

A Correlation of
**Scott Foresman
Reading Street Common Core**
© 2013



to the
**Common Core State Standards
for English Language Arts**
Kindergarten

Introduction

This document demonstrates how ***Scott Foresman Reading Street Common Core***, ©2013 meets the Common Core State Standards for English Language Arts. Correlation 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.

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

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

At the heart of ***Reading Street***—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instructions that 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.

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

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

Reading Street Common Core* instruction for all learners** is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. ***Reading Street Common Core follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early. Daily support for English language learners can be found throughout the Teacher's Editions. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

Scott Foresman Reading Street Common Core State Standards-Based Assessment integrates the assessment with the standards. The Assessment Handbook, Weekly Tests, and Unit/End of Year Benchmark Tests assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

Technology within ***Scott Foresman Reading Street Common Core*** echoes the same easy manageable organization as print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment enrich instruction and assist in the management of classroom learning.

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn!

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to the
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Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
Reading Standards for Literature	
Key Ideas and Details	
Literature 1. With prompting and support, ask and answer questions about key details in a text.	<p>MSB 1: 27, 47, 48–49, 67, 70–71, 87, 107, 110–111, 130–131</p> <p>MSB 2: 30–31, 50–51, 70–71, 87, 90–91, 110–111, 127</p> <p>MSB 3: 47, 50–51, 67, 87, 90–91, 110–111, 127, 129</p> <p>MSB 4: 27, 30–31, 47, 50–51, 67, 87, 90–91, 127</p> <p>MSB 5: 27, 29, 30–31, 87, 90–91, 130–131</p> <p>MSB 6: 47, 50–51, 70–71, 87, 110–111</p> <p>TE 1: 26–27, 44, 60–75, 88, 89, 146, 160, 161, 162–171, 174–175, 184–185, 242, 256, 258–277, 290, 291, 302–303, 304–305, 348, 364–383, 397, 469–485, 499, 608–609</p> <p>TE 2: 96–97, 196–197, 296–297, 340, 342, 358–373, 387, 398–399, 498–499, 544, 560–571, 585</p> <p>TE 3: 144, 159–173, 187, 198–199, 244, 258–259, 260–271, 285, 298–299, 342, 357–371, 396–397, 494–495, 496–497, 522–523, 540, 554, 556–567, 594–595, 598</p> <p>TE 4: 44, 59–69, 82, 83, 94–95, 140, 154, 156–171, 184, 196–197, 198–199, 242, 258–271, 277, 284, 285, 298–299, 342, 358–373, 398–399, 494–495, 496–497, 540, 555–573</p>

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Continued	<p>TE 5: 44, 60–71, 96–97, 204–205, 234, 280–281, 304–305, 348, 362, 363–381, 406–407, 608–609, 610–611</p> <p>TE 6: 144–145, 160–171, 196–197, 296–297, 342, 358–373, 386, 387, 398–399, 494–495, 496–497, 594–595</p>
<p>Literature 2. With prompting and support, retell familiar stories, including key details.</p>	<p>MSB 1: 26, 46, 66, 86, 106</p> <p>TE 1: 42–43, 58, 60–75, 144–145, 160, 224–225, 240–241, 256, 258–277, 290, 291, 304–305, 346–347, 362, 454, 468, 503</p> <p>TE 2: 96–97, 196–197, 296–297, 340–341, 356, 542–543, 558</p> <p>TE 3: 142–143, 158, 242–243, 340–341, 356, 403, 538–539, 554</p> <p>TE 4: 26–27, 42–43, 58, 139, 154–155, 202, 224–225, 241, 256, 340–341, 356, 398–399, 538–539, 554</p> <p>TE 5: 42–43, 58–59, 346–347, 362, 608–609</p> <p>TE 6: 142–143, 158, 177, 296–297, 340–341, 356, 494–495</p>
<p>Literature 3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>MSB 1: 14–15, 27, 30, 34–35, 47, 54, 70, 94–95, 107, 110</p> <p>MSB 2: 34–35, 70, 89, 90, 129</p> <p>MSB 3: 34–35, 50, 74–75</p> <p>MSB 4: 74–75, 87, 90, 109, 114–115</p> <p>MSB 5: 50, 74–75, 128, 130</p> <p>MSB 6: 34–35, 47, 74–75, 89, 94–95, 107, 108–109, 129</p> <p>TE 1: 26–27, 42, 44, 58, 60–75, 88, 89, 100–101, 128–129, 144–145, 146, 160, 161, 162–171, 184–185, 198–199, 202, 203, 224–225, 240–241, 242, 256, 258–277, 290, 291, 302–303, 304–305, 306, 364–383, 396, 436–437, 454, 441, 468, 469–485, 498, 596, 608–609</p>

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Continued	<p>TE 2: 30, 124–125, 184, 196–197, 198–199, 203, 296–297, 298–299, 328, 358–373, 376–377, 386, 398–399, 500–501, 530, 560–571, 574–575, 585</p> <p>TE 3: 30, 76–77, 100–101, 126–127, 144, 158, 159–173, 186, 198–199, 200–201, 204, 205, 260–271, 324–325, 347, 356, 357–371, 384, 385, 396–397, 398–399, 402, 494–495, 496–497, 522–523, 545, 556–567, 580, 581, 585, 594–595</p> <p>TE 4: 26–27, 31, 44, 58, 59–69, 75, 82, 83, 96–97, 100, 156–171, 184, 185, 189, 196–197, 198–199, 202, 224–225, 256, 258–271, 284, 298–299, 302, 303, 324–325, 342, 347, 356, 358–373, 386, 387, 391, 398–399, 400–401, 404, 430, 472–473, 496–497, 522–523, 540, 554, 555–573, 586, 600–601</p> <p>TE 5: 60–71, 84, 85, 190, 202–203, 204–205, 330–329, 334, 335, 348, 353, 362–381, 384–385, 394, 395, 399, 408–409, 412, 413, 511, 536, 586–587, 608–609, 610–611</p> <p>TE 6: 126–127, 144–145, 158, 160–171, 184, 185, 189, 198–199, 324–325, 328, 342, 347, 356, 358–373, 376–377, 386, 391, 398–399, 400–401, 404, 405, 426–427, 430, 431, 449, 472–473, 482, 494–495, 496–497, 526, 570–571</p>
Craft and Structure	
Literature 4. Ask and answer questions about unknown words in a text.	<p>MSB 1: 28, 88</p> <p>TE 1: 62, 66, 149, 188, 245, 294, 351, 378, 400</p> <p>TE 2: 358, 566, 567</p> <p>TE 3: 160, 557, 558, 561</p> <p>TE 4: 61, 63, 65, 67, 68, 197, 560, 565, 568, 573</p>

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Continued	<p>TE 5: 65, 71</p> <p>TE 6: 347, 362, 364, 366, 368</p>
<p>Literature 5. Recognize common types of texts (e.g., storybooks, poems).</p>	<p>MSB 1: 70–71, 130–131</p> <p>MSB 2: 30–31, 50–51, 70–71, 74–75, 90–91, 110–111, 114–115</p> <p>MSB 3: 30–31, 50–51, 90–91, 110–111</p> <p>MSB 4: 30–31, 50–51, 90–91, 110–111, 129</p> <p>MSB 5: 14–15, 30–31, 50–51, 90–91, 110–111</p> <p>MSB 6: 50–51, 70–71, 110–111, 130–131</p> <p>TE 1: 42, 100–101, 144, 240, 302–303, 346, 608–609</p> <p>TE 2: 96–97, 196–197, 296–297, 324–325, 340, 356–357, 375, 386, 398–399, 400–401, 498–499, 526–527, 542, 558, 585, 598–599</p> <p>TE 3: 98–99, 142, 186, 198–199, 242, 340, 396–397, 494–495, 538</p> <p>TE 4: 42, 94–95, 138, 196–197, 240, 340, 398–399, 494–495, 526, 538, 576–577, 586, 587</p> <p>TE 5: 26–27, 42, 44, 58–59, 84, 96–97, 98–99, 202–203, 346, 406–407, 504–505, 608–609</p> <p>TE 6: 142, 196–197, 296–297, 340, 482, 494–495, 592–593</p>

