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Reading Street
Common Core
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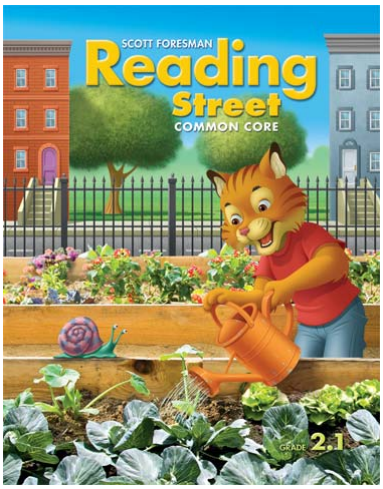

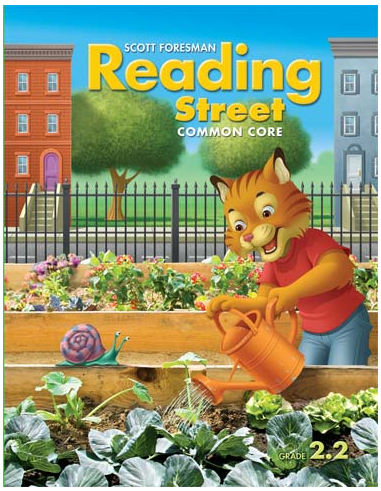

to the

Common Core State Standards for English Language Arts Grade 2

ALWAYS LEARNING PEARSON

Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 2

INTRODUCTION

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

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

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

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

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

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

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

21st Century Skills
Technology on ***Scott Foresman Reading Street*** can be used both for enhancing student experiences and preparing them for the future. Throughout the year, research-based technology options enrich instruction and assist in the management of classroom learning.

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(Continued) **Literature 1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	SG•54, SG•55, SG•56, SG•59, SG•60, SG•66, 500a, 503a, 504–505, 506–507, 508–509, 510–511, 520–521a, 529b, 529c, SG•71, SG•72, SG•76, SG•77, UR•32, UR•52
Literature 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**SE 1:** 44, 311, 336, 342–343, 372, 444, 474 **SE 2:** 42, 124–125, 158–159, 178 **TE 1:** 44–45, SG•48, SG•82 **TE 2:** 301a, 306–307, 308–309, 310–311a, SG•65, 319a–319b, 332–333, 334–335, 336–337a, 340–341, 342–343, SG•82, SG•84, UR•51, UR•52–UR•53 **TE 3:** 372h, 373a, 407a, 424g–424h, 430–431, 440–441, 444–445a, 448a–448b, 449f, SG•38, 471a, 476–477, 479c, SG•55, UR•31, UR•32–UR•33 **TE 4:** 27a–28a, 28–29, 30–31, 40–41, 41a, 41b, 42–43a, 53c, SG•4, SG•12, SG•15, 124a, 140–141, 142–143, 143a, 144–145a, 144h, 153b, 153c, SG•65, SG•66, 158a, 177a, 178h, 178–179a, 187b, SG•72, SG•82, UR•12–UR•13, UR•42–UR•43, UR•52–UR•53 **TE 5:** 247a, 298–299, 314h, 314–315a, 348–349a **TE 6:** 449a, SG•43, SG•65, 519a, 520–521

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

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Craft and Structure	
Literature 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	**SE 1:** 48–49, 244–245, 311, 448–449 **SE 2:** 80–81, 252–253, 422–423 **TE 1:** 48h, 48–49a, 51c **TE 2:** 244–245a, 286–287, 311a, SG•66, 345c **TE 3:** 371b, 448h, 446–447, 448–449a **TE 4:** 80h, 80–81a, 83c, 136–137 **TE 5:** 252h, 255c **TE 6:** 374–375, 397c–397d, 422h, 423a, 440–441, SG•54, SG•60
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Literature 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**SE 1:** 183, 312, 450 **SE 2:** 322 **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
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8. (Not applicable to literature)	Not applicable according to Common Core State Standards for English Language Arts
Literature 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**SE 1:** 49, 79, 444 **TE 2:** 324–325, 334–335, 335a, UR•52–UR•53 **TE 3:** 428–429, 432–433, 442–443, 443a, 444–445, 451c
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Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and how to demonstrate understanding of key details in a text.	**SE 1:** EI•23, 72, 140, 214, 240, 268, 377, 378–379, 508 **SE 2:** 24–25, 76–77, 80, 88–89, 110, 116, 182–185, 200, 211, 212, 387, 388, 418 **TE 1:** 58–59, 60–61, 62–63, 64–65, 70–71, 71a, 72–73, SG•20, SG•25, SG•26, SG•32, 132–133, 134–135, 140, 140h, 140–141a, 178–179, 180–181, 183b, SG•54, SG•55, SG•59, SG•60, SG•66, SG•78, SG•84 **TE 2:** 212–213, 214–215, SG•3, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 239a, 240h, 254g, SG•20, SG•21, SG•25, SG•26, SG•27, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 268h, 268–269a, 272–273, 274–275, 277b, 277c, SG•37, SG•38, SG•39, SG•42, SG•43, SG•49, SG•50, SG•63, SG•80, UR•12–UR•13, UR•31, UR•32–UR•33 **TE 3:** 376–377, 378–379, 486g, 486–487, 488–489, 490–491, 492–493, 498–499, 500–501, 502–503, 504–505, 506–507, 507a, 507b, 508–509a, 512h, 517b, 517c, SG•71, SG•72, SG•76, SG•77, SG•83, UR•51, UR•52–UR•53 **TE 4:** 24a, 61a, 62–63, 64–65, 70–71, 72–73, 74–75, 75a, 76h, 76–77a, 83b, SG•20, SG•21, SG•25, SG•27, SG•32, 88a, 91a, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 109a, 110h, 110–111a, 114–115, 116–117, 119b, 119c, SG•37, SG•38, SG•42, SG•43, SG•49, SG•50, 182–183, 184–185, UR•32–UR•33

