

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



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

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INTRODUCTION

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013* meets the Oregon Common Core State Standards for English Language Arts and Literacy. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages. *Writing to Sources*, a component of *Reading Street*, is also cited in this correlation by unit and page number.

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

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

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

Writing on Reading Street

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

Differentiated Instruction for Small Group Time

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

ELL Instruction

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

21st Century Skills

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

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**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Table of Contents

Reading Standards: Foundational Skills	4
Reading Standards: Literature	16
Reading Standards: Informational Text.....	23
Writing Standards	28
Language Standards.....	33
Speaking and Listening Standards	41

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
Reading Standards: Foundational Skills	
These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.	
Foundational Skills	K.RF
<i>Print Concepts</i>	
K.RF.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, 344, 434, 466–467, 595 TE 2: 24 TE 3: 24, 242, 340 TE 4: 42, 236, 603 TE 6: 142
a. Follow words from left to right, top to bottom, and page by page.	TE 1: 24–25, 40–41, 42, 126, 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
b. Recognize that spoken words are represented in written language by specific sequences of letters.	TE 1: 23, 125, 138, 221, 234, 327, 340, 433, 446, 535 TE 2: 23, 36, 121, 134, 221, 234, 321, 334, 423, 436, 523, 537 TE 3: 23, 36, 123, 136–137, 223, 236, 321, 334, 421, 434–435, 519, 532–533 TE 4: 23, 36, 119, 132, 321, 321, 334, 423, 436, 519, 532–533 TE 5: 23, 37, 121, 134, 227, 240, 327, 340, 431, 444, 529, 542 TE 6: 23, 36, 123, 136, 221, 234, 321, 334, 423, 436, 519, 532

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
c. Understand that words are separated by spaces in print.	TE 1: 237, 599 TE 2: 23, 587 TE 3: 39, 583 TE 4: 538 TE 5: 613 TE 6: 597
d. Recognize and name all upper- and lowercase letters of the alphabet.	MSB 1: 16, 36, 56, 76, 96, 116 TE 1: 20–21, 36–37, 49, 54–55, 81, 86, 93, 96, 98–99, 107, 122, 138, 142, 156–157, 182, 183, 192, 194–195, 218, 229, 234, 238–239, 254–255, 278, 283, 288, 295, 298, 300–301, 324–325, 340, 358–359, 394, 405, 406–407, 446, 464–465, 495, 593 TE 2: 54, 152, 352, 454, 549, 554 TE 3: 54, 154, 254, 352, 452, 550 TE 4: 54, 177, 253, 352, 454, 550 TE 5: 54, 152, 258, 358, 462, 560 TE 6: 54, 154, 252, 352, 454, 550