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<p>Literature 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>MSB 4: 89</p> <p>MSB 6: 108–109</p> <p>TE 1: 142, 238, 344, 552</p> <p>TE 2: 40, 138, 154, 238, 256, 338, 354, 440, 456, 540, 556</p> <p>TE 3: 40, 56, 140, 142, 240, 256, 338, 354, 438, 454, 536, 552</p> <p>TE 4: 40, 56, 136, 152, 238, 254, 328, 338, 340, 354, 376–377, 440, 456, 552</p> <p>TE 5: 40, 138, 154, 244, 260, 309, 360, 448, 464, 546, 562</p> <p>TE 6: 40, 56, 140, 156, 238, 254, 338, 354, 430, 456, 472–473, 536, 552</p>
<p>Integration of Knowledge and Ideas</p>	
<p>Literature 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>MSB 1: 110–111</p> <p>MSB 6: 90–91</p> <p>TE 1: 41–43, 56–57, 62–75, 144–145, 158–159, 162–171, 258–277, 330–331, 346–347, 364–383, 469–485</p> <p>TE 2: 124–125, 340–341, 356, 358–373, 542–543, 560–571</p> <p>TE 3: 142–143, 159–173, 242–243, 260–271, 340–341, 357–371, 538–539, 556–567</p> <p>TE 4: 42–43, 59–69, 138, 156–171, 240, 258–271, 340–341, 358–373, 538–539, 555–573</p>

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Continued	<p>TE 5: 42–43, 60–71, 346–347, 362, 363–381</p> <p>TE 6: 142–143, 160–171, 184, 340–341, 358–373, 398–399</p>
8. (Not applicable to literature)	N/A
<p>Literature 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>MSB 2: 14–15</p> <p>MSB 3: 27, 30, 67</p> <p>MSB 5: 54–55, 67, 87, 90</p> <p>MSB 6: 27, 87</p> <p>TE 1: 330, 372, 469</p> <p>TE 2: 97, 98–99, 203</p> <p>TE 3: 100–101, 285, 384, 385, 389, 598</p> <p>TE 4: 82, 475</p> <p>TE 5: 89, 304, 348</p> <p>TE 6: 49, 79, 202, 289, 303, 342</p>
Range and Level of Text Complexity	
<p>Literature 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>TE 1: 42–43, 56–57, 59, 89, 102–103, 158–159, 183, 240–241, 254–255, 289, 344–345, 360–361, 395, 466–467, 497, 568–569, 595</p> <p>TE 2: 83, 354–355, 385, 485, 556–557, 583</p> <p>TE 3: 85, 156–157, 185, 256–257, 283, 354–355, 383, 454–455, 481, 552–553, 579</p>

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Continued	<p>TE 4: 56–57, 81, 152–153, 183, 254–255, 283, 354–355, 385, 456–457, 481, 552–553, 585</p> <p>TE 5: 56–57, 83, 189, 260–261, 289, 360–361, 393, 491, 595, 596</p> <p>TE 6: 44, 85, 156–157, 183, 283, 354–355, 385, 481, 579</p>
Reading Standards for Informational Texts	
Key Ideas and Details	
<p>Informational Text 1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>MSB 1: 50, 90, 126</p> <p>MSB 2: 27, 47, 67, 107, 130</p> <p>MSB 3: 27, 70, 94–95, 107, 130</p> <p>MSB 4: 70, 107, 130</p> <p>MSB 5: 47, 66, 68, 107, 114–115, 127</p> <p>MSB 6: 27, 30, 67, 106–107, 114–115, 127</p> <p>TE 1: 196–197, 408–409, 556, 572–583</p> <p>TE 2: 44, 60–71, 85, 142, 156, 158–171, 185, 242, 256, 258–271, 285, 444, 459–473</p> <p>TE 3: 44, 60–73, 296–297, 424–425, 442, 456, 458–469, 482, 500, 592–593</p> <p>TE 4: 296–297, 444, 458, 459–469, 598–599</p> <p>TE 5: 142, 158–177, 191, 208, 248, 264–277, 290, 291, 302–303, 452, 468–479, 492, 532–533, 550, 564, 566–583, 614</p> <p>TE 6: 26–27, 59–73, 86, 98–99, 100–101, 242, 257–271, 298–299, 444, 458, 459–469, 483, 522–523, 540, 554, 556–557, 580, 598</p>

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<p>Informational Text 2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>MSB 1: 50, 126</p> <p>MSB 2: 26, 46, 54–55, 66, 106, 130</p> <p>MSB 3: 26, 70, 106, 114–115, 130</p> <p>MSB 4: 106, 130</p> <p>MSB 5: 46, 66, 70, 94–95, 106, 126</p> <p>MSB 6: 26, 30, 54–55, 66, 106, 126</p> <p>TE 1: 196–197, 408–409, 554–555, 570, 572–583</p> <p>TE 2: 42–43, 58, 102, 140–141, 224–225, 240–241, 256–257, 277, 284, 426–427, 442–443, 458, 596–597</p> <p>TE 3: 42–43, 75, 86, 87, 296–297, 440–441, 456, 592–593</p> <p>TE 4: 296–297, 442–443, 458, 482, 483, 487, 598–599</p> <p>TE 5: 140–141, 156, 246–247, 262, 302–303, 434–435, 450–451, 466–467, 492, 506–507, 510, 548–549, 564, 596</p> <p>TE 6: 42–43, 98–99, 224–225, 240–241, 242, 256, 277, 284, 298–299, 302, 442–443, 458, 538–539, 554</p>
<p>Informational Text 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>MSB 1: 50</p> <p>MSB 2: 14–15, 94–95, 107</p> <p>MSB 3: 14–15, 54–55</p> <p>MSB 5: 34–35, 54–55</p>

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Continued	<p>MSB 6: 14</p> <p>TE 1: 196–197</p> <p>TE 2: 26–27, 44, 49, 58–59, 61, 67, 68, 84, 202, 284, 289, 426–427, 444, 458, 486, 504</p> <p>TE 3: 26–27, 44, 58, 65, 73, 86, 226–227, 284, 297, 442, 447, 456, 458–469, 481, 483, 500</p> <p>TE 4: 122–123</p> <p>TE 5: 124–125, 142, 156, 160, 190, 191, 208, 230–231, 248, 262, 265, 266, 275, 290, 308; 471, 472, 475, 476</p> <p>TE 6: 26–27, 44, 58, 61, 62, 64, 66, 68, 72, 86, 98–99, 100–101, 104, 284, 562, 564, 580</p>
Craft and Structure	
<p>Informational Text 4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>TE 1: 579, 581</p> <p>TE 2: 60, 62, 63, 67, 68, 71, 158, 169, 258, 259, 260, 261, 263, 265, 266, 267, 269, 271, 468</p> <p>TE 3: 64, 459, 465, 466</p> <p>TE 4: 462</p> <p>TE 5: 158, 164, 164, 165, 168, 169, 270, 272, 273, 275, 276, 473, 474, 566, 572, 580</p> <p>TE 6: 60, 61, 64, 65, 258, 266, 459, 461, 463, 465, 466, 467, 556, 559, 566, 567</p>

