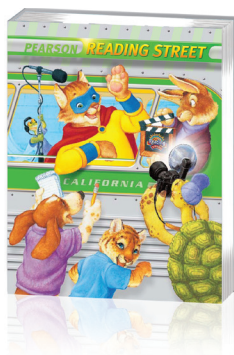


# Teacher's Guide to Meeting the Common Core State Standards\* with *Scott Foresman California Reading Street*



## Table of Contents

### Grade 2

Introduction. . . . .	2
College and Career Readiness Anchor Standards for Reading. . . . .	3
Reading Standards for Literature . . . . .	4
Reading Standards for Informational Texts . . . . .	7
Reading Standards for Foundational Skills. . . . .	10
College and Career Readiness Anchor Standards for Writing . . . . .	13
Writing Standards. . . . .	14
College and Career Readiness Anchor Standards for Speaking and Listening. . . . .	17
Speaking and Listening Standards . . . . .	18
College and Career Readiness Anchor Standards for Language . . . . .	20
Language Standards. . . . .	21

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# Introduction

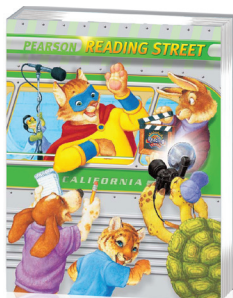
## *The Pearson Promise*

Welcome to the Common Core State Standards. As the largest educational publishing company in the world, Pearson is committed to providing you with curriculum that not only meets these new guidelines, but also supports your implementation of these standards with your students.

Pearson has aligned the Common Core State Standards to every grade level of *Scott Foresman California Reading Street*, our premier educational curriculum. This correlation provides an alignment of the Common Core State Standards to the Grade 2 content in *Scott Foresman California Reading Street*.

We value your partnership highly and look forward to continuing our mission to provide educational materials that fully satisfy your classroom needs.

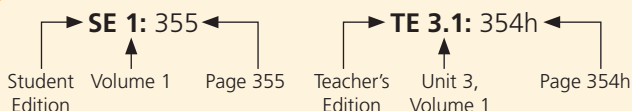
# Meeting the Common Core State Standards with *Scott Foresman California Reading Street*



## Grade 2

SE = Student Edition; TE = Teacher's Edition

### KEY



## Reading Standards

### College and Career Readiness Anchor Standards for Reading

*The Common Core State Standards for Reading on the following pages define what students should understand and be able to do in Grade 2. The CCSS Reading Standards build across the grades toward the College and Career Readiness Anchor Standards in the Reading domain, given below. (CCSS Reading standards are divided between Literature, Informational Texts, and Foundational Skills.)*

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

## Reading Standards for Literature

### Common Core State Standards

### Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

#### Key Ideas and Details

**Literature 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:** 29, 46, 395, 406; **2:** 299, 341, 389, 402

**TE 1:** 34–35, 45a, 45b, 46e, 46g, 49a, 50e; **3:** 396–397, 404–405, 405a, 406g; **5:** 306–307, 312–313, 313a, 314g, 320e; **6:** 390–391, 396–397, 398–399, 401a, 402g

Instruction and practice in this skill is included as children read each selection. Children answer questions about the key details and events in the selection and create their own questions as they monitor and clarify the content of the selection they are reading.

**Literature 2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**SE 1:** 294, 383, 406

**TE 2:** 250–251, 252–253, 254–255, 262–263, 265a, 266g, 298–299; **3:** 383g

Retelling Cards on the Think, Talk and Write page in the Student Edition can be used to help children retell the selection and include the central message or main ideas, presenting this information in the sequence found in the selection. The Teacher's Edition instruction for the Think, Talk and Write page at the end of each selection provides suggestions to apply and extend retelling skills.

The instructional plan offers an opportunity to identify the features of the genre as well as derive meaning from its lesson or moral. As an example of treatment for a primary selection in the program, see **SE 1:** 363, 364–383; **TE 3:** 363b, 364–382, 383–385. The Student and Teacher's Editions identify the characteristics of a folk tale. Then children read the tale, answer questions as they read, and retell the tale. As an example of treatment for a paired selection in the program, see **SE 1:** 408–411; **TE 3:** 408e, 410–411. The Teacher's Edition identifies the characteristics of a fable, including the moral. Then children read a fable and answer Guiding Comprehension questions in the Teacher's Edition to paraphrase the fable and identify its lesson.

**Literature 3.** Describe how characters in a story respond to major events and challenges.

**SE 1:** 46, 98, 266, 326, 383, 406; **2:** 45, 136, 226, 252, 402, 466

**TE 1:** 45a, 46g, 97a; **2:** 252–253, 254–255, 265a, 266g; **3:** 316–317, 326g, 383g, 388f, 406; **4:** 44a, 128–129, 135a, 136g; **5:** 225a, 226g, 251a, 252g; **6:** 390–391, 402g, 454–455, 466g

Character is a major Comprehension Skill developed throughout the program. Student Edition pages and accompanying Teacher's Edition lessons teach children how to identify and describe the characters and their responses to key events and conflicts. These lessons are supported by skills and strategies questions in the Teacher's Edition. Think, Talk and Write questions in the Student Edition check children's ability to describe story elements, including character.

## Reading Standards for Literature

Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
<b>Craft and Structure</b>	
<p><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.</p>	<p><b>SE 1:</b> 48–49, 214–215; <b>2:</b> 78–79, 228–229, 378–379  <b>TE 1:</b> 48e; <b>2:</b> 214e; <b>4:</b> 78e, 119c; <b>5:</b> 228e; <b>6:</b> 378e</p> <p>The program uses sound devices and poetic elements, including rhythm, rhyme, repetition, alliteration, and onomatopoeia, that supply meaning in poetic selections. Teacher's Edition lessons introducing poetic devices, guiding reading, and teaching literary skills help children derive meaning and explore language, rhythm, and rhyme in selections.</p>
<p><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.</p>	<p><b>SE 1:</b> 98, 406; <b>2:</b> 45, 136  <b>TE 1:</b> 82–83, 90–91, 96–97, 98g; <b>2:</b> 250–251, 254–255, 264–265, 296–297; <b>3:</b> 310–311, 320–321, 324–325, 396–397; <b>4:</b> 30–31, 36–37, 40–41, 44, 45g, 122–123</p> <p>A major Comprehension Skill strand in the program helps children analyze character, setting, and plot. Lessons in the Student and Teacher's Editions teach children how to identify and describe the characters, settings, and events. These lessons are supported by extended lessons and Story Structure sections in the Teacher's Edition. In addition, Think, Talk and Write questions in the Student and Teacher's Editions and Guiding Comprehension questions in the Teacher's Edition check children's ability to describe, analyze, synthesize, and evaluate story elements. Throughout the selections for all genres, questions and activities guide children in discussing and writing about elements of the selections.</p>
<p><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.</p>	<p><b>TE 1:</b> 154f; <b>2:</b> 266f, 271a; <b>3:</b> 382b, 383f; <b>4:</b> 135b, 136f</p> <p>Characterization and expression/intonation are featured in Fluency lessons in the Teacher's Edition. The teacher models reading with expression and differentiating characters, children read along with the teacher, and then children read aloud without the teacher. See the Read While Expressing Characterization Fluency lesson in <b>TE 3:</b> 383f, for example. To encourage using different voices for different characters, have children tell a familiar story such as <i>The Three Little Pigs</i>, adjusting their voice to bring each character alive.</p>
<b>Integration of Knowledge and Ideas</b>	
<p><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.</p>	<p><b>SE 1:</b> 98, 266, 326; <b>2:</b> 45, 314, 344  <b>TE 1:</b> 86–87, 88–89, 90–91, 92–93, 94–95, 96–97, 98g; <b>2:</b> 248–249, 254–255, 258–259; <b>3:</b> 312–313, 322–323, 326g; <b>4:</b> 32–33, 34–35, 38–39, 45g; <b>5:</b> 304–305, 306–307, 308–309, 314g; <b>6:</b> 344g</p> <p>Throughout the program, children examine a variety of visuals in the selections to identify information to describe setting, characters, and plot. They use illustrations to preview selections and analyze them in response to Skills in Context, Guiding Comprehension, and Think, Talk and Write questions in the Teacher's Edition.</p>
<p><b>8.</b> (Not applicable to literature)</p>	<p><b>N/A</b></p>

