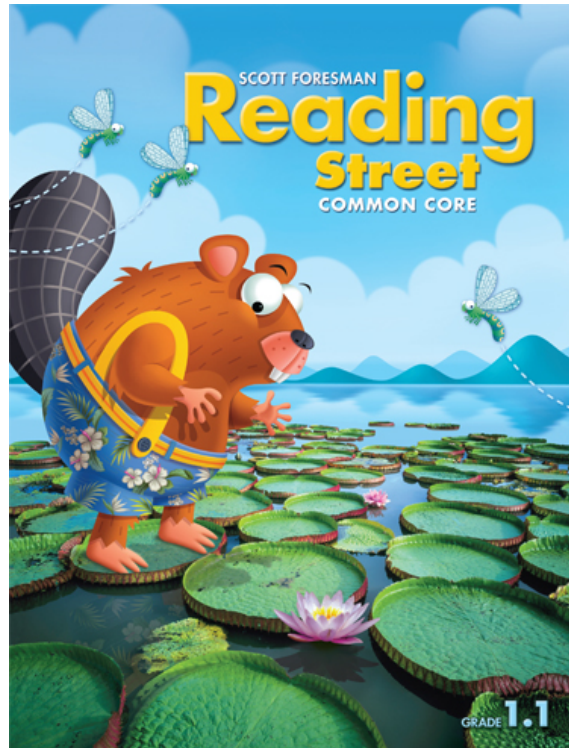


A Correlation of
**Scott Foresman
Reading Street Common Core
Grade 1, ©2013**



to the
**2013 Revised Alabama
Course of Study
English Language Arts
Grade 1**

A Correlation of Scott Foresman Reading Street Common Core, ©2013 to the 2013 Revised Alabama Course of Study English Language Arts Grade 1

INTRODUCTION

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

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

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

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

Writing on Reading Street

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

Differentiated Instruction for Small Group Time

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

ELL Instruction

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

21st Century Skills

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

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

Table of Contents

Reading Standards for Literature	4
Reading Standards for Informational Text	10
Reading Standards: Foundational Skills	14
Writing Standards	24
Speaking and Listening Standards	27
Language Standards.....	30

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
Grade 1	
Students will:	
Reading Standards for Literature	
Key Ideas and Details	
<p>1. Ask and answer questions about key details in a text. [RL.1.1]</p>	<p>1.R: 18–19, 24–25, 27a, 28–29a, 44–45, 46–47, 48–49, 50–51, 52–53, 53a, 54–55, 70–71, 72–73, 78–79, 79a, 80–81, 81a, 96a, 96–97, 98–99, 100–101, 102–103, 104–105, 105a, 106–107, 122–123, 124–125, 126–127, 128–129, 131a, 132–133, 133a, 148–149, 152–153, 156–157, 157a, 159a, 162i, 162–163</p> <p>1.1: 20b, 20–21, 22–23, 24–25, 28–29, 29a, 30–31, 37b–37c, 57a, 58–59, 63a, 74–75, 76–77, 82–83, 83a, 84–85, 93b–96c, 117a, 125a, 132–133, 134–135, 136–137, 137a, 138–139, 145b–145c, 151a</p> <p>1.2: 32–33, 33a, 33b, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 66–67, 83a, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 127a, 128–129, 199a</p> <p>1.3: 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33a, 33b, 34h, 34–35, 49a–49b, 52b, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 74–75a, 80–81, 83b, 83c, 110–111, 112–113, 114–115, 115a, 123a–123b, 126b, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141b, 142–143, 143h, 155a, 187a–187b, 190b, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 207a, 208–209, 214–215</p> <p>1.4: 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43a, 44h, 44–45, 51b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 87b–87c, 110–111, 125a, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 181a, 182–183, 189c, 198b, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 217a, 218–219, 227b–227c</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 1. Ask and answer questions about key details in a text. [RL.1.1]</p>	<p>(Continued) 1.5: 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 39a, 40–41, 48–49, 49a, 51b–51c, 57a, 60b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 79a, 82i, 87a, 89b–89c, 210b, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a, 232–233, 233a, 238–239</p>
<p>a. Make predictions from text clues.</p>	<p>1.R: 27a, 32i, 44–45, 52–53, 53a, 79a, 105a, 131a, 157a, 162i 1.1: 20b, 29a, 34i, 46b, 57a, 62i, 62–63, 63a, 83a, 116i, 137a, 168i 1.2: 24–25, 65a, 198i 1.3: 33a, 73a, 78i, 110i, 114–115, 115a, 126b, 141a 1.4: 43a, 77a, 82i, 181a, 206–207, 210–211, 212–213, 214–215 1.5: 39a, 44i, 49a, 77a, 210b</p>
<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]</p>	<p>1.R: 28–29a, 54–55a, 80–81a, 106–107a, 126–127, 132–133a, 158–159a 1.1: 30–31a, 52–53, 58–59a, 84–85a, 138–139a 1.2: 34–35a, 66–67a, 128–129a 1.3: 20b, 22–23, 30–31, 33b, 34–35a, 74–75a, 117c, 142–143a, 207a, 208–209a 1.4: 44–45a, 57a, 60c, 78–79a, 159a, 180–181, 182–183a, 189c, 218–219a 1.5: 38–39, 40h, 40–41a, 78–79a, 207a–207b, 210b–210c, 226–227, 230–231, 231a, 222–233a, 241c</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>3. Describe characters, settings, and major events in a story, using key details. [RL.1.3]</p>	<p>1.R: 15d–15e, 15q, 17c, 18a, 20–21, 22–23, 27a, 28–29, 32–33, 39d–39e, 41a, 43d, 44a, 46–47, 48–49, 53a, 54–55, 65d–65e, 67a, 70a, 70–71, 72–73, 76–77, 79a, 80–81, 95c, 96a–96b, 98–99, 104–105, 105a, 106–107, 117d–117e, 119a, 128–129, 132, 136–137, 143d–143e, 152–153 1.1: 17a–17b, 22–23, 24–25, 28–29, 29a–29b, 30h, 30–31, 35a, 37b, 43a–43b, 46b, 48–49, 52–53, 56–57, 58h, 58–59, 65c, 71a–71b, 74b, 74–75, 76–77, 78–79, 80–81, 84h, 116i, 117, 119c, 128b, 130–131, 132–133, 134–135, 136–137, 137a, 138h 1.2: 17a, 20b, 24–25, 26–27, 28–29, 33a, 33b, 34–35, 49a, 54–55, 60–61, 62–63, 64–65, 65a, 65b, 66h, 67a, 109a, 112b, 114–115, 118–119, 120–121, 122–123, 124–125, 127a, 128h, 128–129, 137c 1.3: 17a–17b, 28–29, 30–31, 33b, 34–35a, 43b, 43c, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 73b, 74h, 74–75a, 112–113, 114–115, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141a–141b, 142h, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 207a, 208h 1.4: 17a, 22–23, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 40–41, 43a, 57a, 64–65, 66–67, 68–69, 70–71, 74–75, 76–77, 77a, 82i, 82–83, 84–85, 162b, 164–165, 166–167, 170–171, 174–175, 176–177, 178–179, 181a, 182h, 189b–189c, 195a, 198–199, 200–201, 204–205, 206–207, 208–209, 210–211, 214–215, 216–217, 218h, 227b–227c 1.5: 17a, 22–23, 26–27, 30–31, 32–33, 36–37, 38–39, 39a, 40–41, 41a, 44i, 44–45, 46–47, 51b, 57a–57b, 62–63, 64–65, 68–69, 74–75, 76–77, 77b, 82i, 82–83, 84–85, 86–87, 87a, 89c, 207a–207b, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 224–225, 226–227, 230–231, 231a, 232h</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
Craft and Structure	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [RL.1.4]	1.1: 17a, 137b 1.3: 73d–73e, 115a, 198–199, 212i–213, 217c 1.4: 43a, 113b, 168–169, 217a, 222–223, 224–225 1.5: 80–81, 210–211, 218–219, 236i, 236–237, 238–239
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. [RL.1.5]	1.R: 69c, 91d, 93a, 95c, 100–101, 121c, 162–163, 168–169 1.1: 90–91, 116i, 116–117 1.2: 127a, 137c 1.3: 38i, 105b, 173a, 215c 1.4: 109a, 143a 1.5: 44i, 201c, 231b
6. Identify who is telling the story at various points in a text. [RL.1.6]	1.1: 22–23 1.2: 58–59 1.3: 73b, 143b, 207a, 207b, 209b, 212i 1.4: 36–37, 45b, 62–63, 109b, 219b 1.5: 121b