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
<i>Phonological Awareness</i>	
K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<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, 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, 553, 582, 589, 589</p> <p>TE 3: 18–19, 34–35, 52–53, 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, 232–233, 250–251, 292, 316–317, 333, 350–351, 394, 418–419, 452–453, 490, 514–515, 530–531, 594</p> <p>TE 5: 18–19, 34–35, 52–53, 92, 116–117, 132–133, 150–151, 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>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>(Continued) 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>a. Recognize and produce rhyming words.</p>	<p>MSB 1: 12, 68 MSB 2: 32, 90 MSB 3: 30, 68, 72 MSB 4: 110 MSB 5: 30, 32, 72, 110 MSB 6: 92, 130</p> <p>TE 1: 18–19, 34–35, 52–53, 84–85, 96, 137, 181, 188, 189, 217, 228, 279, 280–281, 287, 357, 547 TE 2: 35, 49, 233, 375, 398–399, 419, 449 TE 3: 98–99, 230, 274–275, 277, 433, 569 TE 4: 494–495, 526, 527, 576–577 TE 5: 96–97, 179, 279, 485, 504–505 TE 6: 196–197, 375, 592–593</p> <p>Writing to Sources: Unit 2: 56–57 Unit 6: 208–209</p>
<p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>MSB 1: 32–33 MSB 2: 52, 72, 92 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 TE 2: 151, 351, 452, 553 TE 3: 253 TE 5: 257, 455 TE 6: 351, 449</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
c. Blend and segment onsets and rimes of single-syllable spoken words.	<p>MSB 1: 116 MSB 3: 112 MSB 4: 32, 52, 56, 72, 112, 118 MSB 5: 112</p> <p>TE 1: 21, 325, 335, 341, 357, 392, 431, 447, 533, 549 TE 2: 449, 577 TE 4: 35, 292, 435, 453, 531, 549</p>
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 /l/, /r/, or /x/.)	<p>MSB 1: 52, 72, 92, 96, 112 MSB 2: 12, 16, 32, 36, 52, 56, 72, 96, 112, 116, 118 MSB 3: 12, 16, 32, 36, 56, 76, 96, 116 MSB 4: 12, 32 MSB 5: 12, 72, 92, 96, 98 MSB 6: 12, 32, 52, 72, 92, 112</p> <p>TE 1: 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 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, 434–435, 436–437, 452–453, 482, 494, 534–535, 536–537, 552–553, 580, 592 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 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, 434–435, 436–437, 452–453, 478, 490, 514–515, 530–531, 548–549, 582, 594</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) 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 /l/, /r/, or /x/.)</p>	<p>(Continued) TE 5: 18–19, 21, 31, 34–35, 36–37, 52–53, 80, 92, 186, 222–223, 238–239, 256–257, 298, 322–323, 338–339, 356–357, 390, 402, 426–427, 442–443, 444–445, 460–461, 488, 500, 524–525, 540–541, 558–559, 592, 604 TE 6: 18–19, 34–35, 52–53, 82, 94, 118–119, 131, 134–135, 152–153, 192, 216–217, 232–233, 250–251, 280, 292, 316–317, 332–333, 350–352, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 530–531, 545, 548–549, 573, 576, 588</p>
<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>MSB 1: 72, 92, 112 MSB 2: 12, 32, 52 MSB 3: 112 MSB 4: 12, 32, 52, 72, 92, 112 MSB 5: 12, 32, 92 MSB 6: 12, 52</p> <p>TE 1: 21, 53, 232–233, 250, 323, 338, 356–357, 404, 429, 462–463, 531, 565 TE 2: 18–19, 35, 49, 53, 116–117, 182, 216–217, 252, 282, 316–317, 384, 434–435, 452–453, 518–519, 534–535, 553 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, 451, 479, 549 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, 548–549 TE 5: 18–19, 34–35, 52–53, 116–117, 132–133, 150–151, 198, 223, 238–239, 256–257, 322–323, 338–339, 356–357, 426–427, 442–443, 460–461, 524–525, 540–541, 558–559 TE 6: 18–19, 34–35, 52–53, 118–119, 134–135, 152–153, 216–217, 232–233, 250–251, 316–317, 332–333, 350–352, 549</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
<i>Phonics and Word Recognition</i>	
K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<p>MSB 2: 36, 56, 76, 96, 116</p> <p>TE 1: 430, 434–435, 450–451, 595, 605 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 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 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, 520–521, 532–533, 536–537, 550–551, 552–553, 583, 585, 595, 596–597</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>(Continued) TE 5: 20–21, 24–25, 40–41, 54–55, 56–57, 83, 93, 94–95, 118–119, 122–123, 134–135, 138–139, 152–153, 154–155, 187, 189, 199, 200–201, 224–225, 228–229, 240–241, 244–245, 258–259, 260–261, 283, 289, 299, 300–301, 324–325, 328–329, 340–341, 344–345, 353, 358–359, 360–361, 391, 393, 403, 404–405, 428–429, 432–433, 444–445, 448–449, 462–463, 464–465, 489, 491, 501, 502–503, 526–527, 530–531, 542–543, 546–547, 560–561, 562–563, 595, 605, 606–607 TE 6: 20–21, 24–25, 36–37, 40–41, 49, 54–55, 56–57, 83, 85, 95, 96–97, 120–121, 124–125, 136–137, 140–141, 154–155, 156–157, 181, 183, 193, 194–195, 218–219, 222–223, 234–235, 238–239, 252–253, 254–255, 281, 283, 289, 293, 294–295, 318–319, 322–323, 334–335, 338–339, 352–353, 354–355, 383, 396–397, 420–421, 424–425, 436–437, 440–441, 454–455, 456–457, 475, 479, 481, 487, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 579, 589, 590–591</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
<p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	<p>MSB 1: 116, 118 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 TE 2: 81, 118–119, 122–123, 134–135, 138–139, 152–153, 193, 194–195, 203, 218–219, 222–223, 234–235, 247, 252–253, 281, 289, 293, 294–295, 318–319, 329, 334–335, 338–339, 347, 352–353, 383, 395, 396–397, 440–441, 454–455, 483, 521, 536–537, 554–555, 581, 603 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, 249, 254–255, 281, 293, 294–295, 318–319, 334–335, 352–353, 381, 393, 394–395, 479, 532–533, 550–551 TE 4: 20–21, 36–37, 54–55, 75, 91, 92–93, 116–117, 132–133, 145, 150–151, 177, 181, 193, 194–195, 218–219, 234–235, 252–253, 281, 293, 294–295, 318–319, 334–335, 338–339, 352–353, 383, 395, 396–397, 479, 517, 532–533, 550–551, 583, 591 TE 5: 20–21, 36–37, 54–55, 77, 93, 94–95, 118–119, 134–135, 152–153, 187, 199, 200–201, 225, 241, 258–259, 287, 325, 341, 358–359, 391, 399, 428–429, 444–445, 457, 462–463, 501, 502–503, 526–527, 537, 542–543, 555, 560–561, 593, 605, 606–607 TE 6: 20–21, 36–37, 54–55, 83, 105, 121, 137, 154–155, 219, 234–235, 252–253, 281, 319, 334–335, 352–353, 420–421, 436–437, 454–455, 516–517, 532–533, 550–551</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
<p>b. Associate the long and short sounds with 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, 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, 550–551, 577, 589, 590–591</p> <p>TE 4: 79, 420–421, 436–437, 454–455, 491, 492–493, 516–517, 532–533, 550–551, 595, 596–597</p> <p>TE 5: 81, 224–225, 240–241, 258–259, 299, 300–301, 324–325, 340–341, 358–359, 391, 399, 403, 404–405, 489</p> <p>TE 6: 20–21, 36–37, 54–55, 95, 96–97, 120–121, 136–137, 154–155, 181, 193, 154–155, 194–195, 218–219, 234–235, 247, 252–253, 281, 292, 294–295, 303, 318–319, 334–335, 352–353, 383, 391, 395, 396–397, 420–421, 436–437, 440–441, 454–455, 487, 516–517, 532–533, 550–551</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
<p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>MSB 5: 17, 37, 57, 77, 97, 117 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, 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, 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>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<p>TE 2: 334–335, 352, 436–437, 454–455, 536–537 TE 3: 36, 54–55, 136–137, 191, 236, 334–335, 429, 434, 452, 475, 532, 573, 599 TE 4: 36, 87, 132, 150, 334, 436, 454, 532–533, 550 TE 5: 36–37, 134, 152, 240, 287, 340, 358, 444, 542 TE 6: 36, 136–137, 234, 252, 277, 352, 431, 436, 454, 585</p>
<i>Fluency</i>	
K.RF.4 Read emergent-reader texts with purpose and understanding.	<p>MSB 1: 18, 38, 58, 78, 98, 118 MSB 2: 18, 38, 58, 78, 98, 118 MSB 3: 18, 38, 58, 78, 98, 118 MSB 4: 18, 38, 58, 78, 98, 118 MSB 5: 18, 38, 58, 78, 98, 118 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 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 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 TE 4: 24–25, 40–41, 120–121, 136–137, 222–223, 238–239, 322–323, 338–339, 424–425, 440–441, 520–521, 536–537 TE 5: 24–25, 40–41, 122–123, 138–139, 154–155, 228–229, 244–245, 328–329, 344–345, 432–433, 448–449, 464–465, 530–531, 546–547, 562–563 TE 6: 24–25, 40–41, 56–57, 124–125, 140–141, 156–157, 222–223, 238–239, 254–255, 322–323, 338–339, 354–355, 424–425, 440–441, 456–457, 520–521, 536–537, 552–553</p>