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<p>Informational Text 5. Identify the front cover, back cover, and title page of a book.</p>	<p>TE 1: 24, 554</p> <p>TE 2: 42, 140, 240, 442</p> <p>TE 3: 42, 440</p> <p>TE 4: 442</p> <p>TE 5: 140, 246, 309, 450</p> <p>TE 6: 42, 240, 442, 538</p>
<p>Informational Text 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>TE 1.2: 554</p> <p>TE 2: 42, 140, 240, 442</p> <p>TE 3: 42, 440</p> <p>TE 4: 442</p> <p>TE 5: 140, 246, 309, 450</p> <p>TE 6: 42, 240, 442, 538</p>
<p>Integration of Knowledge and Ideas</p>	
<p>Informational Text 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)</p>	<p>MSB 1: 50</p> <p>MSB 2: 130</p> <p>MSB 3: 70</p> <p>MSB 5: 70–71</p> <p>TE 1: 196–197, 408–409, 554–555, 570, 572–583</p>

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<p>Informational Text 8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>TE 2: 85, 185, 285, 487</p> <p>TE 3: 87, 483</p> <p>TE 4: 483</p> <p>TE 5: 191, 291, 493, 595</p> <p>TE 6: 87, 285, 483, 581</p>
<p>Informational Text 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>MSB 2: 127</p> <p>MSB 6: 27, 127</p> <p>TE 2: 87, 176, 276, 444, 478</p> <p>TE 3: 78, 474</p> <p>TE 4: 247, 474, 500</p> <p>TE 5: 182, 250, 282, 484, 588</p> <p>TE 6: 44, 78, 276, 289, 303, 474, 540, 572</p>

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Range of Reading and Level of Text Complexity	
Informational Text 10. Actively engage in group reading activities with purpose and understanding.	TE 1: 554, 571, 597 TE 2: 42–43, 59, 85, 140, 157, 185, 240, 257, 285, 442–443, 458, 487 TE 3: 42, 59, 87, 440–441, 457, 483 TE 4: 443, 483 TE 5: 140, 157, 191, 246, 263, 291, 450–451, 466–467, 493, 548, 565, 597 TE 6: 42, 58, 87, 240–241, 257, 285, 442–443, 458, 483, 538–539, 555, 581
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. Demonstrate understanding of the organization and basic features of print.	TE 1: 20–21, 24–25, 36–37, 87, 126, 138, 144, 158, 222, 234, 237, 240, 328, 340, 344, 434, 446, 466–467, 595 TE 2: 24 TE 3: 24, 242, 340 TE 4: 42, 236, 603 TE 6: 142
Foundational Skills 1.a. Follow words from left to right, top to bottom, and page-by-page.	TE 1: 24–25, 40–41, 42, 126, 132, 138, 142–143, 144, 158, 183, 234, 238–239, 240, 340, 346 TE 2: 24 TE 3: 24 TE 5: 42, 548 TE 6: 340

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<p>Foundational Skills 1.b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>TE 1: 23, 125, 138, 221, 234, 327, 340, 433, 446, 535</p> <p>TE 2: 23, 36, 121, 134, 221, 234, 321, 334, 423, 436, 523, 537</p> <p>TE 3: 23, 36, 123, 136–137, 223, 236, 321, 334, 421, 434–435, 519, 532–533</p> <p>TE 4: 23, 36, 119, 132, 321, 234, 321, 334, 423, 436, 519, 532–533</p> <p>TE 5: 23, 37, 121, 134, 227, 240, 327, 340, 431, 444, 529, 542</p> <p>TE 6: 23, 36, 123, 136, 221, 234, 321, 334, 423, 436, 519, 532</p>
<p>Foundational Skills 1.c. Understand that words are separated by spaces in print.</p>	<p>TE 1: 234, 237, 340, 599</p> <p>TE 2: 23, 587</p> <p>TE 3: 39, 583</p> <p>TE 4: 150, 538</p> <p>TE 5: 613</p> <p>TE 6: 597</p>
<p>Foundational Skills 1.d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>MSB 1: 16, 36, 56, 76, 96, 116</p> <p>TE 1: 20–21, 36–37, 40–41, 49, 54–55, 81, 86, 93, 96, 98–99, 107, 122, 138, 142–143, 156–157, 182, 183, 192, 194–195, 218, 229, 234, 238–239, 254–255, 278, 283, 288, 295, 298, 300–301, 324–325, 340, 344–345, 358–359, 394, 405, 406–407, 446, 450–451, 464–465, 495, 593</p> <p>TE 2: 54, 152, 232, 352, 454, 549, 554</p> <p>TE 3: 54, 154, 254, 352, 452, 550</p>

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Continued	<p>TE 4: 54, 177, 253, 352, 454, 550</p> <p>TE 5: 54, 152, 258, 358, 462, 560</p> <p>TE 6: 54, 154, 252, 352, 454, 550</p>
Phonological Awareness	
<p>Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>MSB 1: 32–33, 52–53, 72–73, 92–93, 112–113</p> <p>MSB 2: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p>MSB 3: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p>MSB 4: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p>MSB 5: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p>MSB 6: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p>TE 1: 120–121, 136–137, 150, 151, 154–155, 180, 192, 216–217, 235, 247, 286–287, 294, 322–323, 335, 338–339, 356–357, 392–393, 404, 428–429, 431, 444–445, 506, 507, 560, 600, 606–607</p> <p>TE 2: 18–19, 20–21, 30, 34–35, 77, 116–117, 132–133, 147, 150–151, 216–217, 232–233, 234–235, 246, 250–251, 316–317, 332–333, 350–351, 418–419, 421, 434–435, 484, 519, 534–535, 582, 589, 589</p> <p>TE 3: 18–19, 34–35, 52–53, 31, 79, 84, 94, 118–119, 134–135, 152–153, 194, 218–219, 234–235, 252–253, 292; 316–317, 332–333, 350–351, 392, 416–417, 432–433, 450–451, 490, 514–515, 530–531, 588</p> <p>TE 4: 18–19, 34–35, 48, 49, 52–53, 90, 114–115, 130–131, 148–149, 192, 216–217, 218–219, 232–233, 250–251, 292, 316–317, 333, 334–335, 350–351, 394, 418–419, 452–453, 490, 514–515, 530–531, 594</p>

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Continued	<p>TE 5: 18–19, 34–35, 52–53, 92, 116–117, 132–133, 150–151, 188, 198, 222–223, 253, 256–257, 286, 298, 322–323, 338–339, 356–357, 387, 390, 402, 426–427, 442–443, 460–461, 490, 500, 524–525, 540–541, 558–559, 594, 604</p> <p>TE 6: 18–19, 31, 34–35, 52–53, 82, 94, 118–119, 134–135, 152–153, 180, 192, 216–217, 229, 232–233, 250–251, 280, 292, 316–317, 329, 332–333, 350–352, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 527, 530–531, 548–549, 576, 588</p>
<p>Foundational Skills 2.a. Recognize and produce rhyming words.</p>	<p>MSB 1: 12, 68</p> <p>MSB 2: 32, 90</p> <p>MSB 3: 30, 68, 72</p> <p>MSB 4: 110</p> <p>MSB 5: 30, 32, 72, 110</p> <p>MSB 6: 92, 130</p> <p>TE 1: 18–19, 34–35, 52–53, 84–85, 92, 96, 137, 181, 188, 189, 217, 228, 250–251, 279, 280–281, 287, 357, 547</p> <p>TE 2: 35, 49, 233, 375, 398–399, 419, 449</p> <p>TE 3: 98–99, 230, 274–275, 277, 433, 569</p> <p>TE 4: 494–495, 526, 527, 576–577</p> <p>TE 5: 96–97, 179, 279, 485, 504–505</p> <p>TE 6: 196–197, 375, 592–593</p>