## Reading Standards for Literature

### Common Core State Standards

### Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

**Literature 9.** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Many selections have a Meet the Author page. A selection's Meet the Author page identifies additional books by the author of the selection. (See, for example, **SE 1:** 47, 99, 155 and **TE 1:** 46–47, 98–99, 154–155.) Make these books available for children to read, and encourage them to compare the different works of the author.

The following page references are for the Reading Across Texts features in the program: **TE 1:** 49a, 102–103; **3:** 410–411; **5:** 229a. The purpose of the Reading Across Texts questions is to give children opportunities to compare two texts, a main selection and a paired selection, that have a related topic but are different in other ways.

The following selections compare and contrast classic folktales/fables.

**TE 2:** 275b, 282–283, 292–293, 294e, 298–299, 300e, 300f

### Range of Reading and Level of Text Complexity

**Literature 10.** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Each fiction selection contains opportunities to read a literary text independently, proficiently, and fluently. Routines and practice techniques appear throughout the Teacher's Edition pages. Lessons focus on accuracy, rate, phrasing, automaticity, and expression/intonation. Each subskill is applied to appropriate selections in a variety of independent reading activities. See the following representative pages:

**TE 1:** 46f, 49b, 50h, 98f, 103a, 104h, 154f, 159a, 160h

Additionally, the program's Universal Access teaching guides continue skill development for advanced students, students needing extra support, and English language learners. Guided instruction and practice are included in the Extra Support Teaching Guide, the Advanced Teaching Guide, and the English Learners Teaching Guide. See **TE 1:** 46e, 46f, 50e; **Extra Support TG:** EX12–EX13; **Advanced TG:** A10; and **English Learners TG:** EL9–EL11, EL15–EL17 for examples.

## Reading Standards for Informational Texts

Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
<b>Key Ideas and Details</b>	
<p><b>Informational Text 1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p><b>SE 1:</b> 57, 59, 61, 62, 65, 67, 69, 70, 157–159, 223, 224, 236; <b>2:</b> 63, 76, 89, 151, 164</p> <p><b>TE 1:</b> 56–57, 58–59, 60–61, 64–65, 68–69, 69a, 70g; <b>2:</b> 226–227, 228–229, 230–231, 234–235, 235a, 236g; <b>4:</b> 62–63, 64–65, 66–67, 70–71, 72–73, 74–75, 75a, 76g, 150–151, 152–153, 156–157, 160–161, 163a, 164g</p> <p>Instruction and practice in this skill is included as children read each selection. Children answer questions about the key details and events in each selection and create their own questions as they monitor and clarify the content of the selection they are reading.</p>
<p><b>Informational Text 2.</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>SE 1:</b> 70; <b>2:</b> 108, 194</p> <p><b>TE 1:</b> 53a, 156e, 158–159; <b>2:</b> 235a; <b>3:</b> 329a; <b>4:</b> 108–109; <b>5:</b> 194g, 256–257</p> <p>As part of their analysis of each informational text, children are asked to summarize the text. To do this, they are taught to distinguish main ideas from supporting details in the text and to describe the main ideas briefly in their own words. In addition, instructional lessons in the Teacher's Edition help children distinguish main idea and details. See, for example, <b>TE 1:</b> 53a and 76e.</p>
<p><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.</p>	<p><b>SE 2:</b> 79, 111, 206–207, 254–257, 438, 468–471</p> <p><b>TE 1:</b> 74–75; <b>2:</b> 226–227, 234–235, 235a, 240–241; <b>3:</b> 444–445; <b>4:</b> 66–67, 75a, 79a, 110–111; <b>5:</b> 206e, 254e, 258f; <b>6:</b> 418–419, 420–421, 426–427, 430–431, 438g, 441a, 468e</p> <p>For each informational text selection, questions in the Student Edition and Teacher's Edition direct children's attention to identifying the sequence of events or concepts in the text. Guiding Comprehension, Skills in Context, and Think, Talk and Write sections in the Teacher's Edition also offer instruction and reinforcement in identifying and describing the events and concepts in an informational text.</p>
<b>Craft and Structure</b>	
<p><b>Informational Text 4.</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>Each selection lesson plan contains Amazing Words, which are content-related words dealing with the unit theme and the specific selection. The words are presented in a variety of contexts and then used by children in the daily activities to help them master the use and meaning of the words. The Read and Comprehend section also contains Academic Language to help children learn the meanings of general academic words. For the teacher's convenience, side notes in the Teacher's Edition offer definitions of academic language at the point of introduction. See the following representative pages for the five-day lesson plan for one expository selection:</p> <p><b>SE 1:</b> 220–221, 224, 226–227, 228–229, 231, 232–233, 234</p> <p><b>TE 1:</b> 218m, 219a, 220–221, 221a, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236b, 237a, 238b, 238d, 242b, 242c, 242g, 243e</p>