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Reading Standards: Literature	
The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Literature K.RL	
<i>Key Ideas and Details</i>	
K.RL.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> <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>

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K.RL.2 With prompting and support, retell familiar stories, including key details.	<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, 138–139, 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>Writing to Sources: Unit 6: 200–201</p>

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K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	<p>MSB 1: 14–15, 27, 30, 34–35, 47, 54, 70, 94–95, 107, 110 MSB 2: 34–35, 70, 89, 90, 129 MSB 3: 34–35, 50, 74–75 MSB 4: 74–75, 87, 90, 109, 114–115 MSB 5: 50, 74–75, 128, 130 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, 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 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 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 TE 4: 26–27, 44, 58, 59–69, 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 TE 5: 60–71, 84, 85, 190, 202–203, 204–205, 330–331, 334, 335, 348, 353, 362–381, 384–385, 394, 395, 399, 408–409, 412, 413, 536, 586–587, 608–609, 610–611 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>

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<p>(Continued) K.RL.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>(Continued) Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 28–29, 30–31, 32, 33–35, 36–39 Unit 2: 54–55, 62–63 Unit 3: 82–83, 84–85, 90–91, 92–93, 102–103, 104, 105–107, 108, 109–111 Unit 4: 114–115, 118–119, 120–121, 126–127, 134–135 Unit 5: 150–151 Unit 6: 186–187, 190–191, 198–199, 202–203, 210–211, 213–215</p>
<i>Craft and Structure</i>	
<p>K.RL.4 Ask and answer questions about unknown words in a text.</p>	<p>MSB 1: 28, 88 TE 1: 62, 66, 149, 188, 245, 294, 351, 378, 400 TE 2: 358, 566, 567 TE 3: 160, 557, 558 TE 4: 61, 63, 65, 67, 68, 560, 565, 568, 573 TE 5: 65 TE 6: 347, 362, 364</p>

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<p>K.RL.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>MSB 1: 70–71, 130–131 MSB 2: 30–31, 50–51, 70–71, 74–75, 90–91, 110–111, 114–115 MSB 3: 30–31, 50–51, 90–91, 110–111 MSB 4: 30–31, 50–51, 90–91, 110–111, 129 MSB 5: 14–15, 30–31, 50–51, 90–91, 110–111 MSB 6: 50–51, 70–71, 110–111, 130–131</p> <p>TE 1: 42, 100–101, 144, 240, 302–303, 346, 608–609 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, 598–599 TE 3: 98–99, 142, 186, 198–199, 242, 340, 396–397, 494–495, 538 TE 4: 42, 94–95, 138, 196–197, 240, 340, 398–399, 494–495, 526, 538, 576–577, 586, 587 TE 5: 26–27, 42, 58, 84, 96–97, 98–99, 202–203, 346, 406–407, 504–505, 608–609 TE 6: 142, 196–197, 296–297, 340, 482, 494–495, 592–593</p>
<p>K.RL.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 MSB 6: 108–109</p> <p>TE 1: 142, 238, 344, 552 TE 2: 40, 138, 154, 238, 256, 338, 354, 440, 456, 540, 556 TE 3: 40, 56, 140, 142, 240, 338, 354, 438, 454, 536, 552 TE 4: 40, 56, 136, 152, 238, 254, 328, 338, 340, 354, 376–377, 440, 456, 552 TE 5: 40, 138, 154, 244, 260, 309, 360, 448, 464, 546, 562 TE 6: 40, 56, 140, 156, 238, 254, 338, 354, 430, 456, 472–473, 536, 552</p>