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<p>Foundational Skills 2.b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>MSB 1: 32–33</p> <p>MSB 2: 52, 72, 92</p> <p>MSB 5: 108</p> <p>TE 1: 120–121, 123, 136–137, 139, 150, 151, 180, 192, 235, 251, 286–287, 323, 339, 356, 393, 429</p> <p>TE 2: 151, 351, 452, 553</p> <p>TE 3: 253</p> <p>TE 5: 257, 455</p> <p>TE 6: 351, 449</p>
<p>Foundational Skills 2.c. Blend and segment onsets and rimes of single syllable spoken words.</p>	<p>MSB 1: 116</p> <p>MSB 3: 112</p> <p>MSB 4: 32, 52, 56, 72, 112, 118</p> <p>MSB 5: 112</p> <p>TE 1: 21, 325, 335, 341, 357, 392, 431, 447, 533, 549</p> <p>TE 2: 449, 577</p> <p>TE 4: 35, 292, 435, 453, 531, 549</p>

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<p>Foundational Skills 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with //, /r/, or /x/.)</p>	<p>MSB 1: 52, 72, 92, 96, 112</p> <p>MSB 2: 12, 16, 32, 36, 52, 56, 72, 96, 112, 116, 118</p> <p>MSB 3: 12, 16, 32, 36, 56, 76, 96, 116</p> <p>MSB 4: 12, 32</p> <p>MSB 5: 12, 72, 92, 96, 98</p> <p>MSB 6: 12, 32, 52, 72, 92, 112</p> <p>TE 1: 154–155, 216–217, 232–233, 250, 298, 322–323, 338–339, 356–357, 392, 404, 428–429, 444–445, 446, 462–463, 464, 491, 494, 496, 530–531, 546–547, 564–565, 592, 594, 604</p> <p>TE 2: 18–19, 34–35, 36–37, 52–53, 80, 82, 89, 92, 116–117, 119, 132–133, 135, 150–151, 180, 192, 216–217, 219, 232–233, 234–235, 250–251, 280, 292, 316–317, 319, 332–333, 334–335, 350–351, 382, 394, 405, 418–419, 434–435, 436–437, 452–453, 482, 494, 518–519, 534–535, 536–537, 552–553, 580, 592</p> <p>TE 3: 18–19, 21, 34–35, 36–37, 52–53, 82, 94, 118–119, 121, 134–135, 136–137, 152–153, 218–219, 221, 234–235, 236–237, 252–253, 280, 316–317, 319, 332–333, 334–335, 350–351, 380, 392, 416–417, 432–433, 434–435, 447, 450–451, 478, 490, 514–515, 530–531, 532–533, 548–549, 576, 588</p> <p>TE 4: 18–19, 21, 34–35, 36–37, 52–53, 78, 90, 114–115, 117, 130–131, 132–133, 148–149, 180, 192, 280, 316–317, 319, 332–333, 350–351, 394, 418–419, 434–435, 436–437, 452–453, 478, 490, 514–515, 530–531, 548–549, 582, 594</p>

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<p>Foundational Skills 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>MSB 1: 72, 92, 112</p> <p>MSB 2: 12, 32, 52</p> <p>MSB 3: 112</p> <p>MSB 4: 12, 32, 52, 72, 92, 112</p> <p>MSB 5: 12, 32, 92</p> <p>MSB 6: 12, 52</p> <p>TE 1: 21, 53, 232–233, 250, 323, 338, 356–357, 404, 429, 462–463, 531, 565</p> <p>TE 2: 18–19, 35, 49, 53, 116–117, 182, 216–217, 252, 282, 316–317, 384, 418–419, 434–435, 452–453, 518–519, 534–535, 553</p> <p>TE 3: 18–19, 53, 118–119, 134–135, 152–153, 182, 194, 218–219, 234–235, 252–253, 292, 316–317, 329, 332–333, 351, 377, 389, 416–417, 432–433, 450–451, 479, 514–515, 530–531, 548–549</p> <p>TE 4: 18–19, 34–35, 53, 114–115, 131, 149, 216–217, 232–233, 250–251, 292, 316–317, 332–333, 350–351, 382, 418–419, 452–453, 514–515, 530–531, 548–549</p>

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Phonics and Word Recognition	
<p>Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>MSB 2: 36, 56, 76, 96, 116</p> <p>TE 1: 430, 434–435, 450–451, 595, 605</p> <p>TE 2: 20–21, 24–25, 31, 36–37, 40–41, 54–55, 56–57, 81, 83, 93, 94–95, 118–119, 134–135, 138–139, 152–153, 154–155, 181, 183, 193, 194–195, 218–219, 234–235, 238–239, 252–253, 254–255, 281, 283, 293, 294–295, 318–319, 334–335, 338–339, 352–353, 354–355, 383, 385, 395, 396–397, 420–421, 424–425, 436–437, 440–441, 454–455, 456–457, 479, 483, 485, 495, 496–497, 520–521, 524–525, 536–537, 540–541, 554–555, 556–557, 581, 583, 593, 594–595</p> <p>TE 3: 20–21, 24–25, 36–37, 40–41, 54–55, 56–57, 83, 85, 95, 96–97, 120–121, 124–125, 136–137, 140–141, 154–155, 156–157, 183, 185, 195, 196–197, 220–221, 224–225, 240–241, 254–255, 256–257, 283, 293, 294–295, 318–319, 322–323, 338–339, 352–353, 354–355, 383, 393, 394–395, 418–419, 422–423, 434–435, 438–439, 452–453, 454–455, 479, 480, 481, 491, 492–493, 516–517, 520–521, 532–533, 536–537, 550–551, 552–553, 577, 579, 589, 590–591</p> <p>TE 4: 20–21, 24–25, 40–41, 54–55, 56–57, 81, 91, 92–93, 116–117, 120–121, 136–137, 150–151, 152–153, 183, 193, 194–195, 218–219, 222–223, 238–239, 252–253, 254–255, 282, 283, 293, 294–295, 318–319, 322–323, 338–339, 352–353, 354–355, 385, 395, 396–397, 420–421, 424–425, 436–437, 440–441, 449, 454–455, 456–457, 479, 481, 491, 492–493, 516–517,</p>

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<p>Foundational Skills 3.a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>	<p>MSB 1: 116, 118</p> <p>MSB 2: 16, 18, 36, 38, 52, 56, 58, 76, 78, 96, 98</p> <p>TE 1: 430, 446, 450–451, 459, 464, 497, 532–533, 536–537, 543, 548, 552–553, 561, 566–567, 568–569, 593, 594, 601, 606–607</p> <p>TE 2: 36–37, 40–41, 81, 118–119, 122–123, 134–135, 138–139, 152–153, 181, 193, 194–195, 203, 218–219, 222–223, 234–235, 238–239, 247, 252–253, 281, 289, 293, 294–295, 318–319, 322–323, 329, 334–335, 338–339, 347, 352–353, 383, 395, 396–397, 436–437, 440–441, 454–455, 483, 520–521, 536–537, 554–555, 581, 603</p> <p>TE 3: 20–21, 36–37, 40–41, 49, 54–55, 83, 95, 96–97, 120–121, 131, 136–137, 140–141, 149, 154–155, 183, 195, 196–197, 220–221, 236–237, 240–241, 249, 254–255, 281, 293, 294–295, 318–319, 334–335, 338–339, 352–</p>