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
Integration of Knowledge and Ideas	
<p>7. Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]</p>	<p>1.R: 15d–15e, 20–21, 22–23, 32–33, 32i, 39d–39e, 44–45, 46–47, 48–49, 50–51, 52–53, 53a, 65d, 70–71, 72–73, 78–79, 79a, 98–99, 122–123, 148a, 148–149, 150–151, 152–153, 156–157, 157a, 162i 1.1: 20–21, 24–25, 34i, 46–47, 50–51, 62i, 62–63, 74b, 74–75, 78–79, 82–83, 128–129, 136–137 1.2: 20–21, 22–23, 24–25, 28–29, 52–53, 58–59, 60–61, 62–63, 65b, 112b, 112–113, 116–117, 120–121, 124–125, 127a 1.3: 20–21, 26–27, 30–31, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 76–77a, 78i, 78–79, 112–113, 114–115, 115a, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141b, 142–143, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205 1.4: 20–21, 26–27, 28–29, 30–31, 32–33, 36–37, 38–39, 40–41, 43a, 66–67, 68–69, 74–75, 76–77, 77a, 82i, 82–83, 84–85, 162–163, 166–167, 170–171, 172–173, 174–175, 176–177, 178–179, 181a, 198–199, 200–201, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 217a 1.5: 20–21, 22–23, 26–27, 28–29, 30–31, 34–35, 36–37, 43b, 44i, 46–47, 48–49, 64–65, 68–69, 72–73, 77a, 84–85, 86–87, 210–211, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a</p>
<p>8. Compare and contrast the adventures and experiences of characters in stories. [RL.1.9]</p>	<p>1.1: 29b, 34–35a, 58–59, 65c, 90–91, 116–117a, 142–143a, 168–169a 1.2: 40–41, 65b, 201b 1.3: 49a–49b, 64–65, 68–69, 73a, 78–79, 80–81, 115a, 141a–141b, 208h 1.4: 77a, 82–83, 84–85 1.5: 28–29, 34–35, 44–45, 48–49, 49a, 84–85, 86–87, 87a</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
Range of Reading and Level of Text Complexity	
<p>9. With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [RL.1.10]</p>	<p>1.R: 18b, 29a, 32i, 44b, 70b, 122b, 133a, 148b, 162i 1.1: 20c, 20–21, 22–23, 24–25, 26–27, 28–29, 34–35, 36–37a, 46c, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 62i, 62–63a, 64–65a, 74c, 85b, 91a, 92–93a, 116i, 128c, 168i, 168–169, 171c 1.2: 20c, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 52b, 198i 1.3: 20c, 52c, 74h, 126c, 190c, 212i–213, 214–215, 217c 1.4: 20c, 60c, 113b, 128c, 198c, 222i, 222–223, 224–225 1.5: 20c, 60c, 236i, 236–237, 238–239</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
Reading Standards for Informational Text	
Key Ideas and Details	
<p>10. Ask and answer questions about key details in a text. [RI.1.1]</p>	<p>1.R: 84–85, 136i, 136–137 1.1: 90–91, 104–105, 106–107, 108–109, 110–111, 111a, 111b, 112–113, 143a, 154c, 154–155, 156–157, 158–159, 160–161, 162–163, 163a, 164–165 1.2: 72–73, 74–75, 75a, 86–87, 88–89, 94–95, 95a, 95b, 96–97, 101a, 132i, 132–133, 134–135, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–159, 159a, 160–161, 178b, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195 1.3: 40–41, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 105a, 105b, 106–107, 146i–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 173a, 174–175 1.4: 49a, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 109a, 110–111, 114–115, 116–117, 128b, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 143a, 144–145, 150–151, 187a 1.5: 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 119a, 120–121, 124i, 124–125, 126–127, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 155a, 156–157, 160i, 162–163, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195, 199a</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>11. Identify the main topic and retell key details of a text. [RI.1.2]</p>	<p>1.1: 99a, 102b, 104–105, 106–107, 108–109, 111a, 112–113a, 142–143a, 163a, 164h, 165a 1.2: 75a, 86b, 90–91, 96h, 96–97, 97a, 103b, 132i, 143a, 152–153, 159b, 160–161a, 169b, 186–187, 190–191, 194–195a 1.3: 38–39, 105a, 175a 1.4: 93a, 98–99, 100–101, 102–103, 104–105, 108–109, 110h, 110–111, 111a, 119b, 130–131, 132–133, 134–135, 140–141, 144–145a, 153b 1.5: 102–103, 108–109, 119a, 121a, 135a–135b, 138b–138c, 142–143, 146–147, 150–151, 152–153, 154–155, 156–157a, 160i, 160–161, 162–163, 165b–165c, 188–189, 194h, 194–195, 195a</p>