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<i>Integration of Knowledge and Ideas</i>	
<p>K.RL.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 MSB 6: 90–91</p> <p>TE 1: 42–43, 56–57, 62–75, 144–145, 158–159, 162–171, 258–277, 330–331, 346–347, 364–383, 469–485 TE 2: 124–125, 340–341, 356, 358–373, 542–543, 560–571 TE 3: 142–143, 159–173, 242–243, 260–271, 340–341, 357–371, 538–539, 556–567 TE 4: 42–43, 59–69, 138, 156–171, 240, 258–271, 340–341, 358–373, 538–539, 555–573 TE 5: 42–43, 60–71, 346–347, 362, 363–381 TE 6: 142–143, 160–171, 184, 340–341, 358–373, 398–399</p> <p>Writing to Sources: Unit 1: 20–21, Unit 2: 44–45 Unit 3: 86–87 Unit 5: 172–173, 174–175, 176, 177–179, 180, 181–183</p>
<p>K.RL.8 (Not applicable to literature)</p>	<p>Not applicable according to the Common Core State Standards for English Language Arts</p>

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K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<p>MSB 2: 14–15 MSB 3: 27, 30, 67 MSB 5: 54–55, 67, 87, 90 MSB 6: 27, 87</p> <p>TE 1: 330, 372, 469 TE 2: 97, 98–99, 203 TE 3: 100–101, 285, 384, 385, 389, 598 TE 4: 82, 475 TE 5: 89, 304, 348 TE 6: 49, 79, 202, 289, 303, 342</p> <p>Writing to Sources: Unit 1: 16–17 Unit 3: 84–85, 98–99 Unit 4: 116–117, 120–121, 128–129 Unit 5: 152–153, 164–165 Unit 6: 192–193</p>
<i>Range of Reading and Level of Text Complexity</i>	
K.RL.10 Actively engage in group reading activities with purpose and understanding.	<p>TE 1: 42–43, 56–57, 59, 89, 102–103, 158–159, 183, 240–241, 254–255, 289, 345, 360–361, 395, 466–467, 497, 568–569, 595 TE 2: 83, 354–355, 385, 485, 556–557, 583 TE 3: 85, 156–157, 185, 256–257, 283, 354–355, 383, 454–455, 481, 552–553, 579 TE 4: 56–57, 152–153, 254–255, 283, 354–355, 385, 456–457, 481, 552–553, 585 TE 5: 56–57, 83, 189, 260–261, 289, 360–361, 393, 491, 595, 596 TE 6: 44, 85, 156–157, 183, 283, 354–355, 385, 481, 579</p>

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Reading Standards: Informational Text	
Informational Text	K.RI
<i>Key Ideas and Details</i>	
<p>K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>MSB 1: 50, 90, 126 MSB 2: 27, 47, 67, 107, 130 MSB 3: 27, 70, 94–95, 107, 130 MSB 4: 70, 107, 130 MSB 5: 47, 66, 68, 107, 114–115, 127 MSB 6: 27, 30, 67, 106–107, 114–115, 127</p> <p>TE 1: 196–197, 408–409, 556, 572–583 TE 2: 44, 60–71, 85, 142, 156, 158–171, 185, 242, 256, 258–271, 285, 444, 459–473 TE 3: 44, 60–73, 296–297, 424–425, 442, 456, 458–469, 482, 500, 592–593 TE 4: 296–297, 444, 458, 459–469, 598–599 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 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>K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>MSB 1: 50, 126 MSB 2: 26, 46, 54–55, 66, 106, 130 MSB 3: 26, 70, 106, 114–115, 130 MSB 4: 106, 130 MSB 5: 46, 66, 70, 94–95, 106, 126 MSB 6: 26, 30, 54–55, 66, 106, 126</p> <p>TE 1: 196–197, 408–409, 554–555, 570, 572–583 TE 2: 42–43, 58, 140–141, 224–225, 240–241, 256–257, 277, 284, 426–427, 442–443, 458, 596–597 TE 3: 42–43, 75, 86, 87, 296–297, 440–441, 456, 592–593 TE 4: 296–297, 442–443, 458, 482, 483, 487, 598–599 TE 5: 140–141, 156, 246–247, 262, 302–303, 434–435, 450–451, 466–467, 492, 506–507, 510, 548–549, 564, 596 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>Writing to Sources: Unit 1: 26–27</p>

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<p>K.RI.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 MSB 2: 14–15, 94–95, 107 MSB 3: 14–15, 54–55 MSB 5: 34–35, 54–55 MSB 6: 14</p> <p>TE 1: 196–197 TE 2: 26–27, 44, 49, 58–59, 61, 67, 68, 84, 202, 284, 289, 426–427, 444, 458, 486, 504 TE 3: 26–27, 44, 58, 65, 73, 86, 226–227, 284, 297, 442, 447, 456, 458–469, 481, 483, 500 TE 4: 122–123 TE 5: 124–125, 142, 156, 160, 190, 191, 208, 230–231, 248, 262, 265, 266, 275, 290, 308, 471, 472, 475, 476 TE 6: 26–27, 44, 58, 61, 62, 64, 66, 68, 72, 86, 98–99, 100–101, 104, 284, 562, 564, 580</p> <p>Writing to Sources: Unit 2: 50–51 Unit 3: 94–95 Unit 5: 158–159</p>
<i>Craft and Structure</i>	
<p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>TE 1: 579, 581 TE 2: 60, 62, 63, 67, 68, 71, 158, 169, 258, 259, 260, 261, 263, 265, 266, 267, 269, 271, 468 TE 3: 64, 465, 466 TE 4: 462 TE 5: 158, 164, 165, 270, 272, 273, 275, 276, 473, 474, 566, 572 TE 6: 60, 61, 64, 65, 258, 266, 459, 461, 463, 465, 467, 556, 566, 567</p>
<p>K.RI.5 Identify the front cover, back cover, and title page of a book.</p>	<p>TE 1: 24, 554 TE 2: 42, 140, 240, 442 TE 3: 42, 440 TE 4: 442 TE 5: 140, 246, 309, 450 TE 6: 42, 240, 442, 538</p>