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<p>Foundational Skills 3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>TE 2: 20–21, 36–37, 40–41, 54, 93, 94–95, 420–421, 436–437, 440–441, 454–455, 495, 496–497, 520–521, 531, 536–537, 554–555, 593, 594–595, 603</p> <p>TE 3: 131, 418–419, 434–435, 452–453, 491, 492–493, 501, 516–517, 532–533, 536–537, 550–551, 577, 589, 590–591</p> <p>TE 4: 79, 420–421, 436–437, 440–441, 454–455, 491, 492–493, 516–517, 532–533, 536–537, 550–551, 595, 596–597</p> <p>TE 5: 81, 224–225, 240–241, 244–245, 258–259, 299, 300–301, 324–325, 340–341, 344–345, 358–359, 391, 399, 403, 404–405, 489</p> <p>TE 6: 20–21, 36–37, 40–41, 54–55, 95, 96–97, 120–121, 136–137, 140–141, 154–155, 181, 193, 154–155, 194–195, 218–219, 234–235, 238–239,</p>

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<p>Foundational Skills 3.c. Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>MSB 5: 17, 37, 57, 77, 97, 117</p> <p>MSB 6: 17, 37, 57, 77, 97, 117</p> <p>TE 1: 23, 24–25, 31, 39, 40–41, 56–57, 87, 97, 98–99, 125, 126–127, 141, 142–143, 177, 194–195, 221, 222–223, 237, 238–239, 289, 300–301, 327, 328–329, 343, 344–345, 360–361, 406–407, 433, 434–435, 449, 450–451, 465, 535, 536–537, 551, 552–553, 568–569, 595, 606–607</p> <p>TE 2: 23, 39, 40–41, 94–95, 121, 136–137, 138–139, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 496–497, 523, 539, 540–541, 594–595</p> <p>TE 3: 23, 39, 40–41, 96–97, 123, 139, 140–141, 196–197, 223, 236–237, 239, 240–241, 294–295, 321, 337, 338–339, 394–395, 421, 437, 438–439, 492–493, 519, 535, 536–537, 545, 590–591</p> <p>TE 4: 23, 39, 40–41, 92–93, 119, 135, 136–137, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 596–597</p> <p>TE 5: 23, 39, 40–41, 94–95, 121, 137, 138–139, 195, 200–201, 227, 243, 244–245, 300–301, 327, 343, 344–345, 404–405, 431, 447, 448–449, 485, 502–503, 529, 545, 546–547, 606–607</p> <p>TE 6: 23, 39, 40–41, 96–97, 123, 139, 140–141, 189, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 590–591</p>

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<p>Foundational Skills 3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>TE 2: 334–335, 352–353, 436–437, 454–455, 536–537</p> <p>TE 3: 36, 54–55, 136–137, 191, 236, 334–335, 429, 434, 452, 475, 532, 573, 599</p> <p>TE 4: 36, 87, 132, 150, 334, 436, 454, 532–533, 550</p> <p>TE 5: 36–37, 134, 152, 240, 287, 340, 358, 444, 542</p> <p>TE 6: 36, 136–137, 234, 252, 277, 352, 431, 436, 454, 585, 599</p>
Fluency	
<p>Foundational Skills 4. Read emergent reader texts with purpose and understanding.</p>	<p>MSB 1: 18, 38, 58, 78, 98, 118</p> <p>MSB 2: 18, 38, 58, 78, 98, 118</p> <p>MSB 3: 18, 38, 58, 78, 98, 118</p> <p>MSB 4: 18, 38, 58, 78, 98, 118</p> <p>MSB 5: 18, 38, 58, 78, 98, 118</p> <p>MSB 6: 18, 38, 58, 78, 98, 118</p> <p>TE 1: 40–41, 56–57, 142–143, 238–239, 344–345, 434–435, 450–451, 466–467, 536–537, 552–553</p> <p>TE 2: 24–25, 40–41, 56–57, 122–123, 138–139, 154–155, 183, 222–223, 238–239, 254–255, 283, 322–323, 338–339, 424–425, 440–441, 456–457, 524–525, 540–541</p> <p>TE 3: 24–25, 40–41, 56–57, 124–125, 140–141, 224–225, 240–241, 322–323, 338–339, 422–423, 438–439, 520–521, 536–537</p>

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Writing Standards	
Text Types and Purposes	
<p>Writing 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is ...</i>).</p>	<p>TE 1: 29, 413, 541, 558, 585</p> <p>TE 2: 29, 127, 244</p> <p>TE 3: 29, 189, 501</p> <p>TE 4: 29, 125, 446, 471, 485</p> <p>TE 5: 29, 127, 383</p> <p>TE 6: 29, 129, 146, 446</p>
<p>Writing 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>TE 1: 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501</p> <p>TE 2: 46, 73, 87, 144, 173, 187, 201, 227, 273, 287, 301, 344, 389, 403, 446, 475</p> <p>TE 3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 471, 485, 499</p>

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<p>Writing 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>TE 1: 131, 148, 244, 279, 293, 307, 333, 456, 541, 558, 613</p> <p>TE 2: 101, 127, 327, 375, 429, 489, 503, 529, 546, 601</p> <p>TE 3: 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597</p> <p>TE 4: 85, 125, 173, 187, 201, 327, 389, 471</p> <p>TE 5: 101, 127, 179, 279, 333, 350</p> <p>TE 6: 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499</p>
Production and Distribution of Writing	
Writing 4. (Begins in Grade 3)	N/A
<p>Writing 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>TE 1: 91, 187, 293, 399, 501, 585, 599</p> <p>TE 2: 87, 187, 287, 389, 489, 573, 587</p> <p>TE 3: 89, 189, 287, 387, 485, 569, 583</p> <p>TE 4: 85, 187, 287, 389, 485, 589, 603</p> <p>TE 5: 87, 193, 293, 397, 495, 599, 613</p> <p>TE 6: 89, 187, 287, 389, 485, 583, 597</p>