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(Continued) **Informational Text 1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and how to demonstrate understanding of key details in a text.	**TE 5:** 194a, 194-195, 197a, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 211a, 212–213a, SG•3, SG•4, SG•5, SG•8, SG•9, SG•15, 282h, 282–283, 284–285, 318–319, 320–321, 328a, 352–353, 354–355 **TE 6:** 364a, 386–387, 388–389, 400–-401, 402–403, 417a, 418h, 418–419a, SG•20, SG•21, SG•22, SG•25, SG•26, SG•32, 462a, 465a, 466–467, 468–469, 470–471, 472–473, 474–475, 476–477, 478–479, 480–481, 482–483, 484–485, 486–487, 487a, 488–489a, 492h, 500a–500b, 524–525, 526–527, UR•42
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Informational Text 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**SE 1:** EI•26, 108–109, 110–111 **SE 2:** 58–59, 110, 282–285, 389, 462–463 **TE 1:** 108–109, 110–111, 113c **TE 2:** 236–237, 238–239 **TE 3:** 490–491, 492–493, 496–497, 507a **TE 4:** 58a, 83b, SG•22, SG•26, SG•27, SG•32, SG•34, SG•39, 150–151 **TE 5:** 282–283, 284–285, 287c **TE 6:** 408–409, 410–411, 416–417, 418h, 418–419a, 468–469, 472–473, UR•42
Craft and Structure	
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Informational Text 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	**SE 1:** 72, 76, 78–79, 108–109, 144–145, 178–179, 212–213, 236–237, 272–273, 274–275, 512–513, 514–515 **SE 2:** 114–115, 148–149, 216–217, 318–319, 386, 389, 452–453, 454 **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
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Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 2

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Integration of Knowledge and Ideas	
Informational Text 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	**SE 1:** 108–109 **SE 2:** 152, 282, 388 **TE 1:** 108–109, 113c, 173g **TE 2:** 236–237, 239f **TE 3:** 371g, 486–487 **TE 4:** 68–69, 104–105, 109b, 109g, SG•42, SG•43 **TE 5:** 247g, 287c **TE 6:** 391c, 412–413, 487b, UR•12
Informational Text 8. Describe how reasons support specific points the author makes in a text.	**SE 2:** 194 **TE 2:** 223a, 228–229, 230–231, 232–233, 234–235, UR•22 **TE 3:** 381b, 490–491, 506–507 **TE 4:** 75b, SG•46 **TE 6:** 388–389, 404–405, 417a, 486–487, 487a
Informational Text 9. Compare and contrast the most important points presented by two texts on the same topic.	**SE 1:** 79, 181, 215, 245, 449 **SE 2:** 81, 117, 185, 219, 285, 389, 493, 527 **TE 1:** 78–79 **TE 2:** 245a **TE 4:** 109a **TE 5:** 202–203, 211a **TE 6:** 417a, 487a, 493a
Range of Reading and Level of Text Complexity	
Informational Text 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**SE 1:** 120–139, 224–239, 254–267, 486–507 **SE 2:** 62–75, 92–110, 466–488 **TE 2:** 224g–224h, 254g–254h **TE 3:** 486g–486h, 517c **TE 4:** 61a–62a, 91a–92a **TE 5:** 197a–198a **TE 6:** 399a–400a, 465a–466a, 492–493a, 524h

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

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 2)	Not applicable according to Common Core State Standards for English Language Arts
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 2)	Not applicable according to Common Core State Standards for English Language Arts
Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.	**SE 1:** 24–25, 56–57, 86–87, 118–119, 190–191, 222–223, 252–253, 282–283, 456, 484–485 **SE 2:** 22–23, 56–57, 86–87, 122–123, 156–157, 192–193, 224–225, 258–259, 290–291, 326–327, 352–353, 362–363, 386–387, 394–395, 422–423, 428–429, 460–461, 498–499 **TE 1:** 23a, 24–24a, 24b–24c, 26c, 34–35, 44c–44d, 48c–48d, 48e–48f, 48g, 50c, 51d, 54, SG•2, SG•3, SG•7, SG•8, SG•9, SG•12, SG•14, 54, 55a, 56–56a, 56b–56c, 58c, 62–63, 72c–72d, 76c–76d, 76e–76f, 80c, 81d, SG•19, SG•20, SG•24, SG•31, 85a, 86–86a, 86b–86c, 88c, 92–93, 104c–104d, 104g, 108c–108d, 108e–108f, 112c, 113d–113e, SG•36, SG•37, SG•41, SG•46, SG•48, 117a, 118–118a, 118b–118c, 120c, 130–131, 140c–140d, 144c, 144e–144f, 148c, 149d–149e, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 153a, 154–154a, 154b–154c, 156c, 166–167, 174c–174d, 178c, 178e–178f, 182c, 183d–183e, SG•70, SG•71, SG•70, SG•75, SG•76, SG•77, SG•80, SG•83, UR•8, UR•18, UR•28, UR•38, UR•48 **TE 2:** 189a, 190–190a, 190b–190c, 192c, 198–199, 208c–208d, 212c,