## Reading Standards for Informational Texts

Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
<p><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.</p>	<p><b>SE 1:</b> 74–75, 156–159, 208–209, 222–235, 328–329, 356–357, 442–445;  <b>2:</b> 48–53, 62–75, 88–105, 108–111, 118, 254–257, 286–289, 346–349, 440–441  <b>TE 1:</b> 72e, 156e; <b>2:</b> 208–209, 221b, 235a–235b; <b>2:</b> 299f; <b>3:</b> 328e, 356e, 442e, 442–443, 445f; <b>4:</b> 48e, 61c, 86e, 87c, 96–97, 100–101, 108e; <b>5:</b> 254e, 286e; <b>6:</b> 346e, 440e</p> <p>The program offers many opportunities in the Student and Teacher's Editions for children to learn about and use text features and search tools to find information.</p> <p><b>Text features:</b> Text Structure (main idea and details, problem and solution, description, and sequence); Text Features (headings, captions, title, subheads); Parts of a Book (glossary, index, chapter headings, title page)</p> <p><b>Search tools:</b> Web sites, search engines, online reference sources, online directories in both the Student Edition (Get Online!) and accompanying lesson in the Teacher's Edition; Research Skill in the Teacher's Edition</p>
<p><b>Informational Text 6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>SE 1:</b> 70, 236, 240–241  <b>TE 1:</b> 66–67, 70g, 74–75, 156e, 158–159, 235a; <b>2:</b> 230–231; <b>5:</b> 182–183, 184–185, 190–191, 193b, 288–289; <b>6:</b> 437b</p> <p>Questions in the Student and Teacher's Edition focus on the author's purpose for writing. In addition, the Read and Comprehend section in the Teacher's Edition includes lessons that help children identify the purpose of the text.</p>
<b>Integration of Knowledge and Ideas</b>	
<p><b>Informational Text 7.</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><b>SE 2:</b> 86, 106, 108, 118, 166–169, 376, 440  <b>TE 1:</b> 128–129; <b>2:</b> 224–225, 235a; <b>4:</b> 66–67, 75a, 86e, 96–97, 100–101, 106g, 110–111, 166–169; <b>6:</b> 362–363, 370–371, 376g, 422–423, 436–437, 437a</p> <p>Throughout the program, children are encouraged to look for information in the visuals and in the text and to combine the information they find to better understand and interpret each selection. Questions in the Student and Teacher's Editions help children interpret graphics, including illustrations, photographs, charts, diagrams, and time lines, and use them to understand the written text.</p>
<p><b>Informational Text 8.</b> Describe how reasons support specific points the author makes in a text.</p>	<p><b>SE 1:</b> 440; <b>2:</b> 438  <b>TE 2:</b> 224–225, 235a; <b>3:</b> 432–433, 434–435, 439a, 444–445; <b>4:</b> 75a, 75b; <b>5:</b> 193b; <b>6:</b> 375a, 375b, 420–421, 426–427, 430–431, 432–433, 437b, 438g, 441a, 470–471</p> <p>Lessons for the comprehension skill cause and effect are included in the Teacher's Edition. Questions in both the Student Edition and the Teacher's Edition prompt children to recognize and explain causes and effects in selections.</p>
<p><b>Informational Text 9.</b> Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>SE 2:</b> 79, 111, 441  <b>TE 1:</b> 74–75; <b>2:</b> 240–241; <b>3:</b> 424–425, 436–437, 444–445; <b>4:</b> 79a, 110–111; <b>6:</b> 441a</p> <p>The Student Edition includes Reading Across Texts questions and Writing Across Text recommendations, which offer children opportunities to compare and contrast two texts, primary and paired selections, that focus on similar topics or themes.</p>



**Reading Standards for Informational Texts**

**Common Core State Standards**

**Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes***

**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:** 56–69; **2:** 62–75

Each nonfiction selection contains several opportunities for children to read independently, proficiently, and fluently beginning at Unit 1. Routines and practice techniques appear on the Student Edition pages with application activities included on the accompanying Teacher's Edition pages. Additionally, the program's Universal Access teaching guides continue skill development for advanced students, students needing extra support, and English language learners. Guided instruction and practice are included in the Extra Support Teaching Guide, the Advanced Teaching Guide, and the English Learners Teaching Guide. See **TE 1:** 69a, 70f, 75a, 76h; **Extra Support TG:** EX24–EX25; **Advanced TG:** A15; and **English Learners TG:** EL28–EL30 for examples.

## Reading Standards for Foundational Skills

Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher’s Notes</i>
<b>Print Concepts</b>	
<b>Foundational Skills 1.</b> (Not applicable to Grade 2)	<b>N/A</b>
<b>Phonological Awareness</b>	
<b>Foundational Skills 2.</b> (Not applicable to Grade 2)	<b>N/A</b>
<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>both in isolation and in text.</b>	<p>In the Teacher’s Edition, every selection includes introductory pages of Phonics and Word Work exercises and routines. A Decodable Book reinforces the selection’s lessons. Each day introduces instruction and practice to help children decode the words independently and apply those skills as they read the selection. This organization is found in all units. See the following representative pages:</p> <p><b>TE 1:</b> 24n–24p, 26c, 46c, 50c, 106n–106p, 108c, 124c, 130c Decodable Book 2: 24s; Decodable Book 7, 8: 106r–106s</p> <p><b>TE 3:</b> 304n–304p, 306c, 326c, 330c, 390n–390p, 392c, 406c, 412c Decodable Book 21, 22: 304r–304s; Decodable Book 27, 28: 390r–390s</p>
<b>Foundational Skills 3.a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p>In the Teacher’s Edition, every selection includes introductory pages of Phonics exercises and routines. A Decodable Book reinforces the selection’s lessons. Each day introduces instruction and practice to help children decode the words independently and apply those skills as they read the selection. This organization is found in all units.</p> <p><b>TE 1:</b> 24n–24p, 24r–24s, 26c, 50c, 52n–52p, 52r–52s, 54c, 70c, 76c, 98c; <b>3:</b> 304o–304p, 304r–304s, 332o–332p, 332r–332s, 390o–390p, 390r–390s</p>
<b>Foundational Skills 3.b.</b> Know spelling-sound correspondences for additional common vowel teams.	<p>Every week’s lesson focuses on phonics and spelling concepts. Many lessons focus on common vowel patterns including digraph and diphthong patterns. Children learn to decode and spell words with <i>oo, ew, oy, oi, ou, ow</i> as well as other patterns.</p> <p><b>TE 2:</b> 274o, 276c, 294d, 296c, 296d, 300c; <b>3:</b> 304o–304p, 304q, 304r–304s, 306c, 306d, 332o–332p, 332q, 332r–332s, 334c, 334d, 390o–390p; <b>4:</b> 56n–56o, 56p, 56q, 56r, 60c, 60d, 86c, 86d, 114n–114o, 114p, 114q, 114r, 118c, 118d, 144n–144o, 144p, 144r, 148c, 148d; <b>5:</b> 292n–292o, 292p, 292aq, 292r, 296c, 296d</p>
<b>Foundational Skills 3.c.</b> Decode regularly spelled two-syllable words with long vowels.	<p>Every week’s lesson focuses on phonics and spelling concepts. By learning the patterns, children are given the tools they need to decode and spell two-syllable words.</p> <p><b>TE 2:</b> 274o, 274r, 276c; <b>3:</b> 304o–304p, 304q, 304r–304s, 306c, 332r–332s, 334c, 334d, 390p, 390q, 390r–390s, 392c, 392d</p> <p>Help children decode and spell two-syllable words by dividing them into syllables and decoding each syllable based on its spelling-sound pattern.</p>