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Kindergarten**

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K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	TE 1: 150, 554 TE 2: 42, 140, 238, 240, 442, 540 TE 3: 440 TE 4: 140, 338, 442 TE 5: 140, 246, 309, 450 TE 6: 42, 240, 442, 538
<i>Integration of Knowledge and Ideas</i>	
K.RI.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).	MSB 1: 50 MSB 2: 130 MSB 3: 70 MSB 5: 70–71 TE 1: 196–197, 408–409, 554–555, 570, 572–583 TE 2: 42–43, 60–71, 140–141, 158–171, 224–225, 240–241, 258–271, 442–443, 459–473 TE 3: 42–43, 60–73, 296–297, 440–441, 458–469 TE 4: 442–443, 458, 459–469 TE 5: 140–141, 158–177, 246–247, 262, 264–277, 302–303, 450–451, 468–479, 548–549, 564, 566–583 TE 6: 42–43, 59–73, 98–99, 240–241, 256, 257–271, 442–443, 458, 459–469, 538–539, 554, 556–557 Writing to Sources: Unit 2: 42–43, 44–45, 66–67, 69–71, 73–75 Unit 4: 130–131, 136–137, 166–167 Unit 6: 194–195
K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.	TE 2: 85, 185, 285, 487 TE 3: 87, 483 TE 4: 483 TE 5: 191, 291, 493, 597 TE 6: 87, 285, 483, 581

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K.RI.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).	MSB 2: 127 MSB 6: 27, 127 TE 2: 87, 176, 276, 444, 478 TE 3: 78, 474 TE 4: 247, 474, 500 TE 5: 182, 250, 282, 484, 588 TE 6: 44, 78, 276, 289, 303, 474, 540, 572
<i>Range of Reading and Level of Text Complexity</i>	
K.RI.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, 285, 442–443, 458, 483, 538–539, 555, 581

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Writing Standards	
<p>The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.</p>	
Writing K.W	
<i>Text Types and Purposes</i>	
<p>K.W.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 TE 2: 29, 127, 244 TE 3: 29, 189, 501 TE 4: 29, 125, 446, 471, 485 TE 5: 29, 127, 383 TE 6: 29, 129, 146, 446</p> <p>Writing to Sources: Unit 1: 222–223, 224–225, 226–227 Unit 2: 228–229, 230–231, 232–233, 234–235 Unit 3: 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104, 105–107, 108, 109–111, 236–237, 238–239, 240–241 Unit 4: 242–243, 244–245, 246–247, 248–249 Unit 5: 150–151, 152–153, 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176, 177–179, 180, 181–183, 250–251, 252–253, 254–255, 256–257 Unit 6: 258–259, 260–261, 262–263, 264–265</p>

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<p>K.W.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 TE 2: 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475 TE 3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499 TE 4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603 TE 5: 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613 TE 6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597</p> <p>Writing to Sources: Unit 2: 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68, 69–71, 72, 73–75 Unit 4: 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140, 141–143, 144, 145–147</p>

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<p>K.W.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: 148, 244, 279, 293, 307, 456, 541, 558, 613 TE 2: 101, 327, 429, 489, 503, 529, 546, 601 TE 3: 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597 TE 4: 85, 125, 187, 201, 327, 389, 471 TE 5: 101, 127, 333, 350 TE 6: 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32, 33–35, 36, 37–39, 266–267, 268–269, 270–271 Unit 2: 272–273, 274–275 Unit 3: 276–277, 278–279, 280–281 Unit 4: 282–283, 284–285 Unit 5: 286–287, 288–289 Unit 6: 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212, 213–215, 216, 217–219, 290–291, 292–293</p>
<i>Production and Distribution of Writing</i>	
<p>K.W.4 (Begins in grade 3)</p>	<p>Not applicable according to the Common Core State Standards for English Language Arts</p>
<p>K.W.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 TE 2: 87, 187, 287, 389, 489, 573, 587 TE 3: 89, 189, 287, 387, 485, 569, 583 TE 4: 85, 187, 287, 389, 485, 589, 603 TE 5: 87, 193, 293, 397, 495, 599, 613 TE 6: 89, 187, 287, 389, 485, 583, 597</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>

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Kindergarten**

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<p>K.W.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 TE 2: 546, 573, 587, 601 TE 3: 542, 569, 583, 597 TE 4: 575, 589, 603 TE 5: 613 TE 6: 569, 583, 597</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>
<i>Research to Build and Present Knowledge</i>	
<p>K.W.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 TE 2: 87, 101, 173, 201, 273, 327, 375, 475, 529, 546, 573, 587, 601 TE 3: 75, 89, 103, 189, 203, 287, 301, 327, 401, 471, 485, 499, 525, 542, 569, 583, 597 TE 4: 71, 85, 99, 173, 187, 227, 244, 273, 287, 301, 327, 375, 471, 485, 499, 525, 542, 575, 589, 603 TE 5: 73, 101, 179, 233, 279, 293, 307, 333, 411, 481, 495, 508, 552, 585, 599, 613 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> <p>Writing to Sources: Unit 4: 138–139, 140, 141–143, 144, 145–147</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