<p>12. Describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.1.3]</p>	<p>1.1: 142–143 1.2: 146–147, 148–149, 152–153, 160h, 175a, 178b–178c, 180–181, 182–183, 184–185, 186–187, 193a 1.3: 89a–89b, 94–95, 100–101, 102–103, 106h, 117c, 158b, 158–159, 162–163, 164–165, 166–167, 170–171, 172–173, 173a, 174–175, 181c 1.4: 104–105, 108–109, 109a, 132–133, 136–137, 144h 1.5: 95a–95b, 100–101, 102–103, 114–115, 116–117, 118–119, 129b, 152–153, 156h, 171a–171b, 184–185</p>
Craft and Structure	
<p>13. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. [RI.1.4]</p>	<p>1.2: 72–73, 74–75, 178b 1.3: 92b 1.4: 128b, 134–135, 138–139, 140–141 1.5: 112–113, 178–179, 186–187, 188–189, 190–191</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>14. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. [RI.1.5]</p>	<p>1.R: 31b, 57b, 58i, 84i, 85 1.1: 33c, 83g, 87c, 88i, 88–91, 154b 1.2: 33g, 37c, 38i, 43c, 77c, 95g, 159g, 164i, 164–165, 166–167, 169c, 193f 1.3: 73g, 109c, 141f, 145c, 170–171, 178i–179, 179a, 207g 1.4: 48i, 48–49, 96–97, 143f, 181f, 186i, 186–187, 187a 1.5: 81c, 119g, 123b–123c, 155b, 155g, 165c, 176–177, 182–183, 186–187, 193f, 194–195, 195a, 197c, 198i, 198–199, 199a, 231g</p>
<p>15. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. [RI.1.6]</p>	<p>1.R: 58–59, 110i, 110–111 1.1: 88i, 88–91, 93c, 110–111, 142i, 160–161 1.2: 70i, 70–71, 72–73, 74–75, 94–95 1.3: 96–97, 98–99, 149c 1.4: 96–99, 119c, 138–139, 148i, 148–149 1.5: 102–103, 129c, 146–147, 150–151, 155b, 160i, 162–163, 165c, 198i, 198–199, 199a</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
Integration of Knowledge and Ideas	
<p>16. Use the illustrations and details in a text to describe its key ideas. [RI.1.7]</p>	<p>1.R: 58c, 58–59, 84i, 84–85, 109b, 110i, 110–111, 136–137 1.1: 87c, 88i, 88–91, 93c, 102–103, 106–107, 111a, 111b, 154–155, 158–159 1.2: 43c, 70i, 70–75, 86b, 90–91, 92–93, 94–95, 95g, 100i, 100–101, 101a, 103c, 146–147, 159a, 159b, 164i, 164–165, 178–179, 182–183, 186–187, 190–191, 193a, 195a 1.3: 92–93, 105a, 106–107, 141f, 146–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 181c 1.4: 48i, 48–49, 49a, 51c, 100–101, 102–103, 106–107, 108–109, 109a, 109g, 114–115, 116–117, 132–133, 136–137, 138–139, 140–141, 143a, 148i, 148–149, 150–151, 153c, 185b, 221b 1.5: 98–99, 102–103, 119a, 119b, 123b, 124i, 124–125, 126–127, 129c, 138–139, 140–141, 142–143, 146–147, 148–149, 150–151, 155a, 155b, 160i, 160–161, 162–163, 165c, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 193a, 198i, 198–199, 199a</p>
<p>17. Identify the reasons an author gives to support points in a text. [RI.1.8]</p>	<p>1.1: 164, 171b 1.2: 70i, 74–75, 96–97, 97a, 103b, 132–133, 143a, 148–149, 154–155, 161a, 164–165, 169b, 194h</p>
<p>18. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [RI.1.9]</p>	<p>1.1: 90–91, 163b 1.2: 132i, 134–135, 164i, 166–167, 198–199, 199a 1.3: 115a, 147a 1.4: 116–117 1.5: 162–163, 190–191</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
Range of Reading and Level of Text Complexity	
19. With prompting and support, read informational texts appropriately complex for Grade 1. [RI.1.10]	1.R: 58i, 84i 1.1: 102c, 102–111, 154b–154c, 154–163, 164h 1.2: 38i, 38–41, 86c, 86–95, 146c, 146–159, 178–193 1.3: 92c, 92–105, 149c, 158c, 158–173 1.4: 96c, 96–109, 128c, 128–143 1.5: 98c, 98–119, 138c, 138–155, 174–193
Reading Standards: Foundational Skills	
Print Concepts	
20. Demonstrate understanding of the organization and basic features of print. [RF.1.1]	1.R: 15l, 16c, 16o, 31b, 32c, 40c, 42c, 42o, 57b, 58c, 66c, 68c, 68o, 83b, 84c, 92c, 94c, 94o, 110c, 118c, 120c, 120o, 135b, 136c
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). [RF.1.1a]	1.R: 91f, 91h, 93b, 94i, 117h, 143f, 144c, 145b, 146c, 146i, 146o, 162c 1.1: 17c, 29c, 32a, 35c, 37g, 99c, 111c, 114a, 117c, 119g, 125c, 137c, 140a, 143c, 145g, 151c, 163c, 166a, 169c, 171g 1.5: 17c, 49c
Phonological Awareness	
21. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.1.2]	1.R: 14–15a, 42d, 58d, 84d, 94d, 94q–94r, 110d, 116, 118d, 120d, 136d, 146d, 162d 1.1: 30c–30d, 36c, 58c–58d, 64c, 68–69, 84c–84d, 88c–88d, 92c, 96–97, 112c, 138c–138d, 164c–164d, 170c 1.2: 66c 1.3: 78c, 146c, 148c, 180c, 216c 1.4: 44c, 152c, 188c, 222c 1.5: 58d, 136c
a. Distinguish long from short vowel sounds in spoken single-syllable words. [RF.1.2a]	1.1: 14–15, 15a 1.2: 46–47, 76c, 80–81, 102c, 106–107, 136c, 140–141, 141a, 164c–164d, 168c, 172–173, 173a, 200c 1.4: 14–15, 15a, 54–55, 55a