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(Continued) **Foundational Skills 3.** Know and apply grade-level phonics and word analysis skills in decoding words.	212e–212f, 216c, 217d, SG•2, SG•3, SG•7, SG•8, SG•9, SG•12, 221a, 222b–222c, 224c, 224e, 226–227, 240c–240d, 244c, 244d, 244e–244f, 246c, 247d, SG•19, SG•20, SG•25, SG•26, SG•29, 251a, 252–252a, 252b–252c, 254c, 260–261, 268c, 268d, 272c, 272d, 272e–272f, 276c, 277d, SG•36, SG•37, SG•42, SG•43, 281a, 282–282a, 282b–282c, 284c, 290–291, 302c–302d, 306c–306d, 306e–306f, 312c, 313d, SG•53, SG•54, SG•58, SG•59, SG•60, SG•63, SG•65, 317a, 318–318a, 318b–318c, 332–333, 336c–336d, 340c–340d, 340e–340f, 345d, SG•70, SG•71, SG•76, SG•77, UR•8, UR•28, UR•36 **TE 3:** 352b–352c, 372c–372d, 376e–376f, SG•7, 385a, 386b–386c, 400–401, 406c–406d, 410e–410f, SG•24, 421a, 422b–422c, 424c, 436–437, 444c–444d, 448c–448d, 448e–448f, 451d, SG•36, SG•37, SG•41, SG•42, SG•43, SG•46, SG•48, 455a, 456b–456c, 462–463, 470c–470d, 474c–474d, 474e–474f, 478c, 483a, 484–484a, 484b–484c, 486c, 494–495, 508c–508d, 512e–512f, 516c, SG•70, SG•71, SG•76, SG•77, SG•80, SG•82, UR•8, UR•18, UR•28, UR•38, UR•48 **TE 4:** 22a–22b, 23a, 23c–23d, 26c, 42c–42d, 46c, 46e–46f, 52c, SG•2, SG•7, SG•12, 57c–57d, 68–69, 76c–76d, 80c–80d, 80e–80f, SG•24, SG•29, 87c–87d, 110c–110d, 114e–114f, 118c, SG•36, SG•41, SG•46, 122a, 122–123, 123a, 123c–123d, 126c, 144c–144d, 148e–148f, 152c, SG•53, SG•58, SG•63, 156a, 156–157, 157c–157d, 160c, 178c–178d, 182c–182d, 182e–182f, SG•70, SG•80, UR•8 **TE 5:** 193c–193d, 204–205, 212c–212d, 216e–216f, 225c–225d, 236–237, 248c–248d, 252e–252f, 258a,

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

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

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Foundational Skills 3.d. Decode words with common prefixes and suffixes.	**SE 1:** 416 **SE 2:** 192–193, 224–225, 460–461, 498–499 **TE 4:** 119a, 170–171, 186–187, UR•30 **TE 5:** 192a, 192–193, 193a, 196c, 196g, 212c–212d, 220c, 220–221, SG•2, SG•7, SG•12, 224a, 224–225, 225a, 228c, 248c–248d, 252c, 252d, 254c, SG•19, SG•24, SG•29, 282c, 330g, 334–335, 348g, UR•8, UR•18 **TE 6:** 460a, 460–461, 461a, 461c–461d, 464c, 488c–488d, 492c–492d, 494c, SG•53, SG•58, SG•63, 498a, 498–499, 499a, 499c–499d, 502c, 520c–520d, 524c–524d, 524e–524f, 524g, 528c, 529d, SG•70, SG•74, SG•80, UR•38, UR•48
Foundational Skills 3.e. Identify words with inconsistent but common spelling-sound correspondences.	**TE 2:** 190d, SG•8, SG•9, SG•12, SG•14, 251a, 252, 252a, 252b, 254c, 268d, 272d, 276d, SG•36, SG•37, SG•41, SG•48, UR•28 **TE 4:** SG•24, 157a, 157b, 160c, 160d **TE 5:** SG•36, SG•41, SG•46, 290a, 290–291, 294c, 294d, 314c–314d, 322c, 322d, SG•53, SG•58, SG•63, 326a, 326–327, 327a, 327b, 330c, 330d, 348c–348d
Foundational Skills 3.f. Recognize and read grade-appropriate irregularly spelled words.	**SE 1:** 25, 57, 87, 119, 155, 191, 223, 253, 283, 319, 353, 387, 423, 457, 485 **SE 2:** SG•8, 290–291 **TE 1:** 25, 26e, 28–29, 30–31, 32–33, 44g, 48e–48f, SG•2, SG•11, 56–56a, 56e, 57, 58e, 76d, SG•19, 86–86a, 87, 88e, 104g, SG•36, 118e, 120e, SG•53, SG•62, 154e, 156e, 174e, 174g, 178d, 178e–178f, 182d, 183b, SG•70, UR•10 **TE 2:** SG•7, SG•11, 224e, SG•24, 253, 254e, SG•41, 283, 284e, 302g, 313b, SG•58, 319, 320e, 336g, SG•75,