## Reading Standards for Foundational Skills

Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
<b>Foundational Skills 3.d.</b> Decode words with common prefixes and suffixes.	The program focuses on decoding and deriving meanings of words with prefixes and suffixes in Word Work and Vocabulary lessons. Children learn to decode the affix and base word syllables and to determine meaning by combining the meaning of the known word with the meaning of the affix. <b>SE 2:</b> 26–27, 176–177, 234, 412 <b>TE 4:</b> 25c, 26–27; <b>5:</b> 174n–174o, 174q, 174r, 175b, 175c, 178c, 195a, 202n–202o, 202q, 202r, 206c, 233c; <b>6:</b> 410n–410o, 410q, 410r, 411c, 414c, 444n–444o, 444q, 444r, 448c
<b>Foundational Skills 3.e.</b> Identify words with inconsistent but common spelling-sound correspondences.	Every week's lesson focuses on spelling concepts, which are pretested, practiced, and posttested. The spelling concepts also appear in the Universal Access teaching guides for advanced students, students needing extra support, and English language learners. See <b>TE 1:</b> 24q, 46d, 50d; <b>Extra Support TG:</b> EX8–EX9; <b>Advanced TG:</b> A8; and <b>English Learners TG:</b> EL9–EL11 for examples.  In addition, as part of the writing process, children proofread and edit for spelling, capitalization, punctuation, and grammar.  As children are reading selections such as <i>The Twin Club</i> ( <b>SE 1:</b> 28–45), point out words that have inconsistent spelling-sound correspondences. Often these words can be grouped with other words with the same spelling pattern—for example, <i>meadow</i> ( <b>SE 1:</b> 39) can be related to the words <i>bread</i> , <i>instead</i> , <i>dead</i> , and so on).
<b>Foundational Skills 3.f.</b> Recognize and read grade-appropriate irregularly spelled words.	Each week in the Teacher's Edition a spelling concept is pretested on Day 1; practiced on Days 2, 3, and 4 using activities, strategies, and workbook pages; and tested again on Day 5. These lessons focus on spelling patterns and the spelling of high-frequency words. Many high-frequency words are also irregularly spelled words. A strategy is provided for learning the word. Children are reminded that they learn to spell some words, such as <i>friends</i> ( <b>TE 1:</b> 26–27), by remembering the letters rather than by pattern. <b>SE 1:</b> 134–135, 392–393 <b>TE 1:</b> 132q, 132r, 132s, 134c, 134d, 134–135, 135a, 154d, 156d, 160c, 160d; <b>3:</b> 390o–390p, 390q, 390r, 390s, 392c, 392d, 392–393, 393a, 406d, 408d, 412c, 412d
<b>Fluency</b>	
<b>Foundational Skills 4.</b> Read with sufficient accuracy and fluency to support comprehension.	The program includes a carefully structured sequence that deals with all aspects of fluency. Lessons provide practice and assessment of accuracy and fluency, focusing on characterization, pace, phrasing, rate, and expression/intonation. In addition, the lessons include teacher modeling. See the following representative Fluency pages and their accompanying materials: <b>TE 3:</b> 326f, 330h, 354f, 358h, 383f, 388h, 440f, 446h; <b>4:</b> 111a, 112h

## Reading Standards for Foundational Skills

### Common Core State Standards

### Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

**Foundational Skills 4.a.** Read on-level text with purpose and understanding.

Each selection in the Student Edition and its accompanying Teacher's Edition pages help children preview and predict and then set a purpose for reading the selection. This organization is found in all units. In addition, questions in the Teacher's Edition check children's comprehension during reading. See the following representative pages:

**SE 1:** 27, 81, 109, 307, 393; **2:** 206, 328, 448

**TE 1:** 27b, 81b, 109b, 307b, 393b; **5:** 207c, 296, 297c, 329c, 449c

**Foundational Skills 4.b.** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Each selection contains opportunities to read with accuracy, appropriate rate, and expression beginning at Unit 1. Routines and practice techniques appear on the Teacher's Edition pages.

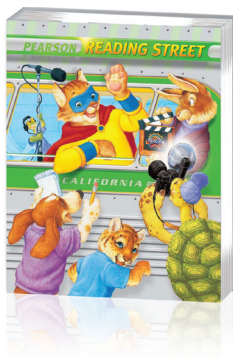
**TE 1:** 46f, 49b, 70f, 75a; **2:** 184f, 189a, 212f, 215b; **3:** 354f, 357b, 440f, 445a;

**4:** 45f, 53b, 106f, 111a; **5:** 252f, 257a, 314f, 319a; **6:** 402f, 407a, 438f, 441b

**Foundational Skills 4.c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

The program's Vocabulary Skill section in the Teacher's Edition provides lessons in using context to determine the meaning of words in context, including homonyms, multiple-meaning words, and unfamiliar words. Through these lessons, children are given the skills to identify and understand words in context.

**TE 1:** 71a; **2:** 213a, 267a, 295a; **4:** 107a, 137a, 165a; **5:** 285a; **6:** 345a, 377a



## Writing Standards

### College and Career Readiness Anchor Standards for Writing

*The Common Core State Standards for Writing on the following pages define what students should understand and be able to do in Grade 2. The CCSS Writing Standards build across the grades toward the College and Career Readiness Anchor Standards in the Writing domain, given below.*

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

10. 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 tasks, purposes, and audiences.

## Writing Standards

### Common Core State Standards

### Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

#### 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:** 124, 212, 294; **2:** 194, 199, 252, 257, 289, 319, 441

**TE 1:** 124g; **2:** 212g, 294g; **5:** CR18–CR19, CR30–CR31, CR42–CR43, CR54–CR55, CR66–CR67

The Look Back and Write prompts at the end of the selections in the Student Edition as well as the Writing Across Texts segments in the paired selections often ask children to state their opinion about an issue or topic in writing. The daily writing sections in the accompanying Teacher's Edition lessons guide children through the writing process. The drafting and revising stages of writing lessons as well as models and checklists either provide examples of, support the writing of, or remind children about the need for a conclusion as part of the structure of their writing. In addition, Speaking and Listening lessons in the Teacher's Edition in Unit 5 provide instruction and discussion on facts and opinions that children can apply to their own writing. See **TE 5:** 253e, 257e, 259b.

**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:** 76–77, 242–243; **2:** 80–81, 112–113

**TE 1.1:** 76–77; **2:** 237c, 242–243; **4:** 80–81, 112–113

The Writing and Conventions pages in the Student Edition present opportunities for informative/explanatory writing, including expository nonfiction. The daily writing sections in the accompanying Teacher's Edition lessons guide children step by step through the writing process. The Writing Traits features in the weekly writing activities focus on topics such as word choice.

In the writing strand for the second selection, *Exploring Space with an Astronaut*, children write an expository nonfiction piece. The Comprehension and Literary Analysis lessons (**TE 1:** 55b, 69b) for the same selection identify the features of informational texts, including graphic sources, and Teacher's Edition questions accompanying the selection refer to various features. Encourage children to use features such as captions and headings as well, as they write and illustrate their own informative and explanatory texts.

**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:** 50–51, 272–273, 300–301; **2:** 320–321

**TE 1:** 25c–25d, 45c–45d, 47b, 49c–49d, 50–51, 51a; **2:** 245c–245d, 265c–265d, 271b, 272–273, 275c–275d, 293d–293e, 295b, 299b–299c, 300–301, 301a; **5:** 295b–295c, 313d–313e, 315b, 319c–319d, 320–321, 321a

The Writing and Conventions pages in the Student Edition present a variety of narrative writing forms, including humorous fiction, realistic fiction, fairy tale, and folk tale as well as other forms. The daily writing sections in the accompanying Teacher's Edition lessons guide children step by step through the writing process. The Writing Traits features in the weekly writing activities focus on topics such as conventions and use of good sentences. (See, for example, **TE 1:** 47c; **2:** 295c.)