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. [RF.1.2b]</p>	<p>1.R: 16p, 32d, 42p, 58d, 68p, 68, 110d, 120p, 146p 1.1: 14–15, 15a, 18c–18d, 30c–30d, 40–41, 41a, 44c–44d, 58d, 58e, 68–69, 69a, 72c–72d, 116c, 118c, 122–123, 123a, 124, 126c–126d, 126–127a, 138d, 138e, 144c, 148–149, 149a, 152c–152d, 164d, 168d 1.2: 14–15, 15a, 18c, 34c, 38c 42c, 50c, 70c, 84c, 110c, 140–141, 141a, 172–173, 173a, 176c 1.3: 14–15, 18c, 34c, 38c, 42c, 46–47, 74c, 82c, 86–87, 90c, 106c, 110c, 116c, 124c, 142c, 174c, 178c 1.4: 14–15, 15a, 18c–18d, 54–55, 58c, 78c, 86c, 90–91, 91a, 94c, 110c, 118c, 122–123, 123a, 126c, 144c, 148c, 152c, 156–157, 160c, 182c, 186c, 188c, 192–193, 196c, 218c, 222c, 226c 1.5: 14–15, 15a, 54–55, 55a, 58c, 78c, 124c, 132–133, 133a, 156c, 160c, 164c, 168–169, 169a, 204–205, 205a, 208c</p>
<p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [RF.1.2c]</p>	<p>1.R: 14–15, 15a, 15m, 16d, 16q–16r, 38–39a, 40d, 42p, 64–65a, 66d, 84d, 90–91a, 92d, 116–117, 118d, 120–121, 144d 1.1: 14–15, 15a, 18c–18d, 34c–34d, 40–41, 41a, 62c–62d, 68–69, 69a, 72c–72d, 84c–84d, 88c–88d, 92c, 100c–100d, 122–123, 123a, 126c–126d, 126–127a, 142c–142d, 144c, 149a, 152d, 168c–168d, 170c 1.2: 14–15, 15a, 47a, 50d, 80–81, 81a, 100c, 128c–128d, 132c–132d, 140–141, 141a, 164c–164d, 172–173, 173a, 198c–198d 1.3: 38c, 86–87, 90c, 116c, 120–121, 124c, 142c, 152–153, 156c, 188c, 208c 1.4: 14–15, 15a, 18c, 48c–48d, 50c, 54–55, 55a, 78c, 82c, 86c, 90–91, 91a, 94c, 110c, 114c, 118c, 156–157, 182c 1.5: 78c, 82c, 88c, 92–93, 93a, 120c, 164c, 240c</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). [RF.1.2d]</p>	<p>1.R: 16p, 42p, 68p, 94p, 146p, 162d 1.1: 41a, 44c–44d, 62c–62d, 64c, 69a, 92c, 122–123, 123a, 126c–126d 1.2: 14–15, 15a, 18c, 106–107, 107a, 110c, 132c, 200c 1.3: 15a, 18c, 50c, 86–87, 90c, 110c, 152–153, 156c, 178c, 184–185, 188c, 212c 1.4: 14–15, 18c, 94c, 122–123, 126c, 152c, 156–157, 160c, 186c, 188c, 192–193, 196c 1.5: 14–15, 18c, 54–55, 92–93, 96c, 132–133, 136c, 168–169, 204–205, 205a, 208c</p>
Phonics and Word Recognition	
<p>22. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]</p>	<p>1.R: 15a, 15b–15c, 15n–15o, 15p, 16e–16f, 16q–16r, 16, 17a–17b, 26–27, 32e, 32g–32h, 35b, 38–39, 39a, 39b–39c, 40e–40f, 40–40g, 42e–42f, 42g, 42–43a, 43b–43c, 50–51, 58e, 58g–58h, 61b, 64–65, 65a, 65b–65c, 66e–66f, 66, 68e–68f, 68g, 68q–68r, 68, 69a–69b, 84e, 84g–84h, 87b, 91a, 91b–91c, 92e–92f, 92, 94e–94f, 94g, 94q–94r, 94, 95a–95b, 102–103, 110e, 110g–110h, 113b, 117a, 117b–117c, 118e–118f, 118, 120e–120f, 120g, 120q–120r, 120, 121a–121b, 130–131, 136e, 136g–136h, 139b, 143a, 143b–143c, 144e–144f, 144, 146e–146f, 146g, 146q–146r, 146, 147a–147b, 162e, 162g–162h, 165b 1.1: 15a, 16–16a, 16b–16c, 18c–18d, 18–19a, 19b–19c, 19d, 30e, 34d, 34e–34f, 34g, 37d–37e, 37f, 40–41, 41a, 42–42a, 42b–42c, 44c–44d, 44–45a, 45b–45c, 45d, 58d, 58e, 62c–62d, 62e–68f, 62g, 64c, 65d–65e, 69a, 70–70a, 70b–70c, 72c–72d, 72–73a, 73b–73c, 73d, 84c–84d, 84e, 88c–88d, 88e–88f, 88g, 93d, 97a, 96–96a, 98, 98b–98c, 100d, 100–101a, 101b–101c, 101, 112e, 116d, 116e–116f, 116g, 118c, 119d–119e, 122–123, 123a, 124–124a, 124b–124c, 126d, 126–127a, 127b–127c, 127d, 127, 138c–138d, 138e, 142c–142d, 142e–142f, 142g, 144c, 145d–145e, 148–149, 149a, 150–150a, 150b–150c, 152c–152d, 152–153a, 153b–153c, 153d, 164c–164d, 164e, 168c–168d, 168e–168f, 168g, 171d–171e</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