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(Continued) **Foundational Skills 3.f.** Recognize and read grade-appropriate irregularly spelled words.	UR•20, UR•40 **TE 3:** 352–352a, 353, 354e, 372g, SG•11, 388e, 406g, SG•28, 422–422a, 424e, 444g, SG•45, 457, 458e, 470g, SG•62, 485, 486e, 508g, SG•79, UR•10 **TE 4:** 126f, 144d, 160f, 182d **TE 5:** 294f, 314d, 318d, 318e–318f **TE 6:** 386d, 492d
Fluency	
Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.	**SE 1:** 113, 148, 216, 344, 416, 479 **TE 1:** 44f, 49b, 51a, SG•7, 79a, 81a, SG•24, 108e–108f, 113a, SG•41, 140f, 144d, 144f, 147a, SG•75, SG•80, UR•12–UR•13, UR•43 **TE 2:** SG•7, 208f, SG•24, SG•25, SG•26, 275a, SG•40, SG•57, 340f, 345a, SG•75, UR•13 **TE 3:** SG•7, 410d, 417a, SG•24, 448f, SG•41, 470f, 477a, 479a, SG•58, SG•75, SG•84, UR•13, UR•43 **TE 4:** 46d, SG•7, 58–59, SG•24, 110f, 117a, SG•41, 123d, 126–127, 153d, SG•58, SG•70, SG•75, UR•33 **TE 5:** 212f, 219a, 221a, SG•7, SG•24, SG•41, 292–293, 318f, 328–329, 330–331, 352d, SG•75, UR•13 **TE 6:** 363d, SG•7, SG•12, 395a, 418d, 422f, SG•24, 492f, SG•58, 524f
Foundational Skills 4.a. Read on-level text with purpose and understanding.	**SE 1:** See all the main and paired selections. For specific fluency activities, see pp. 50, 80, 113, 148, 182, 216, 246, 276, 312, 344, 380, 416, 450, 479, 516. **SE 2:** See all the main and paired selections. For specific fluency activities, see pp. 52, 82, 118, 152, 186, 220, 254, 286, 322, 356, 390, 424, 456, 494, 528.

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(Continued) **Foundational Skills 4.a.** Read on-level text with purpose and understanding.	**TE 1:** 88–89, 90–91, 92–93, 94–95 **TE 2:** SG•8, SG•9, SG•14, SG•15, 260–261, 268f, 275a, SG•42, SG•43, SG•46, SG•50, SG•51, 284–285, 286–287, SG•59, SG•60, SG•63, SG•65, SG•66, SG•67, SG•68, SG•77, SG•80, UR•33 **TE 3:** 424–427 **TE 4:** SG•8, SG•9, SG•10, SG•25, SG•26, SG•27, SG•28, SG•42, SG•43, 128a, 148–149, 150–151, 153a, 153d, SG•59, SG•60, SG•63, 157d, 170–171, 172–173, SG•76, SG•77, SG•80 **TE 5:** SG•12, 287d, 291c–291d, 318h, 323d, 357a, UR•53 **TE 6:** 425d, 448f, 455a, 457a, 457d, 495f, 502–503, 529a, 529d, UR•33, UR•53
Foundational Skills 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	**SE 1:** 50, 80, 113, 182, 216, 246, 312, 344, 380, 416, 450, 516; **SE 2:** 52, 82–83, 119, 153, 186, 220, 255, 286, 322, 356, 390, 424, 494 **TE 1:** 44f, 49b, 51a, 51d, 72f, 79a, 81a, 81d, 104f, 111a, 113d, 149d, 149f, 174f, 181a, 182, 183a, 183d, UR•13, UR•23, UR•33, UR•53 **TE 2:** 208f, 215a, 217a, 217d, 240f, 245b, 247a, 247d, 277a, 277d, 277g, 302f, 311b, 313a, 313d, 336f, 343a, 345a, 345d, 345f, UR•13, UR•23, UR•33, UR•43, UR•53 **TE 3:** 372f, 379a, 381a, 381d, 381f, 406f, 415b, 417a, 417d, 417f, 444f, 449b, 451a, 451f, 470f, 479d, 479f, 508f, 515a, 517a, 517d, 517f, UR•23, UR•33, UR•53 **TE 4:** 42f, 51b, 53a, 53d, 53f, 76f, 81b, 83a, 83d, 83f, SG•19, 119d, 119f, SG•36, 144f, 151a, 153a, 153f, SG•53, 178f, 185a, 187f, UR•13, UR•23, UR•43, UR•53 **TE 5:** 221a, 221d, 221f, 248f, 253b,

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(Continued) **Foundational Skills 4.b.** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	255a, 255d, 255f, 278f, 285a, 287a, 287f, 292–293, 294–295, 314f, 321a, 323a, 348f, 355a, 357a, UR•23, UR•33, UR•43 **TE 6:** 382f, 389a, 391a, 391d, 391f, 418f, 423b, 425a, 425d, 425f, 457f, 488f, 493b, 495a, 495d, 502–503, 520f, 527a, 529a, 529f, UR•13, UR•23, UR•43
Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**SE 2:** 26–27, 60–61, 126–127, 366–367, 398–399, 424, 432–433, 456, 464–465, 494–495 **TE 2:** 198–199, 226–227, SG•29, 260–261, SG•46, 290–291, 320f, 332–333, SG•80 **TE 3:** 400–401, 436–437, 460–461, 462–463, 494–495 **TE 4:** 68–69, SG•45, SG•49, 126g, 134–135, 144g, 158a, 158–159, 159a, 172–173 **TE 5:** 204–205, 236–237, 270–271, 308–309, 340–341 **TE 6:** 370–371, 412–413, SG•19, 440–441, 464g, 474–475, UR•40

