inconsistent but common spelling-sound correspondences.	<b>TG:</b> 88, 89, 292, 293
<b>Foundational Skills 3.f.</b> Recognize and read grade-appropriate irregularly spelled words.	<b>TG:</b> 6, 7, 18, 19, 30, 31, 42, 43, 54, 55, 66, 67, 78, 79, 90, 91, 102, 103, 114, 115, 126, 127, 138, 139, 150, 151, 162, 163, 174, 175, 186, 187, 198, 199, 210, 211, 222, 223, 234, 235, 246, 247, 258, 259, 270, 271, 280, 281, 282, 283, 294, 295, 306, 307, 318, 319, 330, 331, 342, 343, 354, 355
<b>Fluency</b>	
<b>Foundational Skills 4.</b> Read with sufficient accuracy and fluency to support comprehension.	<b>TG:</b> 4, 5, 12, 16, 17, 24, 28, 29, 36, 40, 41, 48, 52, 53, 60, 64, 65, 72, 76, 77, 84, 88, 89, 96, 100, 101, 108, 112, 113, 120, 124, 125, 132, 136, 137, 144, 148, 149, 156, 160, 161, 168, 172, 173, 180, 184, 185, 192, 196, 197, 204, 208, 209, 216, 220, 221, 228, 232, 233, 240, 244, 245, 252, 256, 257, 264, 268, 269, 276, 280, 281, 288, 292, 293, 300, 304, 305, 312, 316, 317, 324, 328, 329, 336, 340, 341, 348, 352, 353, 360
<b>Foundational Skills 4.a.</b> Read grade-level text with purpose and understanding.	<b>TG:</b> 12, 24, 36, 48, 60, 72, 84, 96, 108, 120, 156, 168, 132, 144, 180, 192, 204, 216, 226, 228, 240, 252, 264, 276, 288, 300, 312, 324, 336, 348, 360
<b>Foundational Skills 4.b.</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<b>TG:</b> 4, 5, 12, 16, 17, 24, 36, 48, 60, 72, 84, 96, 108, 120, 156, 168, 132, 144, 180, 192, 204, 216, 226, 228, 240, 252, 264, 276, 288, 300, 312, 324, 336, 348, 360

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015  
to the Common Core State Standards for English Language Arts  
Grade 2**

Common Core State Standards Grade 2	Reading Street Common Core Balanced Literacy, ©2015 Grade 2
<b>Foundational Skills 4.c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>TG:</b> 12, 24, 36, 48, 60, 72, 84, 96, 108, 120, 156, 168, 132, 144, 180, 192, 204, 216, 222, 223, 228, 240, 252, 264, 276, 288, 300, 312, 318, 319, 324, 336, 340, 342, 343, 348, 360
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
<b>Writing 1.</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	<b>TG:</b> 143, 179, 191, 239, 335, 359
<b>Writing 2.</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>TG:</b> 23, 47, 83, 95, 131, 143, 203, 215, 347
<b>Writing 3.</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<b>TG:</b> 11, 35, 59, 71, 107, 119, 131, 143, 155, 167, 227, 239, 251, 263, 275, 287, 299, 311, 323
<b>Production and Distribution of Writing</b>	
<b>Writing 4.</b> (Begins in Grade 3)	Not applicable according to the Common Core State Standards for English Language Arts
<b>Writing 5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>TG:</b> 23, 35, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359
<b>Writing 6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>TG:</b> 143, 179, 239, 251, 275, 299, 311, 335



**A Correlation of Reading Street Common Core Balanced Literacy, ©2015  
to the Common Core State Standards for English Language Arts  
Grade 2**

Common Core State Standards Grade 2	Reading Street Common Core Balanced Literacy, ©2015 Grade 2
<b>Research to Build and Present Knowledge</b>	
<b>Writing 7.</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<b>TG:</b> 11, 23, 35, 47, 83, 95, 131, 239, 299, 311, 323, 347
<b>Writing 8.</b> Recall information from experiences or gather information from provided sources to answer a question.	<b>TG:</b> 11, 23, 35, 47, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 239, 263, 275, 287, 299, 323, 335, 347, 359
<b>Writing 9.</b> (Begins in Grade 4)	Not applicable according to the Common Core State Standards for English Language Arts.
<b>Range of Writing</b>	
<b>Writing 10.</b> (Begins in Grade 3)	Not applicable according to the Common Core State Standards for English Language Arts.
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
<b>Speaking/Listening 1.</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	<b>TG:</b> 3, 8, 9, 11, 12, 20, 21, 36, 59, 60, 108, 192, 204, 276, 324
<b>Speaking/Listening 1.a.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>TG:</b> 24, 60, 108, 144, 192, 216, 228, 336
<b>Speaking/Listening 1.b.</b> Build on others' talk in conversations by linking their comments to the remarks of others.	<b>TG:</b> 24, 72, 96, 120, 132, 144, 300
<b>Speaking/Listening 1.c.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.	<b>TG:</b> 120, 144, 264
<b>Speaking/Listening 2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>TG:</b> 72, 84, 156, 180, 192, 228, 240, 252, 324, 348

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015  
to the Common Core State Standards for English Language Arts  
Grade 2**