<p align="center">2013 Revised Alabama Course of Study English Language Arts – Grade 1</p>	<p align="center">Scott Foresman Reading Street Common Core, ©2013</p>
<p>(Continued) 22. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]</p>	<p>(Continued) 1.2: 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 34c–34d, 34e, 38c–38d, 38e–38f, 38g, 43d, 48–48a, 48b–48c, 50d, 50–51a, 51b–51c, 51d, 66c–66d, 66e, 70c–70d, 70e–70f, 70g, 76c, 77d, 80–81, 81a, 82b–82c, 85d, 85, 96c–96d, 100c–100d, 100e–100f, 107a, 108–108a, 108b–108c, 110d, 110–111a, 111b–111c, 111d, 128d, 128e, 132c–132d, 132e–132f, 136c, 142–142a, 142b–142c, 144c–144d, 144–145a, 145b–145c, 156–157, 160c–160d, 160e, 164e–164f, 164g, 173a, 174–174a, 174b–174c, 176c–176d, 176–177a, 177b–177c, 177d, 194e, 198c–198d, 198e–198f, 198g 1.3: 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 34d, 34e, 38d, 38e–38f, 38g, 42c, 43d–43e, 47a, 48–48a, 48b–48c, 50d, 50–51a, 51b–51c, 51d, 74d, 74e, 78d, 78e–78f, 78g, 82c, 83d–83e, 83f, 88–88a, 88b–88c, 90d, 90–91a, 91b–91c, 91d, 106d, 106e, 110d, 110e–110f, 110g, 116c, 117d–117e, 122–122a, 122b–122c, 124d, 124–125a, 125b–125c, 125d, 142d, 142e, 146d, 146e–146f, 146g, 148c, 149d–149f, 153a, 154–154a, 154b–154c, 156d, 156–157a, 157b–157c, 157d, 157, 174d, 174e, 178d, 178e–178f, 178g, 180c, 181d–181f, 185a, 186–186a, 186b–186c, 188d, 188–189a, 189b–189c, 189d, 208d, 208e, 212d, 212e–212f, 212g, 216c, 217d–217f 1.4: 15a, 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 44d, 44e, 48d, 48e–48f, 48g, 51d–51e, 55a, 56–56a, 56b–56c, 58d, 58–59a, 59b–59c, 59d, 78d, 78e, 82d, 82e–82f, 82g, 86c, 87d–87e, 91a, 92–92a, 92b–92c, 94d, 94–95a, 95b–95c, 95d, 110d, 110e, 114d, 114e–114f, 114g, 118c, 119d–119e, 122–123, 123a, 124–124a, 124b–126c, 126d, 144d, 144e, 148d, 148e–148f, 148g, 152c, 153d, 157a, 158–158a, 158b–158c, 160d, 160–161a, 161b–161c, 161d, 161, 182d, 182e, 186d, 186e–186f, 186g, 188c, 189d–189e, 194–194a, 194b–194c, 196c–196d, 196–197a, 197b–197c, 197d, 218d, 218e, 222e–222f, 222g, 226c, 227d–227e</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 22. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]</p>	<p>(Continued) 1.5: 15a, 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 40d, 40e, 44d, 44e–44f, 44g, 50c, 51d–51e, 55a, 56–56a, 56b–56c, 58d, 58–59a, 59b–59c, 59d, 78d, 78e, 82d, 82e–82f, 82g, 88c, 89d–89e, 93a, 94–94a, 94b–94c, 96d, 96–97a, 97b–97c, 97d, 120d, 120e, 124d, 124e–124f, 124g, 128c, 129d–129e, 133a, 134–134a, 134b–134c, 136d, 136–137a, 137b–137c, 137d, 156d, 156e, 160d, 160e–160f, 160g, 164c, 165d–165e, 169a, 170–170a, 170b–170c, 172d, 172–173a, 173b–173c, 173d, 194d, 194e, 198c–198d, 198e–198f, 198g, 200c, 201d–201e, 205a, 206–206a, 206b–206c, 208d, 208–209a, 209b–209c, 209d, 232d, 232e, 236c–236d, 236e–236f, 236g, 240c, 241d–241e</p>
<p>a. Know the spelling-sound correspondences for common consonant digraphs. [RF.1.3a]</p>	<p>1.1: 30d, 30e, 37d–37e, 62d, 62g, 126–127a 1.2: 15a, 16–16a, 16b–16c, 19d, 34c, 34e, 38e–38f, 42c, 43d, 70d, 70g, 84d, 84–85a, 96d, 96e, 100e–100f, 102c, 103d, 132d 1.3: 47a, 48, 48a, 48b–48c, 51d, 74d, 110g</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>b. Decode regularly spelled one-syllable words. [RF.1.3b]</p>	<p>1.R: 16, 17a–17b, 32g–32h, 42–43a, 43b–43c, 66e–66f, 66, 66g, 68e–68f, 68g, 68q–68r, 68, 69a–69b, 74–75, 92, 94r, 94, 95a–95b, 113b, 118e–118f, 118, 120e–120f, 120, 121a–121b, 144, 146, 146g, 147a–147b, 154–155, 162g–162h</p> <p>1.1: 16–16a, 16b–16c, 18–19a, 19b–19c, 19d, 34e–34f, 36c–36d, 37d–37e, 42–42a, 42b–42c, 44–45a, 45b–45c, 58e, 65d–65e, 68–69, 69a, 70–70a, 70b–70c, 72d, 72–73a, 73b–73c, 84d, 88e–88f, 92c, 93d–93e, 98, 98b–98c, 119d–119e, 124–124a, 