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Writing Standards	
Text Types and Purposes	
Writing 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.	**SE 1:** 240, 510–511 **SE 2:** 44–45, 178, 522–523 **TE 1:** SG•50, WP•2–WP•10 **TE 3:** 387d–387e, 405d–405e, 409a, 415d–415e, 485d–485e, 507d–507e, 510–511, 511a, 515c–515d, 517h–517i **TE 4:** 25c–25d, 41d–41e, 44–45, 45a, 51d–51e, 53h–53i, 178–179a **TE 5:** WP•2–WP•9 **TE 6:** 423f, 431c–431d, 450–451, 451a, 455c–455d, 501c–501d, 519c–519d, 522–523, 523a, 527c–527d
Writing 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**SE 1:** 74–75, 142–143, 242–243, 270–271 **SE 2:** 76, 78–79, 110, 112–113, 212, 248, 418, 488, 490–491 **TE 1:** 57d, 57e, 71d–71e, 74–75, 75a, 79c–79d, 81h–81i, 119d–119e, 139c–139d, 142–143, 143a, 149h–149i **TE 2:** 223d–223e, 239c–239d, 242–243, 243a, 245d–245e, 247h–247i, 253e, 267d–267e, 270–271, 271a, 275c–275d, 277h–277i, WP•2–WP•7 **TE 3:** 375b, 387d–387e, 405d–405e, 409a, 415d–415e, UR•15, UR•25, WP•2–WP•10 **TE 4:** 59c–59d, 75d–75e, 78–79, 79a, 81d–81e, 83h–83i, 89c–89d, 109d–109e, 112–113, 113a, 117c–117d, 119h–119i, WP•2–WP•7 **TE 6:** 418–419a, 463c–463d, 487d–487e, 488–489a, 490–491, 491a, 493d–493e, 495h–495i, WP•2–WP•9

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Writing 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	**SE 1:** 46–47, 106–107, 174, 210–211, 304–305, 338–339, 374–375, 446–447, 472–473 **SE 2:** 180–181, 250–251, 280–281, 314, 316–317, 348, 350–351, 382, 384–385, 420–421, 448, 520 **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 **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 **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 **TE 4:** 125c–125d, 143c–143d, 146–147, 147a, 153h–153i, 159c–159d, 180–181, 181a **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 **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

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Production and Distribution of Writing	
Writing 4. (Begins in Grade 3)	Not applicable according to Common Core State Standards for English Language Arts
Writing 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**TE 1:** 49d–49e, 51h–51i, 79c–79d, 81h–81i, 87d, 103c–103d, 106–107, 107a, 111d, 113h–113i 147c–147d, 159181c–181d, 183h–183i, WP•1–WP•9 **TE 2:** 215c–215d, 217h–217i, 245d–245e, 247h–247i, 277h–277i, 311d–311e, 313h–313i, 343c–343d, 345h–345i, WP•2–WP•3, WP•6–WP•9 **TE 3:** 379c–379d, 381h–381i, 415d–415e, 417h–417i, 449d–449e, 451h–451i, 479h–479i, 515c–515d, 517h–517i, WP•2–WP•9 **TE 4:** 51d–51e, 53h–53i, 75g, 83h–83i, 117c–117d, 117f, 119h–119i, 151c–151d, 153h–153i, 177c–177d, 181a, 185c–185d, 187h–187i, WP•2–WP•9 **TE 5:** 219c–219d, 221h–221i, 253d–253e, 255h–255i, 285c–285d, 287h–287i, 321c–321d, 355c–355d, 357h–357i, WP•2–WP•9 **TE 6:** 389c–389d, 391h–391i, 423d–423e, 425h–425i, 455c–455d, 457h–457i, 493d–493e, 495h–495i, 529h–529i, WP•2–WP•9
Writing 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. continued	**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

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Research to Build and Present Knowledge	
Writing 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	**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
Writing 8. Recall information from experiences or gather information from provided sources to answer a question.	**SE 1:** 44, 72, 79, 110 **TE 1:** 43g, 47b, 49g, SG•14, SG•15, 71g, 75b, 79, 111f, 143b, 147f, 181f **TE 2:** 207f, 211b, 243b, 245g, 271b, 275f, 305b, 311f, 311g, 339b, 343f, SG•80, SG•84 **TE 3:** 379f, SG•12, 409b, 415g, SG•29, 443f, 447b, 449g, SG•46, 473b, 477f, SG•63, 507g, 511b, 515f, WP•3 **TE 4:** 45b, 75g, 79b, 81g, 177f, 185f **TE 5:** 251b, 253g, SG•29, SG•46, 277g, 281b, 285f, 317b, 321f, SG•53, 355f, SG•80 **TE 6:** 385b, SG•12, SG•16, 421b, SG•29, 431e, 447g, SG•46, 491b, SG•69, 523b, 527f, WP•2–WP•5
Writing 9. (Begins in Grade 4)	Not applicable according to Common Core State Standards for English Language Arts
Range of Writing	
Writing 10. (Begins in Grade 4)	Not applicable according to Common Core State Standards for English Language Arts