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K.W.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 TE 2: 127, 144, 187, 227, 244, 287, 344, 389, 429, 446, 489, 503, 529 TE 3: 29, 89, 103, 129, 146, 189, 203, 229, 231, 232, 246, 287, 344, 387, 401, 427, 444, 485, 525, 573 TE 4: 29, 46, 71, 85, 99, 125, 142, 187, 201, 227, 273, 287, 301, 344, 389, 403, 429, 446, 485, 499, 525, 542 TE 5: 29, 46, 87, 127, 144, 193, 207, 233, 250, 293, 307, 350, 397, 411, 437, 454, 495, 508, 535, 552 TE 6: 29, 46, 75, 89, 103, 129, 187, 201, 227, 244, 273, 287, 301, 344, 429, 485, 499, 525, 542</p> <p>Writing to Sources: Unit 1: 222–223, 224–225, 226–227, 266–267, 268–269, 270–271 Unit 2: 228–229, 230–231, 232–233, 234–235, 272–273, 274–275 Unit 4: 138–139, 140, 141–143, 144, 145–147 Unit 5: 250–251, 252–253, 254–255, 256–257, 286–287, 288–289 Unit 6: 258–259, 260–261, 262–263, 264–265, 290–291, 292–293</p>
K.W.9 (Begins in grade 4)	Not applicable according to the Common Core Standards for Language Arts
<i>Range of Writing</i>	
K.W.10 (Begins in grade 3)	Not applicable according to the Common Core Standards for Language Arts

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Kindergarten**

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Language Standards	
The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Language K.L	
<i>Conventions of Standard English</i>	
K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>TE 1: 615 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 TE 3: 28, 45, 74, 88, 102, 174, 326, 343, 386, 400, 426, 429, 443, 470, 484, 498, 501, 524, 541, 568, 582, 596 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 TE 5: 72, 232, 249, 292, 306, 332, 349, 382, 396, 410, 436, 453, 480, 494, 508, 534, 551, 584, 598, 612 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</p> <p>Writing to Sources: Unit 1: 6–7, 10–11, 14–15, 18–19, 22–23, 26–27 Unit 2: 42–43, 46–47, 50–51, 54–55, 58–59, 62–63 Unit 3: 78–79, 82–83, 86–87, 90–91, 94–95, 98–99 Unit 4: 114–115, 118–119, 122–123, 126–127, 130–131, 134–135 Unit 5: 150–151, 154–155, 158–159, 162–163, 166–167, 169–170 Unit 6: 186–187, 190–191, 194–195, 198–199, 202–203, 206–207</p>

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

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
<p>a. Print many upper- and lowercase letters.</p>	<p>TE 1: 22, 29, 38, 46, 77, 91, 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 TE 2: 22, 29, 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 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 TE 4: 22, 29, 38, 46, 71, 85, 118, 125, 134, 142, 173, 187, 201, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534 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 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>
<p>b. Use frequently occurring nouns and verbs.</p>	<p>TE 1: 438, 441, 455, 459, 486, 490, 491, 500, 540, 557, 584, 598, 612, 615 TE 2: 72, 77, 126, 143, 186, 200, 272 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, 470, 475 TE 5: 332, 349, 396, 410, 413, 436, 453, 480, 494, 508, 534, 551, 555, 584, 589, 598, 601, 612 TE 6: 74</p>

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

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	TE 2: 28, 31, 45, 72, 86, 100, 172, 177 TE 5: 332, 349, 396, 410, 436, 480, 494, 508, 584
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	TE 2: 404 TE 3: 571 TE 4: 545 TE 5: 28, 45, 74–75, 86, 100, 178 TE 6: 326, 343, 388, 402, 470
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	TE 1: 309 TE 3: 205, 247, 248, 288 TE 5: 232, 249, 292, 306, 382 TE 6: 128, 145, 186, 200, 272
f. Produce and expand complete sentences in shared language activities.	TE 3: 524, 541, 572, 573, 582, 596, 599 TE 4: 28, 45, 70, 84, 98, 124, 127, 141, 172, 186, 200, 226, 229, 243, 272, 286, 289, 300, 326, 329, 343, 374, 388, 391, 402, 470 TE 5: 183, 436, 453, 494, 508, 584 TE 6: 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 527, 541, 568, 582, 596

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

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K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TE 1: 130, 147, 200 TE 2: 126, 143, 186, 200, 272 TE 3: 524, 541, 582, 585, 596 TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602 TE 5: 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278 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
a. Capitalize the first word in a sentence and the pronoun I.	TE 3: 524, 541, 582, 583, 596 TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602 TE 5: 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278 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
b. Recognize and name end punctuation.	TE 3: 524, 541, 582, 596 TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 379, 388, 402, 428, 445, 470, 484, 498, 574 TE 5: 28, 45, 86, 100, 126, 143, 178, 192, 206, 278 TE 6: 226, 243, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	TE 2: 182, 282, 384, 484, 582 TE 3: 84, 184, 282, 382, 480, 578 TE 4: 80, 182, 282, 384, 480, 584 TE 5: 82, 188, 288, 392, 490 TE 6: 84, 182, 282, 384, 480, 578
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	TE 2: 182, 282, 384, 484, 582 TE 3: 84, 179, 184, 191, 282, 347, 382, 480, 578 TE 4: 80, 87, 182, 282, 384, 480, 584 TE 5: 82, 188, 288, 392, 490, 594 TE 6: 84, 182, 189, 282, 289, 379, 384, 480, 578, 585, 599