124b–124c, 126–127a, 127b–127c, 127d, 142e–142f, 145d–145e, 150a, 150b–150c, 152–153a, 153b–153c, 153d, 164e, 170c, 171d–171e</p> <p>1.2: 16–16a, 16c, 18d, 18–19a, 19b–19c, 19d, 38c, 38e–38f, 38g, 42c, 43d, 48a, 48b–48c, 51a, 51b–51c, 51d, 66d, 70e–70f, 77d, 82–82a, 82b–82c, 84–85a, 85d, 100e–100f, 108–108a, 108b–108c, 110–111a, 111b–111c, 111d, 128e, 132e–132f, 142–142a, 142b–142c, 144–145a, 145b–45c, 174–174a, 174b–174c, 177b–177c, 177d, 198e–198f</p> <p>1.3: 16b–16c, 18–19a, 19b–19c, 19d, 38e–38f, 43d–43e, 48–48a, 48b–48c, 51d, 78e–78f, 83d–83e, 110e–110f, 117d–117e, 142e, 146e–146f, 149d–149f, 154–154a, 154b–154c, 157b–157c, 178e–178f, 181d–181f, 186b–186c, 188–189a, 189b–189c, 212d, 212e–212f, 217d–217e</p> <p>1.4: 16b–16c, 18–19a, 19b–19c, 48e–48f, 51d–51e, 56b–56c, 59b–59c, 59d, 82e–82f, 87d–87e, 92–92a, 92b–92c, 94c–94d, 94–95a, 95b–95c, 114e–114f, 119d–119e, 124b–124c, 126–127a, 127b–127c, 148e–148f, 153d–153e, 158b–158c, 186e–186f, 196–197a, 198a, 222e–222f, 226c</p> <p>1.5: 16–16a, 19d, 40d–40e, 44e–44f, 51d–51e, 56–56a, 56b–56c, 78d–78e, 82d, 82e–82f, 82g, 89d–89e, 94–94a, 94b–94c, 97d, 124d, 124e–124f, 129d–129e, 134–134a, 134b–134c, 137d, 156c–156d, 160e–160f, 170–170a, 170b–170c, 173d, 194e, 198e–198f, 206b–206c, 208–209a, 209b–209c, 236e–236f, 236g</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds. [RF.1.3c]</p>	<p>1.2: 38g, 47a, 48–48a, 48b, 50–51a, 51c, 51d, 66d, 66e, 70e–70f, 76c, 77d, 82–82a, 82b–82c, 85d, 96c–96d, 96e, 100d, 100e–100f, 100g, 103d, 107a, 108–108a, 108b–108c, 111, 111d, 128d, 128e, 132d, 132e–132f, 132g, 136c, 137d–137e, 141a, 142–142a, 142b–142c, 142d, 145b–145c, 145d, 160d, 160e, 164c–164d, 164e–164f, 168c, 169d–169e, 173a, 174–174a, 174b–174c, 177c, 177d, 194c–194d, 194e, 198d, 198e–198f, 198g, 200c, 201d–201e 1.3: 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 38d, 38e–38f, 78d 1.4: 15a, 16–16a, 16b–16c, 19d, 44d, 44e, 48e–48f, 50c, 51d, 55a, 56–56a, 56b–56c, 59d, 78d, 78e, 82c–82d, 82e–82f, 87d–87e, 91a, 92–92a, 92b–92c, 95d, 95, 110d, 110e, 114d, 114e–114f, 114g, 118c, 119d–119e, 123a, 124–124a, 124b–124c, 127b–127c, 127d, 144d, 144e, 148d, 148e–148f, 148g, 152c, 153d–153e, 158b–158c, 161b–161c, 186d, 186e–186f, 186g 1.5: 44g, 56–56a, 78d, 78e</p>
<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. [RF.1.3d]</p>	<p>1.R: 68d, 136d, 146d 1.1: 112c 1.2: 176c, 176d, 176, 177a, 200c 1.3: 110c, 146c, 178c 1.4: 148c, 152c, 186c, 188c, 222c, 226c 1.5: 58d, 58–59a, 96c</p>
<p>e. Decode two-syllable words following basic patterns by breaking the words into syllables. [RF.1.3e]</p>	<p>1.2: 176d, 176–177a, 177b–177c, 194e, 198e–198f, 200c, 201d, 201e 1.3: 38d, 50–51a, 51b–51c, 74d 1.4: 194–194a, 194b–194c 1.5: 18c–18d, 18–19a, 19b–19c, 40e, 44e–44f, 50c, 58c–58d, 58–59a, 59b–59c, 59d, 78c–78d, 78e, 82d, 82e–82f, 88c, 124d, 124g, 172–173a, 173b–173c, 236d</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>f. Read words with inflectional endings. [RF.1.3f]</p>	<p>1.1: 97a, 98–98a, 98b–98c, 100d, 100–101a, 101b–101c, 101d–101e, 102a, 112c–112d, 112e, 116e–116f, 118c, 119d–119e, 142d 1.2: 144d, 144–145a, 145b–145c, 160e, 164e–164f, 168c, 169d–169e, 198d, 198g 1.3: 49c, 87a, 88–88a, 88b–88c, 91d–91e, 106d–106e, 106f, 110e–110f, 116c, 117d–117e, 121a, 122–122a, 122b–122c, 125d, 126a, 142d, 146d, 146e–146f, 146g, 148c, 149d–149f, 178d, 178g, 185a, 186–186a, 186b–186c, 189d, 216c 1.4: 19d, 48d, 48g, 58–59a, 59b–59c, 82e–82f, 86c, 114d 1.5: 44g, 96d, 96–97a, 97b–97c, 120d, 120e, 124e–124f, 128c, 129d–129e, 134b–134c, 160d, 160g</p>