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<p>Writing 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>TE 1: 558, 585, 599, 613</p> <p>TE 2: 546, 573, 587, 601</p> <p>TE 3: 542, 569, 583, 597</p> <p>TE 4: 575, 589, 603</p> <p>TE 5: 585, 599, 613</p> <p>TE 6: 569, 583, 597</p>
<p>Writing 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>TE 1: 201, 227, 279, 333, 413, 541, 558, 585, 599, 613</p> <p>TE 2: 87, 101, 173, 201, 273, 327, 375, 475, 529, 546, 573, 587, 601</p> <p>TE 3: 75, 89, 103, 175, 189, 203, 287, 301, 327, 401, 471, 485, 499, 525, 542, 569, 583, 597</p> <p>TE 4: 71, 85, 99, 173, 187, 227, 244, 273, 287, 301, 327, 375, 471, 485, 499, 525, 542, 575, 589, 603</p> <p>TE 5: 73, 101, 179, 233, 279, 293, 307, 333, 383, 411, 481, 495, 508, 535, 552, 585, 599, 613</p> <p>TE 6: 75, 89, 103, 173, 187, 201, 227, 273, 287, 301, 327, 375, 389, 403, 471, 485, 499, 525, 542, 569, 583, 597</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
Research to Build Knowledge	
Writing 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	<p>TE 1: 131, 148, 187, 201, 333, 501, 541</p> <p>TE 2: 127, 144, 187, 227, 244, 287, 344, 389, 429, 446, 489, 503, 529</p> <p>TE 3: 29, 48, 75, 89, 103, 129, 146, 189, 203, 229, 231, 232, 246, 287, 344, 387, 401, 427, 444, 485, 525, 573</p> <p>TE 4: 29, 46, 71, 85, 99, 125, 142, 187, 201, 227, 273, 287, 301, 344, 389, 403, 429, 446, 485, 499, 525, 542</p> <p>TE 5: 29, 46, 87, 127, 144, 193, 207, 233, 250, 293, 307, 350, 397, 411, 437, 454, 495, 508, 535, 552</p> <p>TE 6: 29, 46, 75, 89, 103, 129, 146, 187, 201, 227, 244, 273, 287, 301, 344, 375, 403, 429, 485, 499, 525, 542</p>
Writing 9. (Begins in Grade 4)	N/A
Range of Writing	
Writing 10. (Begins in Grade 4)	N/A
Speaking and Listening Standards	
Comprehension and Collaboration	
Speaking/Listening 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	<p>MSB 1: 47, 49, 67, 87, 107</p> <p>MSB 2: 27, 47, 69</p> <p>MSB 3: 49</p> <p>MSB 4: 69, 89</p> <p>MSB 5: 49, 89, 109</p> <p>TE 1: 29, 30, 32–33, 50–51, 80, 132, 176, 178, 201, 226, 227, 230, 293, 309, 334, 336, 352, 353, 386–387, 492, 503, 542</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
Continued	<p>TE 2: 44, 88, 103, 128, 174–175, 177, 178, 230, 405, 432</p> <p>TE 3: 32, 76–77, 130, 132, 176–177, 180, 274–275, 303, 330, 430, 448, 487, 570–571</p> <p>TE 4: 32, 126, 174–175, 228, 274–275, 328, 376–377, 450, 501, 528, 605</p> <p>TE 5: 32, 50, 128, 130, 180–181, 234, 236, 280–281, 334, 336, 384–385, 438, 440, 482–483, 511, 615</p> <p>TE 6: 177, 203, 228, 274–275, 328, 376–377, 449, 599</p>
<p>Speaking/Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>MSB 1: 29, 49, 69, 89, 109, 129</p> <p>MSB 2: 29, 49, 69</p> <p>MSB 3: 89, 109</p> <p>MSB 4: 29</p> <p>MSB 5: 29, 69, 89, 109</p> <p>MSB 6: 29, 49</p> <p>TE 1: 29, 30, 45, 76, 78–79, 90, 104, 132, 152, 172, 174–175, 228, 248, 280–281, 334, 354, 440, 442, 460, 488–489, 542, 544, 586–597</p> <p>TE 2: 30, 32, 50, 74–75, 128, 174–175, 177, 228, 248, 274–275, 303, 328, 330, 348, 376–377, 430, 476–477, 530, 550, 574–575</p> <p>TE 3: 30, 76–77, 130, 176–177, 222, 230, 274–275, 328, 374–375, 428, 472–473, 487, 546, 570–571</p> <p>TE 4: 30, 72–73, 126, 174–175, 228, 274–275, 328, 376–377, 430, 472–</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
Continued	<p>473, 526, 576–577</p> <p>TE 5: 30, 74–75, 88, 128, 180–181, 234, 280–281, 334, 384–385, 438, 446, 482–483, 536, 586–587</p> <p>TE 6: 30, 76–77, 130, 174–175, 228, 274–275, 328, 376–377, 430, 472–473, 526, 570–571</p>
Speaking/Listening 1.b. Continue a conversation through multiple exchanges.	<p>MSB 2: 69</p> <p>MSB 6: 89</p> <p>TE 1: 353, 389, 491, 542, 561</p> <p>TE 2: 129, 228, 274–275, 479</p> <p>TE 3: 130, 289, 429, 585</p> <p>TE 4: 87, 101, 145, 203, 247, 289, 405, 430, 472–473, 475, 527, 545</p> <p>TE 5: 74–75, 77, 128, 129, 180–181, 183, 209, 235, 283, 511, 537, 601</p> <p>TE 6: 105, 149, 203, 229, 247, 303, 329, 405, 475, 501, 527</p>
Speaking/Listening 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<p>MSB 1: 30, 50, 70, 90</p> <p>MSB 2: 28–29, 48–49, 88–89</p> <p>MSB 3: 48–49, 108–109</p> <p>MSB 4: 70, 108, 130</p> <p>MSB 5: 70, 128</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
Continued	<p>MSB 6: 68–69, 90</p> <p>TE 1: 48, 82, 101, 134, 146–147, 196–197, 242–243, 284, 303, 308, 348–349, 353, 390, 408–409, 454–455, 556, 560, 562, 588, 590</p> <p>TE 2: 30, 74–75, 76, 78, 102, 128, 130, 146, 148, 174–175, 176, 188, 246, 247, 276, 278, 346, 376–377, 378, 380, 404, 430, 448, 478, 480, 530, 532, 548, 574–575, 576, 578, 588, 588, 602</p> <p>TE 3: 48, 50, 78, 80, 104, 130, 148, 150, 176–177, 178, 248, 250, 276, 278, 346, 348, 376, 378, 428, 446, 472–473, 474, 476, 528, 544, 572, 574</p> <p>TE 4: 48, 50, 76, 101, 128, 144, 146, 176, 178, 229, 230, 246, 248, 276, 278, 296–297, 330, 346, 348, 378, 380, 432, 448, 474, 476, 544, 546, 578, 580, 590, 598–599</p> <p>TE 5: 48, 76, 78, 148, 182, 184, 194, 252, 254, 282, 284, 302–303, 352, 354, 386, 388, 456, 458, 484, 486, 538, 554, 556, 588, 590</p> <p>TE 6: 32, 48, 50, 78, 80, 132, 148, 150, 176, 178, 228, 230, 246, 248, 274–275, 276, 278, 330, 348, 378, 380, 398–399, 432, 448, 450, 474, 476, 528, 544, 546, 572, 574</p>
<p>Speaking/Listening 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>TE 1: 28, 30, 78–79</p> <p>TE 2: 30, 74–75, 128, 174–175, 228, 328, 530, 574–575</p> <p>TE 3: 249, 297, 374–375, 487, 510–571</p> <p>TE 4: 174–175, 472–473, 545, 576–577</p> <p>TE 5: 30, 74–75, 234, 280–281</p> <p>TE 6: 91, 99, 130, 174–175, 274–275, 376–377</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
Presentation of Knowledge and Ideas	
<p>Speaking/Listening 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>MSB 2: 108</p> <p>MSB 3: 48–49, 88, 128</p> <p>MSB 4: 68, 70</p> <p>MSB 5: 48, 108–109</p> <p>TE 1: 132, 174–175, 224–225, 226, 240–241, 243, 292, 306, 332, 349, 384, 386–387, 398, 408–409, 412, 438, 501, 586–587</p> <p>TE 2: 189, 229, 247, 274–275, 376–377, 430, 476–477</p> <p>TE 3: 76–77, 302, 328, 374–375</p> <p>TE 4: 30, 72–73, 74, 75, 174–175, 228, 274–275, 289, 296–297, 604</p> <p>TE 5: 48, 209, 253, 295, 334, 384–385, 438, 439, 482–483, 497</p> <p>TE 6: 31, 91, 131, 203, 346, 379, 430, 472–473, 526, 570–571</p>
<p>Speaking/Listening 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>TE 1: 31, 42, 106, 133, 176, 283, 306, 353, 384, 401, 459</p> <p>TE 2: 31, 49, 89, 147, 177, 189, 303, 347, 391, 449, 505</p> <p>TE 3: 79, 105, 179, 205, 277, 289, 303, 329, 585</p> <p>TE 4: 49, 203, 329, 347, 431, 449, 545, 579</p> <p>TE 5: 48, 102, 103, 235, 295, 309, 457, 589</p> <p>TE 6: 79, 131, 347, 475, 545, 585</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
<p>Speaking/Listening 6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>MSB 1: 108–109</p> <p>MSB 3: 28–29, 48–49, 88–89</p> <p>MSB 6: 108–109</p> <p>TE 1: 152, 174–175, 334, 386–387, 440, 488–489</p> <p>TE 2: 228, 274–275, 476–477</p> <p>TE 3: 30, 76–77, 130, 176–177, 328, 374–375, 428, 472–473, 570–571</p> <p>TE 4: 30, 72–73, 228, 274–275, 430, 526</p> <p>TE 5: 30, 74–75, 128, 180–181, 438, 482–483, 536, 586–587</p> <p>TE 6: 30, 31, 76–77, 328, 376–377, 430, 472–473</p>
Language Standards	
Conventions in Writing and Speaking	
<p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>TE 1: 615</p> <p>TE 2: 126, 129, 143, 186, 200, 226, 243, 272, 277, 286, 300, 326, 343, 347, 374, 379, 388, 402, 474, 528, 545, 586, 600</p> <p>TE 3: 28, 45, 74, 88, 102, 174, 326, 343, 386, 400, 426, 429, 443, 470, 484, 498, 501, 524, 541, 568, 582, 596</p> <p>TE 4: 28, 31, 45, 70, 84, 98, 124, 141, 172, 186, 200, 226, 243, 272, 286, 300, 326, 343, 374, 388, 402, 470, 524, 541, 588, 602</p> <p>TE 5: 72, 232, 249, 292, 306, 332, 349, 382, 396, 410, 436, 453, 480, 494, 508, 534, 551, 584, 598, 612</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
Continued	TE 6: 28, 45, 49, 74, 88, 91, 102, 128, 145, 172, 186, 200, 226, 243, 272, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596
Language 1.a. Print many upper- and lowercase letters.	<p>TE 1: 22, 29, 38, 46, 77, 91, 107, 124, 131, 140, 147, 148, 173, 187, 200, 201, 220, 227, 236, 244, 279, 307, 326, 333, 342, 350, 385, 399, 413, 415, 432, 439, 448, 456, 487, 501, 534, 550</p> <p>TE 2: 22, 28, 38, 46, 73, 87, 101, 120, 127, 136, 144, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 475, 489, 503, 522, 538</p> <p>TE 3: 22, 29, 38, 46, 75, 89, 103, 122, 138, 146, 175, 189, 203, 222, 229, 238, 246, 273, 287, 301, 320, 327, 336, 344, 373, 387, 401, 427, 436, 444, 471, 485, 499, 518, 534</p> <p>TE 4: 22, 29, 38, 46, 71, 85, 118, 125, 134, 142, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534</p> <p>TE 5: 22, 29, 38, 46, 73, 87, 101, 120, 127, 136, 144, 179, 193, 207, 226, 233, 242, 250, 279, 293, 307, 326, 333, 342, 350, 383, 387, 397, 411, 430, 437, 446, 454, 481, 495, 509, 528, 544</p> <p>TE 6: 22, 29, 38, 46, 75, 89, 103, 122, 129, 138, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534</p>
Language 1.b. Use frequently occurring nouns and verbs.	<p>TE 1: 438, 441, 455, 459, 486, 490, 491, 500, 540, 551, 557, 584, 598, 612, 615</p> <p>TE 2: 72, 77, 126, 143, 186, 200, 272</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
Continued	<p>TE 3: 28, 30, 31, 45, 49, 88, 91, 102, 128, 145, 147, 149, 174, 188, 190, 202, 228, 245, 272, 277, 286, 300, 326, 329, 343, 372, 386, 400, 420, 470, 475</p> <p>TE 5: 332, 349, 396, 410, 413, 436, 453, 480, 494, 508, 534, 551, 555, 584, 589, 598, 601, 612</p> <p>TE 6: 74</p>
Language 1.c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	<p>TE 2: 28, 31, 45, 72, 86, 100, 172, 177</p> <p>TE 5: 332, 349, 396, 410, 436, 480, 494, 508, 584</p>
Language 1.d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	<p>TE 2: 404</p> <p>TE 3: 571</p> <p>TE 4: 545</p> <p>TE 5: 28, 45, 74–75, 86, 100, 178</p> <p>TE 6: 326, 343, 388, 402, 470</p>
Language 1.e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	<p>TE 1: 309</p> <p>TE 3: 205, 247, 248, 288</p> <p>TE 5: 232, 249, 292, 306, 382</p> <p>TE 6.1: 128, 145, 186, 200, 272</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
<p>Language 1.f. Produce and expand complete sentences in shared language activities.</p>	<p>TE 3: 524, 541, 572, 573, 582, 596, 599</p> <p>TE 4: 28, 45, 70, 84, 98, 124, 127, 141, 172, 186, 189, 200, 226, 229, 243, 272, 277, 286, 289, 300, 326, 329, 343, 374, 388, 391, 402, 470</p> <p>TE 5: 183, 436, 453, 494, 508, 584</p> <p>TE 6: 226, 243, 286, 300, 326, 329, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 527, 541, 568, 582, 596</p>
<p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>TE 1: 130, 147, 187, 200</p> <p>TE 2: 126, 143, 186, 200, 272</p> <p>TE 3: 524, 541, 582, 585, 596</p> <p>TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602</p> <p>TE 5: 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278</p> <p>TE 6: 28, 45, 88, 102, 172, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596</p>
<p>Language 2.a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p>	<p>TE 3: 524, 541, 582, 583, 596</p> <p>TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602</p> <p>TE 5: 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278</p> <p>TE 6: 28, 45, 88, 102, 172, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
Language 2.b. Recognize and name end punctuation.	<p>TE 3: 524, 541, 582, 596</p> <p>TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 379, 388, 402, 428, 445, 470, 484, 498, 574</p> <p>TE 5: 28, 45, 86, 100, 126, 143, 178, 192, 206, 278</p> <p>TE 6: 226, 243, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596</p>
Language 2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<p>TE 2: 82, 182, 282, 384, 484, 582</p> <p>TE 3: 84, 184, 282, 382, 480, 578</p> <p>TE 4: 80, 182, 282, 384, 480, 584</p> <p>TE 5: 82, 188, 288, 392, 490, 594</p> <p>TE 6: 84, 182, 282, 384, 480, 578</p>
Language 2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<p>TE 2: 82, 182, 282, 384, 484, 582</p> <p>TE 3: 84, 179, 184, 191, 282, 347, 382, 480, 578</p> <p>TE 4: 80, 87, 182, 282, 384, 480, 584</p> <p>TE 5: 82, 188, 288, 392, 490, 594</p> <p>TE 6: 84, 182, 189, 282, 289, 379, 384, 480, 578, 585, 599</p>
Language 3. (Begins in Grade 3)	N/A