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
<i>Knowledge of Language</i>	
K.L.3 (Begins in grade 2)	Not applicable according to the Common Core State Standards for English Language Arts
<i>Vocabulary Acquisition and Use</i>	
K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	MSB 1: 17, 18–25, 28, 57, 58–65, 68 TE 1: 62, 66, 179, 231, 243, 249, 285, 355, 378, 438 TE 2: 79, 149, 179, 231, 381, 451, 481 TE 3: 33, 81, 279, 547 TE 4: 51, 147, 179, 279, 477, 547 TE 5: 33, 237, 337, 389 TE 6: 133, 179, 231, 249, 279
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	TE 1: 179, 355 TE 2: 79, 149, 179, 231, 381, 451, 481 TE 3: 33, 81, 279, 547 TE 4: 51, 279, 477, 547 TE 5: 33, 237, 337, 389 TE 6: 133, 179, 231, 249, 279
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	TE 1: 243, 438 TE 2: 28, 45, 86, 100, 488 TE 3: 128, 145, 188, 202, 228, 231, 245, 272, 286, 300, 372, 377 TE 4: 147, 179 TE 5: 332, 349, 396, 410, 480 TE 6: 74

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
<p>K.L.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 MSB 2: 28, 48, 68, 88, 108, 128, 132–143 MSB 3: 28, 48, 68, 88, 108, 128, 132–143 MSB 4: 28, 48, 68, 88, 108, 128, 132–143 MSB 5: 28, 48, 68, 88, 108, 128, 132–143 MSB 6: 28, 48, 68, 88, 108, 128, 132–143</p> <p>TE 1: 81, 135, 149, 188, 245, 351, 400 TE 2: 47, 88, 145, 188, 229, 245, 288, 302, 326, 329, 345, 374, 388, 390, 447, 474, 528, 545, 547, 586, 588, 600 TE 3: 28, 45, 47, 74, 88, 90, 102, 147, 151, 174, 188, 190, 202, 233, 247, 288, 326, 343, 345, 386, 388, 400, 445, 470, 486, 543, 584 TE 4: 47, 86, 143, 188, 245, 288, 345, 390 TE 5: 47, 88, 145, 194, 251, 294, 351, 398, 441, 455, 496, 534, 551, 553, 598, 600, 612 TE 6: 47, 74, 90, 147, 188, 331, 345, 390, 447, 486, 543, 584</p>
<p>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 MSB 2: 28, 48 MSB 3: 28 MSB 4: 94–95</p> <p>TE 1: 47, 81, 149, 188, 245, 294, 330–331, 349, 351, 362, 389, 396, 410–411, 415, 538–539, 543, 557, 561, 570, 596, 601, 610–611, 614 TE 2: 47, 84, 85, 89, 129, 289, 329, 345, 390, 447, 486, 549 TE 3: 47, 90, 147, 190, 247, 287, 302, 429 TE 4: 177, 245, 277, 288, 303, 391, 405, 426–427, 431, 475, 482, 500, 543, 579, 590 TE 5: 47, 88, 102, 103, 129, 235, 251, 294, 308, 335, 351, 398, 413, 497, 553, 600 TE 6: 47, 79, 90, 147, 149, 177, 188, 245, 277, 288, 345, 390, 500, 543, 573, 584</p> <p>Writing to Sources: Unit 2: 46–47, 60–61</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	MSB 3: 108 TE 1: 249, 559 TE 2: 326, 388, 391, 428, 431, 445, 488, 502, 505, 572, 576 TE 3: 28, 445, 446, 486 TE 5: 534, 598
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	MSB 1: 68, 128 MSB 3: 108, 128 MSB 4: 28, 48, 68 MSB 5: 128 MSB 6: 108 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 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 TE 3: 49, 74, 91, 105, 181, 233, 251, 345, 388, 445, 477, 486, 529, 543, 547, 575, 584 TE 4: 47, 77, 86, 129, 143, 179, 188, 245, 279, 288, 331, 349, 381, 447, 477, 486, 581 TE 5: 33, 79, 145, 194, 295, 337, 389, 441, 459, 487, 553, 600 TE 6: 33, 51, 81, 249, 279, 433, 447, 451, 477, 486, 529, 547, 575
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	TE 3: 45, 88, 102, 151, 174, 188, 202, 233, 326, 343, 386, 400, 470 TE 5: 441, 534, 551, 598, 612 TE 6: 74, 331

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
<p>K.L.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 MSB 2: 28, 48, 68, 88, 108, 128 MSB 3: 28, 48, 68, 88, 108, 128 MSB 4: 28, 48, 68, 88, 108, 128 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 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 TE 3: 33, 47, 51, 81, 90, 133, 147, 151, 181, 190, 233, 247, 251, 279, 331, 345, 349, 379, 388, 431, 445, 449, 477, 486, 529, 543, 547, 575, 584 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 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 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>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