Common Core State Standards Grade 2	Reading Street Common Core Balanced Literacy, ©2015 Grade 2
<b>Speaking/Listening 3.</b> 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.	<b>TG:</b> 84, 96, 120, 204, 300, 324, 336
<b>Presentation of Knowledge and Ideas</b>	
<b>Speaking/Listening 4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<b>TG:</b> 48, 156, 168, 204, 216, 240, 288
<b>Speaking/Listening 5.</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<b>TG:</b> 11, 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 192, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359
<b>Speaking/Listening 6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>TG:</b> 12, 132, 204, 216, 240, 264, 300, 312, 360
<b>Language Standards</b>	
<b>Conventions in Writing and Speaking</b>	
<b>Language 1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>TG:</b> 10, 11, 22, 34, 58, 59, 70, 94, 130, 142, 154, 226, 250, 262, 268, 274, 286, 287, 300, 334, 358
<b>Language 1.a.</b> Use collective nouns (e.g., <i>group</i> ).	<b>TG:</b> 70, 94, 300
<b>Language 1.b.</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	<b>TG:</b> 106, 107, 142
<b>Language 1.c.</b> Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).	<b>TG:</b> 286
<b>Language 1.d.</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	<b>TG:</b> 166, 178
<b>Language 1.e.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.	<b>TG:</b> 47, 167, 190, 202, 204, 214, 226, 238

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015  
to the Common Core State Standards for English Language Arts  
Grade 2**

<b>Common Core State Standards Grade 2</b>	<b>Reading Street Common Core Balanced Literacy, ©2015 Grade 2</b>
<b>Language 1.f.</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).	<b>TG:</b> 10, 22, 34, 46, 58, 215, 275, 299, 335, 358
<b>Language 2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	<b>TG:</b> 6, 7, 11, 18, 19, 28, 29, 30, 31, 40, 41, 42, 43, 54, 55, 59, 66, 67, 78, 79, 82, 90, 91, 102, 103, 114, 115, 126, 127, 138, 139, 150, 151, 162, 163, 174, 175, 186, 187, 198, 199, 210, 211, 222, 223, 234, 235, 246, 247, 270, 271, 282, 283, 294, 295, 299, 306, 307, 310, 318, 319, 322, 330, 331, 335, 342, 343, 346, 347, 354, 355
<b>Language 2.a.</b> Capitalize holidays, product names, and geographic names.	<b>TG:</b> 82, 310
<b>Language 2.b.</b> Use commas in greetings and closings of letters.	<b>TG:</b> 143, 191, 239, 335, 346
<b>Language 2.c.</b> Use an apostrophe to form contractions and frequently occurring possessives.	<b>TG:</b> 76, 77, 118, 298
<b>Language 2.d.</b> Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).	<b>TG:</b> 208, 209, 210, 211
<b>Language 2.e.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>TG:</b> 78, 79, 84, 251, 258, 259, 263, 275, 323, 335, 347, 354, 355
<b>Knowledge of Language</b>	
<b>Language 3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>TG:</b> 10, 11, 300
<b>Language 3.a.</b> Compare formal and informal uses of English.	<b>TG:</b> 132, 240, 300, 360

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015  
to the Common Core State Standards for English Language Arts  
Grade 2**

Common Core State Standards Grade 2	Reading Street Common Core Balanced Literacy, ©2015 Grade 2
<b>Vocabulary Acquisition and Use</b>	
<b>Language 4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	<b>TG:</b> 27, 78, 79, 84, 186, 187, 193, 222, 223, 228, 258, 259, 294, 295, 318, 319, 324, 348, 354, 355
<b>Language 4.a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>TG:</b> 66, 67, 72, 114, 115, 120, 162, 163, 168, 186, 187, 193, 222, 223, 228, 306, 307, 312, 318, 319, 324, 330, 331, 336, 342, 343, 348
<b>Language 4.b.</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).	<b>TG:</b> 138, 139, 144, 234, 235, 256, 257
<b>Language 4.c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).	<b>TG:</b> 210, 211, 216, 246, 247, 252, 294, 295, 300, 318, 319, 342, 343, 354, 355
<b>Language 4.d.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ).	<b>TG:</b> 148, 149, 282, 283, 288
<b>Language 4.e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<b>TG:</b> 258, 259, 264, 270, 271, 354, 355, 360
<b>Language 5.</b> Demonstrate understanding of word relationships and nuances in word meanings.	<b>TG:</b> 30, 31, 36, 54, 55, 60, 102, 103, 124, 126, 127, 132, 136, 150, 151, 156, 174, 175, 180, 198, 199, 204, 214, 270, 271, 276
<b>Language 5.a.</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).	<b>TG:</b> 3, 18, 19, 24, 90, 91, 190, 244, 330, 331, 336

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015  
to the Common Core State Standards for English Language Arts  
Grade 2**

Common Core State Standards Grade 2	Reading Street Common Core Balanced Literacy, ©2015 Grade 2
<b>Language 5.b.</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).	<b>TG:</b> 30, 31, 36, 54, 55, 60, 124, 126, 127, 132, 150, 151, 156, 167, 174, 175, 180, 198, 199, 204, 214
<b>Language 6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	<b>TG:</b> 3, 6, 7, 12, 15, 18, 19, 24, 27, 30, 31, 36, 39, 42, 43, 48, 51, 54, 55, 60, 63, 66, 67, 72, 75, 78, 79, 84, 87, 90, 91, 96, 99, 102, 103, 108, 111, 114, 115, 120, 123, 126, 127, 132, 135, 138, 139, 144, 147, 150, 151, 156, 159, 162, 163, 168, 171, 174, 175, 180, 183, 186, 187, 192, 195, 198, 199, 202, 204, 207, 210, 211, 214, 216, 219, 222, 223, 228, 231, 234, 235, 238, 240, 243, 246, 247, 252, 255, 258, 259, 264, 267, 270, 271, 276, 282, 283, 288, 291, 294, 295, 300, 303, 306, 307, 312, 315, 318, 319, 324, 327, 330, 331, 336, 339, 342, 343, 348, 351, 354, 355, 360