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

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(Continued) **Speaking/Listening 1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	**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
Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	**SE 1:** 51, 81, 149, 183, 247, 277, 313, 417 **SE 2:** 53, 82, 118, 152, 221, 255, 323, 357, 457 **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
Speaking/Listening 1.b. Build on others' talk in conversations by linking their comments to the remarks of others.	**TE 2:** 217g **TE 3:** 387f, 415f, 477e **TE 4:** 113b, 147b, 159e, 185e **TE 5:** 219e, 227e, 285e **TE 6:** 431e
Speaking/Listening 1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	**SE 1:** 247, 277, 345 **TE 2:** 245f, 275e, 313j, 343e, 345a **TE 3:** 358–359, 370–371, 417a, 515e, UR•13 **TE 4:** 94–95, 126a–126b **TE 5:** 253a, 253f, 255a **TE 6:** 391j, 452–453, 454–455

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Speaking/Listening 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**SE 1:** 149, 217, 247, 451, 517 **SE 2:** 53, 187, 255, 495, 529 **TE 1:** 26a–26b, 26g, 44a, 48a, 58b, 76b, 88b, 104a, 108b, 113a, 120g, 140a, 144b, 149, 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, 485b, 486b, 508a, 508b, 512b, 517a, 517j, UR•52 **TE 4:** 26a, 26b, 42a, 42b, 46b, 53a, 53b, 53c, 60b, 76a, 76b, 80a, 80b, 90b, 91a, 110a, 110b, 114b, 126b, 144a, 144b, 148b, 151e, 152–153, 160a, 160b, 178a, 178b, 182a, 182b, 187a **TE 5:** 196a, 196b, 212a, 212b, 216a, 216b, 219e, 221a, 221j, 228b, 248a, 248b, 263a, 278a, 278b, 282b, 285e, 294b, 314a, 318b, 323j, 330b, 348a, 348b, 352b, SG•84 **TE 6:** 366b, 382a–382b, 386b, 391j, 398b, 417g, 418a, 422a, 425a, 425j, 432b, 448a, 452b, 457j, 464b, 488a, 492b, 493f, 495a, 495j, 502b, 520a, 524a, 524b, 527e, 529j

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Speaking/Listening 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.	**SE 1:** 277, 313, 345 **TE 1:** 149j **TE 2:** 215e, 247a, 275e, 277a, 345a **TE 3:** 381j, 451j, 479j **TE 4:** 81f, 82–83, 83j, 153j, 187j, WP•10 **TE 5:** 255j, 287j, 357a, 357j **TE 6:** 423g, 425a, 455e, 457a, 457j, 495j, 519f, 529j
Presentation of Knowledge and Ideas	
Speaking/Listening 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**SE 1:** 149, 451, 479 **SE 2:** 118, 187, 323, 457 **TE 1:** 147e, 149a **TE 3:** 451a, 477e **TE 4:** 82–83, 117e, 118–119, 187a **TE 5:** 255a, 321e, 323a **TE 6:** 425i, SG•51
Speaking/Listening 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	**TE 2:** WP•10 **TE 3:** 381i, 451i **TE 4:** 153i **TE 5:** 221i, 323i **TE 6:** 425i, WP•10
Speaking/Listening 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**SE 1:** 51, 381, 451 **SE 2:** 118, 357, 529 **TE 1:** 49f, 51, 51a **TE 2:** 313j, 343e, WP•10 **TE 3:** 354–355, 379e, 381a, 381i, 388–389, 423e, 424–425, 451j, 477e, 479j **TE 4:** 82–83, 117e, 118–119, 185e, 187a **TE 5:** 255a, 287j, 355e, 357a **TE 6:** 389e, 434–435, 466–467, 529a

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

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Language 1.a. Use collective nouns (e.g., *group*).	**TE 2:** 191c, 207b, 209b, 215b, 217g, 251c, 292–293, UR•14
Language 1.b. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).	**SE 1:** 304–305 **TE 2:** 283c, 301c, 303b, 304–305, 311c, 313g, 313h–313i, UR•44 **TE 3:** 405c, 417g, 477b
Language 1.c. Use reflexive pronouns (e.g., *myself*, *ourselves*).	**TE 5:** 293b, 313c, 316a, 321b, 323g, UR•44
Language 1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).	**SE 1:** 473, 511 **TE 3:** 457c, 469b, 471b, 472–473, 477b, 479g, 485c, 507c, 509b, 515b, 517g, SG•74, UR•44
Language 1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	**Adjectives** **SE 2:** 44, 78, 82, 113 **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 **Adverbs** **SE 2:** 83, 146–47, 181, 357 **TE 4:** 125b, 143b, 146a, 146–147, 153g, SG•57, SG•68, 159b, 180–181, SG•74, UR•44, UR•54 **Adjectives and Adverbs** **TE 3:** SG•32 **TE 4:** 177b, 180a, 185b, 187g