Writing Standards	
Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
<b>Production and Distribution of Writing</b>	
<p><b>Writing 4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p><b>TE 1:</b> 53c–53d, 69c–69d, 71b, 71c, 75b–75c, 76–77, 77a; <b>3:</b> 333c–333d, 353c–353d, 355b, 355c, 357c–357d, 358–359, 359a; <b>6:</b> 327b–327c, 343c–343d, 345b, 345c, 349b–349c, 350–351, 351a</p> <p>The daily writing sections in the Teacher's Edition lessons guide children through the prewriting, drafting, revising, and editing stages of the writing process. The drafting and revising stages of the writing lessons as well as models and checklists either provide examples of, support the writing of, or remind children about the development and organization of their writing.</p>
<p><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.</p>	<p><b>TE 1:</b> 75b–75c, 76–77, 77a, 129b–129c, 130–131, 131a; <b>2:</b> 271b, 272–273, 273a, 299b, 300–301, 301a; <b>3:</b> 411b–411c, 412–413, 413a, 445b–445c, 446–447, 447a; <b>4:</b> 111b–111c, 112–113, 113a; <b>5:</b> 289b–289c, 290–291, 291a; <b>6:</b> 471b–471c, 472–473, 473a</p> <p>The weekly writing lessons in the Teacher's Edition are based on a four-step process. Two of these steps are Revise and Edit. Mini-lessons in these sections focus on revising, peer conferencing, proofreading, and editing skills, such as adding and deleting words, phrases, and sentences. These lessons also include proofreading for verb use, punctuation, capitalization, and more.</p>
<p><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.</p>	<p><b>TE 1:</b> 49c–49d, 129b–129c; <b>2:</b> 271b, 299b–299c; <b>3:</b> 331a, 389a, 447a; <b>4:</b> 143c, 171a; <b>6:</b> 381a</p> <p>The Research section includes lessons on using technology, such as composing and sending an e-mail. Peer conferencing is included on the Revise pages of the Teacher's Edition. The lessons also encourage the use of technology to produce and publish writing.</p>
<b>Research to Build and Present Knowledge</b>	
<p><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).</p>	<p>The Teacher's Edition for each Student Edition selection includes a Research Skill activity on Days 4 and 5. Children understand and demonstrate various research skills, such as the use of encyclopedias, newspapers and periodicals, the Internet, and online directories. See, for example:</p> <p><b>TE 2:</b> 271f, 273c; <b>3:</b> 357g, 359c, 445f, 447c; <b>6:</b> 407f, 409c</p>

## Writing Standards

### Common Core State Standards

### Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher’s Notes*

**Writing 8.** Recall information from experiences or gather information from provided sources to answer a question.

Throughout the program, children have many opportunities to answer questions based on their own experiences or from information gathered from the text or other sources. The Writing and Conventions section in the Student Edition often prompts children to answer questions that relate text to self or to the world. (See, for example, **SE 1:** 104, 130, 358.) Look Back and Write requires children to review what they have read and use it as evidence to answer a question about the text. (See, for example, **SE 1:** 46.) Primary selections have paired selections that are related to theme or topic. Reading Across Texts and Writing Across Texts may require children to refer to the paired selections to respond to questions. (See, for example, **SE 2:** 78–79, 169.)

In addition, the program’s Research Skill section provides instruction in gathering information, using background knowledge or other sources to answer questions. (See, for example, **TE 4:** 169f.) Extend the opportunities by providing reference sources, such as encyclopedias, in the classroom. After reading selections, ask specific questions. Have children work together to find information in the reference source to answer the questions. For example, after reading *Anansi Goes Fishing*, ask, “How many legs does a spider have? How many body parts does a spider have?”

**SE 1:** 70, 130, 216, 236, 383, 440; **2:** 76, 106, 111, 136, 164, 349, 376, 407, 438, 441

**TE 1:** 51c; **2:** 271f; **3:** 357g; **4:** 169f; **5:** 257f; **6:** 441g

**Writing 9.** (Begins in Grade 4)

**N/A**

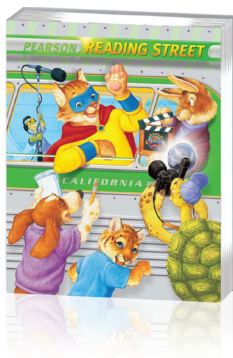
### Range of Writing

**Writing 10.** 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.

The daily writing sections in the Teacher’s Edition lessons provide opportunities for children to write routinely over extended time frames, allowing time for research, reflection, and revision. (See, for example, **TE 3:** 415c–415d, 439c–439d, 441b, 441c, 445b, 445f, 446–447a, 447c.)

Writing assignments over shorter time frames are found in the Writing and Conventions section of the Student Edition, where children are asked to write to a prompt, with focus on specific genres and the Writing Trait for the week. (See, for example, **SE 1:** 216, 300, 446; **2:** 90, 320, 408.) Children also find opportunities to write over shorter time frames in the Writing Across Texts segment of the paired selections in Units 4–6. (See, for example, **SE 2:** 199, 441.)





## Speaking and Listening Standards

### College and Career Readiness Anchor Standards for Speaking and Listening

*The Common Core State Standards for Speaking and Listening on the following pages define what students should understand and be able to do in Grade 2. The CCSS Speaking and Listening Standards build across the grades toward the College and Career Readiness Anchor Standards in the Speaking and Listening domain, given below.*

#### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Speaking and Listening Standards

### Common Core State Standards

### Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

#### Comprehension and Collaboration

**Speaking and Listening 1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Children have the opportunity to discuss with the class each concept or story in the daily Concept Talk activities. On Day 2, children are encouraged to discuss the main reading text by answering the various questions asked during the reading of the main selection and then work in pairs to answer the Comprehension Check questions after the reading. Some additional opportunities to engage in collaborative discussions with both peers and adults in both small and larger groups can be found in the Build Background, Literary Analysis, Review and Reread, and Speaking and Listening sections of the program. See the following representative pages:

**TE 1:** 24l–24m, 24t, 24–25, 26e, 28–45, 45a, 45b, 46e, 47e, 48e, 49a, 49f, 50f, 51b; **5:** 285e, 289e, 291b

**Speaking and 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).

The Speaking and Listening section in the program identifies reasons for speaking and listening and offers tips and reminders for effective listening and speaking. The lessons review methods for effective speakers and listeners in the Teacher's Edition lessons. See the following representative pages:

**TE 1:** 47e, 51b, 71e, 75e, 77b; **4:** 107e, 111e, 113b; **6:** 439e, 441f, 443b

**Speaking and Listening 1.b.** Build on others' talk in conversations by linking their comments to the remarks of others.

Discussion is an important part of the program. Every lesson begins with Concept Talk in which children discuss the question of the week or day and the lesson's theme or topic. Within the discussion, the teacher guides discussion with prompts that help children stay on topic. (See, for example, **TE 1:** 78l–78m, 98a–98b; **4:** 24l–24m, 45a–45b.) Through the Speaking and Listening section, strategies for effective speaking and listening remind children to pay close attention and to stay on topic. (See, for example, **TE 1:** 71e, 75e, 77b; **4:** 165e, 169d, 171b.)

