

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 2**

Text Title: Reading Street Student Edition Package (Includes a 6-year Student Digital License), Grade 2 Publisher: Pearson Education, Inc., publishing as Scott Foresman

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 2 Summary	Rating		
	Adequate	Limited	No Evidence
2.5	X		
2.5a	X		
2.5b	X		
2.5c	X		
2.6	X		
2.6a	X		
2.6b	X		
2.6c		X	
2.6d	X		
2.7	X		
2.7a	X		
2.7b	X		
2.7c	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 2 Summary	Rating		
	Adequate	Limited	No Evidence
2.7d	X		
2.7e	X		
2.8	X		
2.8a	X		
2.8b	X		
2.8c	X		
2.8d	X		
2.8e	X		
2.8f	X		
2.8g	X		
2.8h	X		
2.8i	X		
2.8j	X		

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Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 2 Summary	Rating		
	Adequate	Limited	No Evidence
2.9	X		
2.9a	X		
2.9b	X		
2.9c	X		
2.9d	X		
2.9e	X		
2.9f	X		
2.9g	X		
2.9h	X		
2.10	X		
2.10a	X		
2.10b	X		
2.10c	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 2 Summary	Rating		
	Adequate	Limited	No Evidence
2.10d	X		

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Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<u>Adequate</u>	Limited	No Evidence
2. The textbook is organized appropriately within and among units of study.	<u>Adequate</u>	Limited	No Evidence
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<u>Adequate</u>	Limited	No Evidence
4. The writing style, syntax, and vocabulary are appropriate.	<u>Adequate</u>	Limited	No Evidence
5. Sufficient instructional strategies are provided to promote depth of understanding.	<u>Adequate</u>	Limited	No Evidence

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2010 Grade 2 English Standards of Learning	
STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.
2.5 The student will use phonetic strategies when reading and spelling.	<u>Adequate</u> Limited No Evidence Comments:
a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.	<u>Adequate</u> Limited No Evidence Comments:
b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.	<u>Adequate</u> Limited No Evidence Comments:
c) Decode regular multisyllabic words.	<u>Adequate</u> Limited No Evidence Comments:

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
2.6 The student will use semantic clues and syntax to expand vocabulary when reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use information in the story to read words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use knowledge of sentence structure.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use knowledge of story structure and sequence.	Adequate	<u>Limited</u>	No Evidence
	Comments:		
d) Reread and self-correct.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
2.7 The student will expand vocabulary when reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use knowledge of homophones.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use knowledge of prefixes and suffixes.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use knowledge of antonyms and synonyms.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.
e) Use vocabulary from other content areas.	<u>Adequate</u> Limited No Evidence Comments:

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
2.8 The student will read and demonstrate comprehension of fictional texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Make and confirm predictions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Relate previous experiences to the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Ask and answer questions about what is read.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Locate information to answer questions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Describe characters, setting, and important events in fiction and poetry.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Identify the problem and solution.	<u>Adequate</u>	Limited	No Evidence
	Comments		
g) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments		
h) Summarize stories and events with beginning, middle, and end in the correct sequence.	<u>Adequate</u>	Limited	No Evidence
	Comments		
i) Draw conclusions based on the text.	<u>Adequate</u>	Limited	No Evidence
	Comments		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.						
j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><u>Adequate</u></td> <td style="width: 33%;">Limited</td> <td style="width: 33%;">No Evidence</td> </tr> <tr> <td colspan="3">Comments</td> </tr> </table>	<u>Adequate</u>	Limited	No Evidence	Comments		
<u>Adequate</u>	Limited	No Evidence					
Comments							

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
2.9 The student will read and demonstrate comprehension of nonfiction texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Preview the selection using text features.	<u>Adequate</u>	Limited	No Evidence
	Comments:.		
b) Make and confirm predictions about the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use prior and background knowledge as context for new learning.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Set purpose for reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Ask and answer questions about what is read.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Locate information to answer questions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
2.10 The student will demonstrate comprehension of information in reference materials.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use table of contents.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use pictures, captions, and charts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use dictionaries, glossaries, and indices.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Use online resources.	<u>Adequate</u>	Limited	No Evidence
	Comments:		