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Language 1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).	**SE 1:** 46–47, 142–143, 176–177 **TE 1:** 25c, 43c, 45b, 49c, 51g, 57c, 71c, 73b, 74–75, 79b, 81g, 87c, 103b, 105b, 111b, 113g, 119c, 139b, 141b, 147b, 149g, 173c, 175b, 181b, UR•44 **TE 2:** 339a, UR•54 **TE 3:** UR•44 **TE 4:** 113a **TE 5:** 280a, 285c–285d, 357h–357i, WP•7, WP•8–WP•9 **TE 6:** 447e, 501b, 519b, 522a, 527b, 529g
Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**SE 1:** 46–47, 143, 177, 242, 338–339 **SE 2:** 180, 384–385, 420–421, 490–491 **TE 1:** 24d, 26d, 44e, 45b, 48g, 50d, 56d, 58d, 72e, 76g, 80d, 85a, 86d, 88d, 104e, 108g, 112d, 118d, 120d, 140e, 144g, 148d, 154d, 156d, 174e, 175b, 177a, 178g, 182d, UR•9, UR•29, UR•39, UR•49, WP•9 **TE 2:** 190d, 191, 192d, 208e, 216d, 222a, 223c, 240c–240d, 240e, 246d, 247g, SG•23, 252d, 254d, 268e, 272g, 276d, 282d, 284d, 302e, 306g, 312d, 318d, 320d, 336e, 340g, 344d, UR•9, UR•19, UR•24, UR•29, UR•39, UR•49 **TE 3:** 352d, 354d, 372e, 380d, 381h–381i, 386d, 388d, 406e, 410g, 416d, 422d, 424d, 433d, 444e, 448g, 450d, 451h–451i, 456d, 470e, 474g, 478d, 484d, 486d, 508e, 512g, 516d, UR•9, UR•29, UR•39, UR•49 **TE 4:** 23b, 26d, 42e, 46g, 52d, 57b, 60d, 76e, 80g, 82d, 87b, 90d, 110e, 114g, 118d, 123b, 126d, 143b, 144e, 148g, 152d, 160d, 178e, 180–181, 186d, 187h–187i, UR•19, UR•49, WP•9 **TE 5:** 193b, 196d, 212e, 216g, 220d, 225b, 228d, 248e, 252g, 254d, 259b, 262d, 278e, 286d, 294d, 314e, 318g,

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(Continued) **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	322d, 330d, 348e, 355b, 355c–355d, 356d, 357h–357i, UR•18, UR•39, UR•49 **TE 6:** 363b, 365b, 366d, 381c, 382e, 386g, 390d, 391g, SG•6, SG•11, 395b, 397b, 398d, 417c, 418e, 420a, 422g, 423c, 424d, 425g, SG•23, SG•34, SG•28, 429b, 432d, 448e, 452g, 456d, 457h–457i, 461b, 463b, 464d, 487c, 488e, 490a, 492g, 493c, 494d, 495g, 495h–495i, SG•57, SG•62, SG•68, 502d, 520e, 522a, 524g, 528d, 529h–529i, SG•74, SG•85, UR•14, UR•24, UR•44, , WP•9
Language 2.a. Capitalize holidays, product names, and geographic names.	**SE 1:** 243 **SE 2:** 385 **TE 2:** 223c, 239b, 241b, 245c, 247g, UR•24 **TE 4:** 148g **TE 6:** 365b, 381c, 384a, 389b, UR•14
Language 2.b. Use commas in greetings and closings of letters.	**SE 1:** 409 **SE 2:** 450 **TE 3:** 408–409, 417h–417i **TE 4:** 25d, 53h–53i, 159c, 187h–187i **TE 5:** WP•9 **TE 6:** 431c, 447e, 457h–457i, 463b, 487c, 490a, 493c, 495g
Language 2.c. Use an apostrophe to form contractions and frequently occurring possessives.	**SE 1:** 222, 338–339 **SE 2:** 351 **TE 2:** 221a, 222–222a, 222d, 224d, 240c–240d, 240e, 244g, 246d, 272c, 319c, 335b, 337b, 343b, 345g, 345h–345i, SG•74, UR•18–UR•19, UR•54 **TE 5:** 329b, 347b, 350a, 355b, 357g, SG•74, SG•77, SG•85, UR•54

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Language 2.d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).	**TE 3:** 354d, 388d, 458d, 508c **TE 4:** 87b, 90d, 118c **TE 5:** 330d **TE 6:** UR•9
Language 2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**TE 1:** 183h, WP•9 **TE 4:** 153i **TE 5:** 221h–221i, 248g, 254–255, 255h, 287h–287i **TE 6:** 395b, 398d, 425h–425i, 457h–457i, 464d, 495h–495i, 502d
Knowledge of Language	
Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**SE 1:** 46–47, 51 **TE 1:** 25c, 25d, 43d–43e, 46–47, 51, 58–59, 60–61 **TE 4:** 89b, 89d **TE 5:** SG•54, SG•65, 287g, 294g, 357a, SG•76, SG•82, WP•6–WP•9 **TE 6:** 502e, 520g
Language 3.a. Compare formal and informal uses of English.	**SE 2:** 357 **TE 2:** 215e, 217j **TE 3:** 379e, 381a, 381j, 451j **TE 4:** 51f, 185e, 187a **TE 5:** 253f, 287j, 355e, 357a **TE 6:** 389e, 529a