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Speaking and Listening Standards	
The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Speaking and Listening K.SL	
<i>Comprehension and Collaboration</i>	
K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<p>MSB 1: 47, 49, 67, 87, 107 MSB 2: 27, 47, 69 MSB 3: 49 MSB 4: 69, 89 MSB 5: 49, 89, 109</p> <p>TE 1: 29, 30, 32–33, 50–51, 132, 178, 201, 226, 227, 230, 293, 309, 334, 336, 352, 353, 386–387, 492, 503, 542 TE 2: 44, 88, 103, 128, 174–175, 177, 230, 405, 432 TE 3: 32, 76–77, 130, 132, 176–177, 180, 274–275, 303, 330, 430, 448, 487, 570–571 TE 4: 32, 126, 174–175, 228, 274–275, 328, 376–377, 450, 501, 528, 605 TE 5: 32, 50, 128, 130, 180–181, 234, 236, 280–281, 334, 336, 384–385, 438, 440, 482–483, 511, 615 TE 6: 177, 203, 228, 274–275, 328, 376–377, 449, 599</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

Oregon Common Core State Standards for English Language Arts & Literacy Kindergarten	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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 MSB 2: 29, 49, 69 MSB 3: 89, 109 MSB 4: 29 MSB 5: 29, 69, 89, 109 MSB 6: 29, 49</p> <p>TE 1: 29, 30, 45, 78–79, 104, 132, 152, 174–175, 228, 248, 280–281, 334, 354, 440, 460, 488–489, 542, 544, 586–597 TE 2: 30, 50, 74–75, 128, 174–175, 177, 228, 248, 274–275, 328, 348, 376–377, 430, 476–477, 530, 550, 574–575 TE 3: 30, 76–77, 130, 176–177, 230, 274–275, 328, 374–375, 428, 472–473, 487, 546, 570–571 TE 4: 30, 72–73, 126, 174–175, 228, 274–275, 328, 376–377, 430, 472–473, 526, 576–577 TE 5: 30, 74–75, 88, 128, 180–181, 234, 280–281, 334, 384–385, 438, 482–483, 536, 586–587 TE 6: 30, 76–77, 130, 174–175, 228, 274–275, 328, 376–377, 430, 472–473, 526, 570–571</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>
<p>b. Continue conversations through multiple exchanges</p>	<p>MSB 2: 69 MSB 6: 89</p> <p>TE 1: 353, 389, 491, 542, 561 TE 2: 129, 228, 274–275, 479 TE 3: 130, 289, 429, 585 TE 4: 87, 101, 145, 203, 247, 289, 405, 430, 472–473, 475, 527, 545 TE 5: 74–75, 77, 128, 129, 180–181, 183, 209, 235, 283, 511, 537, 601 TE 6: 105, 149, 203, 229, 247, 303, 329, 405, 475, 501, 527</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the Oregon Common Core State Standards for English Language Arts & Literacy
Kindergarten**

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<p>K.SL.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>	<p>MSB 1: 30, 50, 70, 90 MSB 2: 28–29, 48–49, 88–89 MSB 3: 48–49, 108–109 MSB 4: 70, 108, 130 MSB 5: 70, 128 MSB 6: 68–69, 90</p> <p>TE 1: 48, 101, 134, 146–147, 196–197, 242–243, 284, 303, 308, 348–349, 353, 408–409, 454–455, 556, 560, 562, 588, 590 TE 2: 30, 74–75, 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, 602 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 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 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 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>

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Kindergarten**

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<p>K.SL.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 TE 2: 30, 74–75, 128, 174–175, 228, 328, 530, 574–575 TE 3: 249, 297, 374–375, 487, 570–571 TE 4: 174–175, 472–473, 545, 576–577 TE 5: 30, 74–75, 234, 280–281 TE 6: 91, 99, 130, 174–175, 274–275, 376–377</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>
<i>Presentation of Knowledge and Ideas</i>	
<p>K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>MSB 2: 108 MSB 3: 48–49, 88, 128 MSB 4: 68, 70 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 TE 2: 189, 229, 247, 274–275, 376–377, 430, 476–477 TE 3: 76–77, 302, 328, 374–375 TE 4: 30, 72–73, 74, 75, 174–175, 228, 274–275, 289, 296–297, 604 TE 5: 48, 209, 253, 295, 334, 384–385, 438, 439, 482–483, 497 TE 6: 31, 91, 131, 203, 346, 379, 430, 472–473, 526, 570–571</p> <p>Writing to Sources: Unit 1: 12–13</p>

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Kindergarten**

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K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	TE 1: 31, 106, 133, 176, 283, 306, 353, 384, 401, 459 TE 2: 31, 49, 89, 147, 177, 189, 303, 347, 391, 449, 505 TE 3: 79, 105, 179, 205, 277, 289, 303, 329, 585 TE 4: 49, 203, 329, 347, 431, 449, 545, 579 TE 5: 102, 103, 235, 295, 309, 457, 589 TE 6: 79, 131, 347, 475, 545, 585
K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly.	MSB 1: 108–109 MSB 3: 28–29, 48–49, 88–89 MSB 6: 108–109 TE 1: 152, 174–175, 334, 386–387, 440, 488–489 TE 2: 228, 274–275, 476–477 TE 3: 30, 76–77, 130, 176–177, 328, 374–375, 428, 472–473, 570–571 TE 4: 30, 72–73, 228, 274–275, 430, 526 TE 5: 30, 74–75, 128, 180–181, 438, 482–483, 536, 586–587 TE 6: 30, 31, 76–77, 328, 376–377, 430, 472–473 Writing to Sources: Unit 2: 73–75