Throughout all discussion activities, guide children who stray from the topic. Remind them to listen carefully to the ideas of others and to use these ideas as springboards for their own comments.

**Speaking and Listening 1.c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.

Speaking and Listening lessons in the Teacher's Edition often remind children to ask questions if they do not understand the information or need additional explanation to clarify what they heard.

**TE 2:** 237e, 241e, 243b, 295e, 299e, 301b; **4:** 77e, 79f, 81b; **6:** 467e, 471e, 473b

**Speaking and Listening 2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

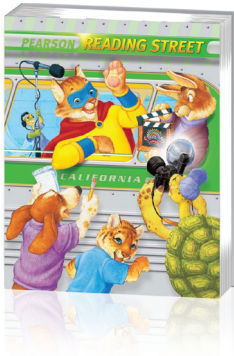
The program practices retelling skills in which children are guided in retelling important ideas in written materials. (See, for example, **SE 1:** 124; **TE 1:** 124g.) This skill is related to retelling graphic and orally presented material because children are required to analyze and restate information.

The Speaking and Listening section offers opportunities to summarize and retell information presented orally or through other media.

**TE 1:** 99e, 103e, 105b, 125e, 129e, 131b; **2:** 267e, 271e, 273b; **3:** 385e, 387f, 389b; **4:** 137e, 141e, 143b

## Speaking and Listening Standards

Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
<p><b>Speaking and Listening 2.a. Give and follow three- and four-step oral directions.</b></p>	<p>Children learn how to give and follow three- and four-step oral directions in the Speaking and Listening section of the Teacher's Edition lessons. (See <b>TE 2:</b> 185e, 189e, 191b, 295e, 299e, 301b). First, an explanation is given to children, after which the teacher models following and giving directions. Some time is then spent on guided practice with children, after which children continue by working in small groups on their own, taking turns giving and following directions.</p>
<p><b>Speaking and 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.</p>	<p>The Speaking and Listening section of the Teacher's Edition lessons provides children with opportunities to ask and answer questions as they play the role of either speaker or listener.  <b>TE 1:</b> 47e, 49f, 51b, 71e, 75e, 77b; <b>2:</b> 237e, 241e, 243b; <b>4:</b> 77e, 79f, 81b; <b>6:</b> 467e, 471e, 473b</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p><b>Speaking and Listening 4.</b> Plan and tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>The Speaking and Listening section of the Teacher's Edition lessons provides children with opportunities to plan and tell a story or recount an experience with facts and details. It is here also that the traits of a good speaker are reinforced.  <b>TE 1:</b> 71e, 77b; <b>2:</b> 213e, 215f, 217b; <b>4:</b> 107e, 111e, 165e, 169e, 171b; <b>5:</b> 315e, 319e, 321b</p>
<p><b>Speaking and Listening 4.a.</b> Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</p>	<p>Children plan a narrative presentation in the Speaking and Listening section of the Teacher's Edition lessons. It is here that an explanation is given on how to give a narrative presentation, with focus on recounting the events in a logical order, from beginning to middle to end, and describing characters, setting, and details. The plot and the main idea and supporting details lessons in the Read and Comprehend section can also be used to reinforce understanding of the concepts.  <b>TE 1:</b> 125e, 129e, 131b; <b>5:</b> 315e, 319e, 321b</p>
<p><b>Speaking and 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.</p>	<p>For each week's five-day plan, the following describes the types of visuals and auditory work included. For small group work, the Practice Station activities usually include auditory and visual work (<b>TE 1:</b> 24j–24k). In the lessons, children are given opportunities to work with auditory and visual aids. The Build Background section in Day 2 of the Teacher's Edition uses the Sing with Me/Background Building Audio CD and has children work with graphic organizers (<b>TE 1:</b> 80e–80f). The Literary Analysis section in the Teacher's Edition may also have children create a story map or other visual (<b>TE 1:</b> 97c), and the Speaking and Listening section offers children opportunities to use props as visual aids during their presentations (<b>TE 5:</b> 227e, 229f, 231b).</p>
<p><b>Speaking and Listening 6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>The Speaking and Listening section of the program identifies the purpose and rules for speaking and listening and provides numerous opportunities for formal and informal speaking activities. In the Teacher's Edition Conventions lessons, the program provides explicit instruction in identifying and following rules for subject-verb agreement and irregular plural nouns.  <b>TE 1:</b> 25e, 47d, 99e, 103e, 105b; <b>2:</b> 245e, 265e, 267d, 271d, 272–273, 273a; <b>3:</b> 333e, 355d, 357e, 358–359, 359a; <b>4:</b> 107e, 111e, 112–113, 113a</p>



## Language Standards

### College and Career Readiness Anchor Standards for Language

*The Common Core State Standards for Language on the following pages define what students should understand and be able to do in Grade 2. The CCSS Language Standards build across the grades toward the College and Career Readiness Anchor Standards in the Language domain, given below.*

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards	
Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
<b>Conventions of Standard English</b>	
<b>Language 1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>Grammar and usage is studied throughout the series. See the following representative pages:</p> <p><b>SE 1:</b> 50–51, 76–77, 300–301, 358–359, 388; <b>2:</b> 112</p> <p><b>TE 1:</b> 47c–47d, 50–51, 51a, 53d, 53e, 76–77, 77a, 79d, 79e; <b>2:</b> 193d, 193e, 216–217, 217a; <b>3:</b> 333d, 333e, 358–359, 359a, 361d, 361e, 385c–385d, 388–389, 389a; <b>4:</b> 107e, 111e, 113b, 112–113, 113a</p>
<b>Language 1.a.</b> Create readable documents with legible print.	<p>Throughout the program, the Writing and Conventions section in the Student Edition gives children opportunities to create readable documents with legible print (<b>SE 1:</b> 50–51, 242–243; <b>2:</b> 112–113, 290–291). The Writing and Conventions section in the Teacher's Edition has children edit and postwrite their writing activity of the week, incorporating all revisions and edits in their rewritten paragraphs (<b>TE 1:</b> 50–51, 51a; <b>2:</b> 242–243, 243a; <b>4:</b> 112–113, 113a; <b>5:</b> 290–291, 291a).</p>
<b>Language 1.b.</b> Use collective nouns (e.g., <i>group</i> ).	<p>The Conventions section lessons include the study of nouns. Children learn that a noun is a word for a person, a place, an animal, or a thing. (See <b>SE 1:</b> 190–191; <b>TE 2:</b> 165e, 219e.) Within the selections, children work with collective nouns, or nouns that name a group or a unit. Words such as <i>club</i>, <i>family</i>, <i>class</i>, <i>team</i>, <i>herd</i>, and <i>flock</i> are used in the selections.</p>
<b>Language 1.c.</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i> ).	<p>The program's Conventions section provides explicit instruction and practice in recognizing and forming common irregular plural nouns.</p> <p><b>SE 1:</b> 272–273</p> <p><b>TE 2:</b> 245e, 265e, 267d, 271d, 272–273, 273a</p> <p>As children read stories that have irregular plural words, point out the word and discuss its singular and plural forms. For example, when reading <i>Horace and Morris but mostly Dolores</i> (<b>SE 2:</b> 266), discuss the word <i>mouse</i> and its plural <i>mice</i>. Point out the words in the story.</p>
<b>Language 1.d.</b> Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	<p>The Conventions section deals with pronouns in both singular (<b>TE 5:</b> 177d, 200–201, 201a, 205d, 235d) and plural (<b>TE 5:</b> 205d, 225e, 227d, 229e) forms. The lessons also address that pronouns can be used as the subject of a sentence, as a word after an action verb, or as a word to show that someone owns something (<b>TE 5:</b> 235d, 251e, 253d, 257d, 258–259, 259a, 263d, 283e, 285d, 289d, 290–291, 291a). Within the selections, reflexive pronouns such as <i>himself</i>, <i>herself</i>, <i>yourself</i>, and <i>themselves</i> are used.</p>
<b>Language 1.e.</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i> ).	<p>The program's Conventions strand provides instruction on recognizing and forming the past tense of some common irregular verbs.</p> <p><b>SE 1:</b> 446–447</p> <p><b>TE 3:</b> 405f, 415e, 439e, 441d, 445d, CR56, CR68</p> <p>As children read stories that have common verbs with irregular past tense, point out the verbs and discuss the present tense and past tense forms. For example, when reading <i>Anansi Goes Fishing</i> (<b>SE 1:</b> 364), point out the verb forms <i>catch</i> and <i>caught</i> used in the story.</p>