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Vocabulary Acquisition and Use	
Language 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.	**SE 2:** 26–27, 52, 126–127, 152, 228–229, 262–263, 286, 330–331, 356, 398–399, 424, 464–465, 502–503, 528 **TE 2:** 224f, 234–235, 324–325, 246–247, 344–345, SG•78 **TE 3:** SG•9, SG•54 **TE 4:** 26g, 52–53, SG•3, SG•9, 125a, 126g, 144g, 153a, SG•72, UR•10, UR•40, UR•50 **TE 5:** 228e, 329a, 240–241, SG•43, 330g, UR•50 **TE 6:** 372–373, 374–375, 398e, 418g, 424–425, SG•26, 431a, 432e, 448g, 488g, 494–495, 501a, UR•20, UR•40, UR•50
Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.	**SE 1:** 216, 344, 478 **SE 2:** 26–27, 52, 60–61, 82–83, 126–127, 366–367, 390, 398–399, 424, 432–433, 456, 464–465, 494 **TE 1:** SG•9, 96–97, 122–123, 126–127, SG•59, SG•70 **TE 2:** 192f, 194–195, 202–203, 216–217, 320f, 324–325, 344–345 **TE 3:** 362–363, SG•9, SG•26, 478–479 **TE 4:** 26g, 42g, 52–53, 59a, 60g, 126g, 134–135, 144g, 153a, UR•20 **TE 5:** SG•9, 262e, SG•43, SG•60, SG•76, SG•77 **TE 6:** 366g, 390–391, SG•3, 398g, 406–407, 424–425, 432g, 442–443, 456–457, SG•43, 464g, 476–477, 488g, 494–495, SG•77, UR•20, UR•40, UR•50

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Language 4.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy*/*unhappy*, *tell*/*retell*).	**SE 1:** 416 **SE 2:** 160, 186 **TE 3:** 388f, 416–417, UR•20 **TE 4:** 160g, 170–171, 178g, 186–187, UR•50 **TE 5:** 224a, 228c, SG•19, 282c, 348f
Language 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).	**SE 2:** 90, 119, 196, 220, 356 **TE 4:** 90g, 100–101, 110g, 119a, UR•30 **TE 5:** 192a, 192–193, 196g, 204–205, 212g, 220–221, 252c, 356–357, UR•10, UR•50 **TE 6:** 492g, 524c
Language 4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly; bookshelf*, *notebook*, *bookmark*).	**SE 1:** 422 **SE 2:** 294, 322 **TE 3:** 421a, 422b–422c, 424d, 444c, 448f, 450c, 474c, SG•37, SG•41, SG•46, UR•28, UR•29 **TE 4:** 126d **TE 5:** 294g, 314g, 322–323, 330e, UR•40 **TE 6:** 398e, 464e
Language 4.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	**SE 2:** 228, 254, 262, 286, 502, 528 **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
Language 5. Demonstrate understanding of word relationships and nuances in word meanings.	**SE 1:** 112, 182, 312, 380, 450, 516, UR•50 **SE 2:** 262, 286 **TE 1:** 88f, 112–113, 113b, SG•39, 168–169, 156f, 182–183, SG•72

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(Continued) **Language 5.** Demonstrate understanding of word relationships and nuances in word meanings.	**TE 2:** 284f, SG•72 **TE 3:** 354f, 358–359, 371b, 380–381, 405b, 424f, 450–451, SG•38, SG•39, SG•43, 486f, 498–499, 516–517, UR•10, UR•30, UR•50 **TE 4:** 60g, 76g, 78a, 79b, 81c, 83a, 90e, 109c, 112a, 119g, 126e, 160e, SG•83, UR•20, UR•24 **TE 5:** 262g, 278g, 286–287, 294e, 330e, UR•30 **TE 6:** 382g, 448g, 464e, UR•10
Language 5.a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).	**TE 1:** 22a–22b, 58f, 84a–84b, 94–95, UR•7, UR•17, UR•20, UR•47 **TE 2:** SG•4, 254f, SG•38, SG•39, SG•55, SG•61, UR•7, UR•17, UR•27, UR•37, UR•47 **TE 3:** SG•4, SG•56, UR•7, UR•17, UR•27, UR•37, UR•47 **TE 4:** 25b, 26e, 41c, 44a, 51c, 53g, 60e, 110g, SG•38, 155a–155b, 178a–178b, 187b, UR•7, UR•14, UR•17, UR•27, UR•37, UR•47, SG•49, SG•83 **TE 5:** 211b, SG•13, 228e, SG•21, SG•38, SG•49, SG•55, 325a, UR•7, UR•17, UR•27, UR•37, UR•47 **TE 6:** 456–457, SG•38, 495b, SG•55, SG•66, SG•83, UR•7, UR•17, UR•27, UR•37, UR•47
Language 5.b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).	**TE 1:** 88f, UR•50 **TE 3:** 371c, 379b, 381g, 407b, 473a, 477c, 498–499 **TE 4:** 75c, 78a, UR•34

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Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	**SE 1:** 52, 82, 114, 150, 186, 218, 248, 278, 314, 348, 382, 418, 452, 480 **SE 2:** 20, 54, 84, 112, 120, 146, 154, 180, 190, 222, 256, 288, 324, 360, 392, 426, 458, 496 **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

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(Continued) **Language 6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	**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