<p>g. Recognize and read grade-appropriate irregularly spelled words. [RF.1.3g]</p>	<p>1.R: 16h, 17a–17b, 17, 32f, 32g–32h, 35b, 41, 42h, 43b–43c, 43, 58f, 58g–58h, 61b, 67, 68h, 69a–69b, 69, 84f, 84g–84h, 87b, 93, 94h, 95a–95b, 95, 110g–110h, 113b, 119, 120h, 121a–121b, 121, 130–131, 136f, 136g–136h, 139b, 145, 146h, 147a–147b, 147, 162f, 162g–162h, 165b 1.1: 16b–16c, 17, 19b–19c, 30g, 34e–34f, 37b, 37d–37e, 42b–42c, 43, 45b–45c, 45, 58g, 62e–62f, 65b, 65e, 70b–70c, 71, 73, 84g, 88e–88f, 93b, 93d–93e, 99, 101, 112g, 119b, 119d–119e, 124b–124c, 125, 127, 138g, 145d–145e, 151, 153, 164g, 168e–168f, 171b, 171d–171e 1.2: 16b–16c, 17, 19b–19c, 19, 34g, 38f, 43b, 43d, 48b–48c, 51b–51c, 51, 66g, 70e–70f, 77b, 77d, 82b–82c, 83, 85, 96g, 100e–100f, 100g, 103b, 103d, 108c, 108d, 111b–111c, 111, 128g, 132f, 132g, 137b, 137d, 142b–142c, 142d–143, 145b–145c, 145, 154–155, 156–157, 160g, 164g, 169b, 169d–169e, 174b–174c, 175, 177b–177c, 194g, 198e–198f, 198g–198h, 201b, 201d–201e</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued)</p> <p>g. Recognize and read grade-appropriate irregularly spelled words. [RF.1.3g]</p>	<p>(Continued)</p> <p>1.3: 16b–16c, 17, 19b–19c, 19, 34g, 38g, 43b, 43d–43e, 48b–48c, 49, 51b–51c, 51, 52a, 74g, 78e–78f, 78g, 83b, 83d–83e, 88b–88c, 89, 91b–91c, 106g, 110e–110f, 117b, 117d–117e, 122b–122c, 123, 125b–125c, 125, 142g, 146e–146f, 146g, 149b, 149d–149f, 154b–154c, 155, 157b–157c, 157, 178e–178f, 181b, 181d–181f, 186b–186c, 186d, 189b–189c, 189, 208g, 212e–212f, 212g, 217b, 217d–217f</p> <p>1.4: 16b–16c, 17, 19b–19c, 19, 44g, 48e–48f, 48g, 51b, 51d–51e, 56b–56c, 57, 59b–59c, 78g, 82e–82f, 82g, 87b, 87d–87e, 92c, 93, 95b–95c, 95, 110g, 114e–114f, 119b, 119d–119e, 124b–124c, 125, 127b–127c, 144g, 148e–148f, 148g, 153b, 153d–153e, 158b–158c, 159, 161b–161c, 161, 182e, 182g, 186e–186f, 186g, 189b, 189d–189e, 194b–194c, 197b–197c, 197, 218g, 222f, 222g, 227b, 227d–227e</p> <p>1.5: 16b–16c, 17, 19b–19c, 19, 40g, 44e–44f, 44g, 51b, 51d–51e, 56b–56c, 57, 59c, 59, 78g, 82e–82f, 89b, 89d–89e, 94b–94c, 95, 97b–97c, 97, 120e, 120g, 124e–124f, 129b, 129d–129e, 134b–134c, 135, 137b–137c, 137, 156e, 156g, 160e–160f, 165b, 165d–165e, 170b–170c, 171, 173b–173c, 173, 194e, 194g, 198f, 201b, 201d–201e, 206b–206c, 207, 209b–209c, 209, 232e, 232g, 236e–36f, 241b, 241d–241e</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
Fluency	
<p>23. Read with sufficient accuracy and fluency to support comprehension. [RF.1.4]</p>	<p>1.R: 17b, 32h, 43c, 58h, 69b, 84h, 95b, 110h, 121b, 136h, 147b, 162h 1.1: 19c, 31b, 34e–34f, 35b, 37a, 59b, 62e–62f, 63b, 70c, 73b–73c, 85b, 88f, 91a, 93a, 98c, 101c, 113b, 116e–116f, 117b, 124c, 127c, 142f, 150c, 153c, 153, 168f, 169b 1.2: 16c, 19c, 35b, 38f, 41a, 43a, 48c, 51c, 70f, 82c, 100f, 108c, 111c, 132f, 137a, 142c, 145, 164f, 174c, 177c, 198f, 201a 1.3: 16c, 35b, 38e–38f, 43d–43e, 48b–48c, 51b–51c, 78e–78f, 83d–83e, 91b–91c, 110e–110f, 117d–117e, 122b–122c, 125b–125c, 146e–146f, 149d–149f, 157b–157c, 178e–178f, 181d–181f, 186b–186c, 189b–189c, 212e–212f, 217d–217f 1.4: 16c, 19c, 48f, 51d, 56c, 59c, 79b, 82f, 87d, 92c, 95c, 114f, 119d, 124c, 127c, 148f, 153d, 158c, 161c, 183b, 186f, 189a, 189d, 194c, 197c, 222f, 227d 1.5: 16c, 19c, 44f, 51d–51e, 56c, 59c, 82f, 89d, 94c, 97c, 124f, 129d–129e, 134c, 137c, 160f, 165d, 170c, 173c, 198f, 201d, 206c, 209c, 236f, 241d</p>