## Language Standards

### Common Core State Standards

### Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

**Language 1.f.** Use adjectives and adverbs, and choose between them depending on what is to be modified.

In the Student Edition, nouns, pronouns, verbs, adjectives, and adverbs are taught in conjunction with several weekly writing lessons. In the Teacher's Edition, they are formally presented as part of Conventions in the Language Arts sections of several lessons.

**Adjectives SE 2:** 54–55, 80–81, 112–113; **TE 4:** 27d, 44f, 47d, 53e, 54–55, 55a, 59d, 75e, 77d, 79e, 80–81, 81a, 85d, 105e, 107d, 111d, 112–113, 113a

**Adverbs SE 2:** 142–143, 170–171; **TE 4:** 117d, 135f, 137d, 141d, 142–143, 143a, 147d, 163e, 165d, 169d, 170–171, 171a

**Language 1.g.** 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*).

Conventions lessons define sentences and identify complete sentences. Children practice completing sentences and write their own. The Writing and Conventions pages in the Student Edition, as well as Think, Talk and Write pages, and the program's Writing section in the Teacher's Edition offer opportunities for children to apply what they learn to their own writing. In the Writing section, children prewrite, write, revise, and edit.

**SE 1:** 46, 50–51, 70, 76–77, 98, 104–105

**TE 1:** 25c–25d, 25e, 45e, 46g, 49e, 50–51, 51a, 53d, 53e, 69e, 70g, 71c, 75b, 75d, 76–77, 77a, 79e, 97f, 98g, 99d, 103d, 104–105, 105a

**Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Each week in the Teacher's Edition a spelling concept is pretested on Day 1; practiced on Days 2, 3, and 4 using activities, strategies, and workbook pages; and tested on Day 5. The spelling concept also appears in the Universal Access teaching guides for advanced students, students needing extra support, and English language learners. (See **TE 1:** 106p–106q, 124d; **Extra Support TG:** EX38–EX39; **Advanced TG:** A23; **English Learners TG:** EL51–EL53 for examples.) These lessons focus on spelling patterns and the spelling of high-frequency words. See the following representative pages:

**TE 1:** 24q, 26d, 46c–46d, 48d, 50d

In the Student Edition, capitalization and punctuation are taught in conjunction with writing. In the Teacher's Edition, capitalization and punctuation, along with grammar and usage, are presented in Conventions, a main component of the Language Arts strand that appears in all lessons. The Conventions topic presented in the Writing and Conventions lesson in the Student Edition is taught and practiced in all the Teacher's Edition lessons for the week. See the following representative pages for punctuation and capitalization:

**SE 1:** 50–51, 130–131, 160–161; **2:** 350–351, 380–381, 408–409

**TE 1:** 25d, 25e, 45e, 47c, 47d, 49e, 50–51, 51a, 107e, 130–131, 131a, 133e, 153e, 160–161, 161a; **6:** 327d, 350–351, 351a, 355d, 380–381, 381a, 403c, 408–409, 409a

Language Standards	
Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
<b>Language 2.a.</b> Capitalize holidays, product names, and geographic names.	<p>Capitalization of proper nouns, including place names, personal names, people's titles, names of things, days of the week, months, and holidays, is presented in Conventions, a main component of the Language Arts strand that appears in all lessons.</p> <p><b>SE 1:</b> 216–217; <b>2:</b> 350–351</p> <p><b>TE 2:</b> 193e, 211f, 213d, 215e, 216–217, 217a; <b>6:</b> 327d, 343e, 345d, 349d, 350–351, 351a</p> <p>To discuss the capitalization of titles, use the story titles, such as <i>Henry and Mudge and the Starry Night</i>. Help children note that the first word, last word, and all important words in a title are capitalized.</p>
<b>Language 2.b.</b> Use commas in greetings and closings of letters.	<p><b>SE 1:</b> 160, 358; <b>2:</b> 408–409</p> <p><b>TE 1:</b> 133c–133d, 153c–153d, 159d, 160–161, 161a; <b>3:</b> 333c–333d, 353c–353d, 355b, 357c–357d, 358–359, 359a; <b>6:</b> 385d, 401e, 403d, 407d, 408–409, 409a</p> <p>The Conventions lessons on commas include the use of commas in greetings, closings, and dates for letters. The Writing lessons for <b>TE 1</b> and <b>TE 3</b> use process writing to compose a friendly letter with the date identified as one of the main parts of a letter.</p>
<b>Language 2.c.</b> Use an apostrophe to form contractions and frequently occurring possessives.	<p><b>SE 1:</b> 300–301; <b>2:</b> 320–321</p> <p><b>TE 2:</b> 192o–192p, 192q, 192r–192s, 194c, 194d, 212d, 214d, 216c, 216d, 275d, 275e, 293f, 295d, 299d, 300–301, 301a; <b>5:</b> 295c, 295d, 313f, 315c, 315d, 319d, 320–321; <b>6:</b> 324n–324o, 324p, 324q–324r, 328c, 328d, 344d, 350d</p> <p>Contractions are also presented in the Conventions section. The lessons show how two words are combined to form the contraction and the letters that are left out are replaced with an apostrophe. Throughout all the reading selections in the program, children encounter many contractions and apply their skills to decode these words.</p>
<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> ).	<p>Every week's lesson focuses on spelling patterns and generalizations. In addition, as part of the writing process, children proofread and edit for spelling, capitalization, punctuation, and grammar.</p> <p><b>TE 1:</b> 52q, 76d; <b>2:</b> 274q, 300h; <b>3:</b> 304q, 334d, 390q; <b>4:</b> 56p, 82p, 114p, 144p; <b>5:</b> 232p, 260p, 296d</p>
<b>Language 2.e.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<p>During the daily Spelling lessons, children are referred to Sound-Spelling Charts to help them with the spelling of sounds (<b>TE 1:</b> 78q, 80d, 98d, 108d, 124d) and the Word Wall for help spelling high-frequency words (<b>TE 1:</b> 70d, 124d, 154d).</p> <p>Each writing assignment encourages children to proofread their final papers. In addition, the program teaches how to use a dictionary or other reference sources. See the following representative pages:</p> <p><b>TE 1:</b> 76–77, 77a, 104–105, 105a; <b>3:</b> 331c; <b>4:</b> 80–81, 81a, 142–143, 143a, 169f; <b>5:</b> 199f, 201c, 203c, 253a, 285a</p>