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
Vocabulary Acquisition and Use	
<p>Language 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>kindergarten reading and content</i>.</p>	<p>MSB 1: 17, 18–25, 28, 57, 58–65, 68</p> <p>TE 1: 62, 66, 179, 231, 243, 249, 285, 355, 378, 438</p> <p>TE 2: 28, 79, 86, 100, 149, 179, 231, 381, 451, 481, 488</p> <p>TE 3: 33, 81, 128, 145, 188, 202, 228, 245, 272, 279, 286, 300, 372, 547</p> <p>TE 4: 51, 147, 179, 279, 477, 547</p> <p>TE 5: 33, 237, 332, 337, 349, 389, 396, 410, 480</p> <p>TE 6: 133, 179, 231, 249, 279</p>
<p>Language 4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p>	<p>TE 1: 179, 355</p> <p>TE 2: 79, 149, 179, 231, 381, 451, 481</p> <p>TE 3: 33, 81, 279, 547</p> <p>TE 4: 51, 279, 477, 547</p> <p>TE 5: 33, 237, 337, 389</p> <p>TE 6: 133, 179, 231, 249, 279</p>
<p>Language 4.b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>TE 1: 243, 438</p> <p>TE 2: 28, 45, 86, 100, 488</p> <p>TE 3: 128, 145, 188, 202, 228, 231, 245, 272, 286, 300, 372, 377</p> <p>TE 4: 147, 179</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
Continued	<p>TE 5: 332, 349, 396, 410, 480</p> <p>TE 6: 74</p>
<p>Language 5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p>MSB 1: 28, 48, 68, 88, 108, 128, 132–143</p> <p>MSB 2: 28, 48, 68, 88, 108, 128, 132–143</p> <p>MSB 3: 28, 48, 68, 88, 108, 128, 132–143</p> <p>MSB 4: 28, 48, 68, 88, 108, 128, 132–143</p> <p>MSB 5: 28, 48, 68, 88, 108, 128, 132–143</p> <p>MSB 6: 28, 48, 68, 88, 108, 128, 132–143</p> <p>TE 1: 81, 135, 149, 188, 245, 351, 389, 400</p> <p>TE 2: 47, 88, 145, 188, 229, 245, 288, 302, 326, 329, 343, 345, 374, 388, 390, 402, 447, 474, 528, 545, 547, 586, 588, 600</p> <p>TE 3: 28, 45, 47, 74, 88, 90, 102, 147, 151, 174, 188, 190, 202, 233, 247, 287, 326, 343, 345, 386, 388, 400, 445, 470, 486, 543, 584</p> <p>TE 4: 47, 86, 143, 188, 245, 288, 345, 390</p> <p>TE 5: 47, 88, 145, 194, 251, 294, 351, 398, 441, 455, 496, 534, 551, 553, 598, 600, 612</p> <p>TE 6: 47, 74, 90, 147, 188, 245, 288, 331, 345, 390, 447, 486, 543, 584</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
<p>Language 5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>MSB 1: 48, 68, 74–75, 114–115, 127, 128</p> <p>MSB 2: 28, 48</p> <p>MSB 3: 28</p> <p>MSB 4: 94–95</p> <p>TE 1: 47, 81, 149, 188, 245, 294, 330–331, 348, 351, 362, 389, 396, 410–411, 415, 538–539, 543, 556, 561, 570, 596, 601, 610–611, 614, 615</p> <p>TE 2: 47, 84, 85, 89, 129, 145, 188, 245, 288, 329, 345, 390, 447, 486, 549</p> <p>TE 3: 45, 47, 90, 147, 190, 247, 287, 302, 429</p> <p>TE 4: 177, 245, 277, 288, 303, 391, 405, 426–427, 431, 447, 475, 482, 486, 500, 543, 579, 590</p> <p>TE 5: 47, 88, 102, 103, 129, 235, 251, 294, 308, 335, 351, 398, 413, 455, 496, 497, 553, 600</p> <p>TE 6: 47, 79, 90, 147, 149, 177, 188, 245, 277, 288, 345, 390, 486, 500, 543, 573, 584</p>
<p>Language 5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>MSB 3: 108</p> <p>TE 1: 249, 559</p> <p>TE 2: 326, 388, 391, 428, 431, 445, 488, 502, 505, 572, 576</p> <p>TE 3: 28, 445, 446, 486</p> <p>TE 5: 534, 598</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
<p>Language 5.c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	<p>MSB 1: 68, 128</p> <p>MSB 3: 108, 128</p> <p>MSB 4: 28, 48, 68</p> <p>MSB 5: 128</p> <p>MSB 6: 108</p> <p>TE 1: 47, 92, 179, 228, 245, 246, 249, 282, 285, 292, 294, 351, 352, 401, 414, 443, 457, 461, 493, 502, 559, 589, 591, 600</p> <p>TE 2: 33, 47, 48, 51, 88, 145, 179, 188, 226, 243, 286, 300, 326, 343, 374, 378, 379, 388, 402, 433, 474, 428, 545, 600</p> <p>TE 3: 49, 74, 91, 105, 181, 233, 251, 345, 388, 445, 477, 486, 529, 543, 547, 575, 584</p> <p>TE 4: 47, 77, 86, 129, 143, 179, 188, 245, 247, 279, 288, 331, 349, 381, 447, 477, 486, 581</p> <p>TE 5: 33, 79, 145, 194, 295, 337, 389, 441, 459, 487, 553, 600</p> <p>TE 6: 33, 51, 81, 249, 279, 433, 447, 451, 477, 486, 501, 529, 547, 575</p>
<p>Language 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>TE 3: 45, 88, 102, 151, 174, 188, 202, 233, 326, 343, 386, 400, 470</p> <p>TE 5: 441, 534, 551, 598, 612</p> <p>TE 6: 74, 331</p>