## Language Standards

### Common Core State Standards

### Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

#### Knowledge of Language

**Language 3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Throughout the Speaking and Listening sections and the Writing activities, children develop skill in using language. The Conventions sections focus on using the correct grammar as they develop skills. Representative pages include:

**TE 1:** 25d, 25e, 45e, 47c, 47d, 49e, 50–51, 51a; **6:** 345e, 349e, 351b

**Language 3.a.** Compare formal and informal uses of English.

**TE 1:** 133c–133c; **3:** 333c–333d, 407c; **6:** 345e, 349e, 351b

Whenever appropriate to the type of writing or speaking they are doing, children are encouraged to make language choices that are suitable for their audience and purpose. In addition to the use of formal or informal language, language choice includes word choice, such as persuasive words or sensory words. Word choice is an important topic in the writing lessons in both the Student Edition and the Teacher's Edition.

#### 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:** 84–85, 116–117, 146–147, 204–205, 262–263, 326–327, 354–355

**TE 1:** 71a, 76g; **2:** 213a, 216g, 295a, 300g; **4:** 107a, 112g, 115c, 137a, 142g, 145c; **5:** 201c, 203c, 227a, 230g, 253a, 261c, 285a; **6:** 325c, 345a, 350g, 353e, 377a, 380g, 442g

The program offers numerous instructional opportunities to help children determine the word meanings through Vocabulary, Dictionary and Reference Sources, and affixation activities.

**Language 4.a.** Use sentence-level context as a clue to the meaning of a word or phrase.

**SE 2:** 84–85, 176–177, 204–205, 234–235, 262–263, 354–355, 412–413

**TE 2:** 213a, 216g, 295a, 300g; **4:** 47a, 83c, 107a, 112g; **5:** 175c, 195a, 200g, 201c, 227a, 230g, 233c, 261c; **6:** 285a, 345a, 350g, 353c, 377a, 380g, 411c, 439a, 442g

The program offers numerous instructional opportunities to help children determine the meanings of unfamiliar and multiple-meaning words through the context of a sentence. They also use Vocabulary, Dictionary and Reference Sources, and affixation activities.

**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 2:** 26–27

**TE 4:** 25c, 47a; **5:** 230g

The program focuses on root, or base, words in Word Analysis and Vocabulary lessons. Children decode and determine the meaning of an unfamiliar word based on knowledge of the meaning of the base word and the prefix.



Language Standards	
Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
<p><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>).</p>	<p>The program shows the relationship between base words and their inflected forms and teaches base words and affixation. By giving children the tool to identify base words, the program provides the skills children need to use base word meaning to identify unknown words.</p> <p><b>SE 2:</b> 26–27, 176–177, 234–235, 412–413</p> <p><b>TE 1:</b> 106o–106p, 106q, 108c, 108d; <b>4:</b> 25c, 47a; <b>5:</b> 174n–174o, 175c, 178c, 195a, 200g, 202n–202o, 230g, 233c; <b>6:</b> 410n–410o, 411c, 439a, 442g, 472g</p> <p>When reading a story, such as <i>Dear Juno</i> (<b>SE 1:</b> 366), with affixed words, point out the base word in the affixed word (<i>fold</i> in <i>folded</i> and <i>unfolded</i>, for example) and help children derive meaning from the base word or another word with the same base.</p>
<p><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>).</p>	<p>The program teaches decoding strategies for compound words in the Phonics/ Word Analysis and Spelling sections as well as deriving meaning in the Vocabulary section.</p> <p><b>SE 2:</b> 294, 446</p> <p><b>TE 3:</b> 360o–360p, 360q, 360r–360s, 362c, 362d, 402g, 407a, 412g; <b>5:</b> 293c, 315a, 320g; <b>6:</b> 445c, 467a</p>
<p><b>Language 4.e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases <i>in all content areas</i>.</p>	<p>Throughout the program, children are taught how to use a dictionary and other reference sources.</p> <p><b>SE 2:</b> 204–205, 262–263</p> <p><b>TE 1:</b> 49g, 51c, 75f, 77c; <b>2:</b> 295a; <b>5:</b> 199f, 201c, 203c, 227a, 253a, 257f, 259c, 261c, 285a; <b>6:</b> 441g</p>
<p><b>Language 5.</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>The program's Vocabulary and Word Analysis strands focus on word relationships, including words related by meaning, such as synonyms; by phonics, such as homophones; and by base words and affixes. See the following representative pages:</p> <p><b>SE 2:</b> 26–27, 176–177, 384–385</p> <p><b>TE 1:</b> 99a, 104g, 106o–106p; <b>2:</b> 267a, 272g; <b>4:</b> 25c, 47a; <b>5:</b> 175c, 195a, 200g; <b>6:</b> 383c</p>
<p><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>).</p>	<p>Each selection lesson plan includes Concept Talk, which connects to the real world and children's experiences, and Amazing Words, which are topic-related words from a story. The Vocabulary strand also teaches categories of words and uses them in real-life situations. See the following representative pages:</p> <p><b>TE 1:</b> 24l–24m, 24t, 26a–26b, 46a–46b, 47a, 48a–48b, 50a–50b, 50g</p>
<p><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>).</p>	<p><b>SE 1:</b> 242; <b>2:</b> 54–55, 80–81</p> <p><b>TE 3:</b> 391c–391d, 391e, 407c, 407d, 411b–411c, 441a, 446g; <b>4:</b> 27c, 27d, 44f, 47c, 47d, 53c–53d, 53e, 54g, 54–55, 55a, 59b–59c, 59d, 75e, 77c, 77d, 79c–79d, 79e</p> <p>To foster use of specific verbs and adjectives, Language Arts writing activities focus on identifying and distinguishing word choice, such as strong verbs and adjectives. Vocabulary lessons focus on the use of precise synonyms, and some Vocabulary prompts that accompany the reading selection in the Teacher's Edition ask children to differentiate meaning.</p>

## Language Standards

### Common Core State Standards

### Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

**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*).

Each selection lesson plan contains Amazing Words, which are content-related words dealing with the unit theme and the specific selection. The words are presented in a variety of contexts and then used by children in the daily activities to help them master the use and meaning of the words. Adjectives and adverbs are presented to help children use descriptive language to describe, to provide sensory details, and enrich their communication skills. Representative pages are shown:

**SE 2:** 54–55, 142–143

**TE 4:** 24m, 25b, 27d, 28b, 44f, 47d, 47e, 53e, 114m, 115b, 117d, 118b, 135f, 136b, 137d, 138b, 141d