Common Core State Standards Kindergarten	Scott Foresman Reading Street Common Core
<p>Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>MSB 1: 28, 48, 68, 88, 108, 128</p> <p>MSB 2: 28, 48, 68, 88, 108, 128</p> <p>MSB 3: 28, 48, 68, 88, 108, 128</p> <p>MSB 4: 28, 48, 68, 88, 108, 128</p> <p>MSB 5: 28, 48, 68, 88, 108, 128</p> <p>TE 1: 33, 47, 51, 83, 135, 149, 153, 179, 231, 249, 285, 337, 351, 355, 391, 400, 443, 457, 493, 545, 559, 563, 591</p> <p>TE 2: 33, 47, 51, 79, 131, 145, 149, 179, 188, 231, 245, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 481, 533, 547, 551, 578, 586, 588</p> <p>TE 3: 33, 47, 51, 81, 90, 133, 147, 151, 181, 190, 233, 247, 251, 279, 287, 331, 345, 349, 379, 388, 431, 445, 449, 477, 486, 529, 543, 547, 575, 584</p> <p>TE 4: 33, 47, 51, 77, 86, 129, 143, 147, 179, 188, 231, 245, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 451, 477, 486, 529, 543, 547, 581, 590, 604, 605</p> <p>TE 5: 33, 47, 51, 79, 88, 131, 145, 149, 185, 194, 237, 251, 255, 285, 294, 337, 351, 355, 389, 398, 439, 441, 455, 459, 487, 496, 539, 553, 557, 591, 600</p> <p>TE 6: 33, 47, 51, 81, 90, 133, 147, 151, 179, 188, 231, 246, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 451, 477, 486, 529, 543, 547, 575, 584</p>