<p>a. Read on-level text with purpose and understanding. [RF.1.4a]</p>	<p>1.R: 18a, 27a, 44a, 53a, 70a–79a, 96a–105a, 122a–131a, 148a, 157b 1.1: 20b–29a, 46b–57a, 74–83a, 102b–111a, 128b–137a, 154b–163a 1.2: 20b–33a, 52b–65a, 86b–95a, 112b–127a, 146b–159a, 178b–193a 1.3: 20b–33a, 52b–73a, 92b–105a, 126b–141a, 158b–173a, 190b–207a 1.4: 20b–43a, 60b–77a, 96b–109a, 128b–143a, 162b–181a, 198b–217a 1.5: 20b–39a, 60b–77a, 98b–119a, 138b–155a, 174b–193a, 210b–231a</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b]</p>	<p>1.1: 45c, 45, 59b, 63b, 65a, 85b, 91a, 113b, 117b, 119a, 139b, 143b, 145a, 165b, 171a 1.2: 35b, 67b, 75b, 77a, 97b, 101b, 102–103a, 129b, 135a, 137a, 161b, 167a, 169a, 195b, 199b, 201a 1.3: 35b, 41a, 43a, 75b, 81a, 82–83, 107b, 115b, 117a, 143b, 145b, 149a, 175b, 179b, 181a, 209b, 215a, 217a 1.4: 45b, 49b, 51a, 79b, 85a, 87a, 111b, 113b, 117a, 119a, 145b, 151a, 153a, 187b, 219b, 225a, 227a 1.5: 41b, 49b, 51a, 79b, 87b, 89a, 127a, 129a, 157b, 163a, 165a, 195b, 199b, 201a, 233b, 239a, 241a</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c]</p>	<p>1.1: 50–51 1.2: 52b, 56–57, 72–73, 74–75, 120–121, 122–123, 169a, 196–197, 206–207 1.3: 26–27, 190a, 194–195 1.4: 20b, 24–25, 68–69, 128a, 136–137, 153a 1.5: 66–67, 112–113, 138a, 165a, 178–179</p>
Writing Standards	
Text Types and Purposes	
<p>24. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. [W.1.1]</p>	<p>1.2: 17e, 33d 1.3: 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i 1.4: 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i 1.5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i</p>
<p>a. Write simple poems addressing a topic.</p>	<p>1.1: 71d, 71e, 83d, 83e, 86–87, 87a, 91c, 91d, 93h, 93i 1.2: 109d, 109e, 127c, 127d, 130–131, 131a, 135c, 135d, 137h, 137i 1.4: 93d, 93e, 109d, 109e, 112–113, 113a, 117c, 117d, 119h, 119i 1.5: 207d, 207e, 231d, 231e, 234–235, 235a, 239c, 239d, 241h, 241i</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>25. Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [W.1.2]</p>	<p>1.1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h 1.2: 33d–33e, 36–37a, 41c, 41d, 43h–43i, 49d, 49e, 65d–65e, 68–69, 69a, 75d, 75e, 77h–77i, 83d, 83e, 95d–95e, 98–99, 99a, 101d, 103h–103i, 143d, 143e, 159d–159e, 162–163, 163a, 167c, 167d, 169h–169i, 175d, 175e, 193c–193d, 196–197, 197a, 199d, 199e, 201h–201i 1.3: 89d, 89e, 105d–105e, 108–109a, 115d, 115e, 117h–117i, 123d, 123e, 141c–141d, 144–145a, 147d, 149h–149i, 155d, 155e, 173c–173d, 176–177a, 179d, 179e, 181h–181i 1.4: 57d–57e, 77d–77e, 80–81a, 85c, 85d, 87h–87i, 93d, 93e, 109d–109e, 112–113a, 117c, 117d, 119h–119i, 195d, 195e, 217c–217d, 220–221, 225c, 225d, 227h–227i 1.5: 57d, 57e, 77d–77e, 81a, 89h–89i, 123a, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p>
<p>26. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3]</p>	<p>1.1: 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 115a, 117d, 117f, 119h–119i, 125d, 125e, 137d–137e, 140–141a, 143d, 143e, 145h–145i 1.2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i 1.3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d 1.4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e 1.5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
Production and Distribution of Writing	
<p>27. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. [W.1.5]</p>	<p>1.R: 28–29, 55a, 81a, 107a, 133a, 159a 1.1: 30–31a, 35d, 35e, 37h–37i, 57c–57d, 58–59, 60–61, 61a, 63d, 63e, 65h–65i, 71d, 71e, 83d–83e, 84–85, 86–87, 87a, 91c, 91d, 93h–93i, 112–113, 117d–117e, 138–139, 140–141, 143d, 143e–143f, 145h–145i, 163d–163e, 164–165, 167a, 167c 1.2: 33d–33e, 35a, 36–37, 37a, 41c, 41d–41e, 67a, 69a, 75d, 95e, 97a, 101d, 101e, 129a, 135c, 135d–135e, 161a, 163a, 167c, 167d–167e, 175f, 193c–193d, 194–195, 199e–199f 1.3: 34–35, 41c, 41d, 74–75, 81c, 81d, 106–107, 115e, 117h–117i, 142–143, 147d, 147e, 173c–173d, 174–175, 176–177a, 179d, 179f, 208–209, 215d, 215e 1.4: 17d, 17e–17f, 43c–43d, 44–45, 46–47a, 49d, 49e–49f, 79a, 85c, 85d–85e, 109d–109e, 111a, 112–113a, 117c, 117d–117e, 118–119, 145a, 151e, 153h–153i, 183a, 187d, 187f, 219a, 225c, 225e 1.5: 41a, 49d, 49f, 77d–77e, 79a, 87d, 87e–87f, 89h–89i, 119d–119e, 121a, 127c, 127e, 129h–129i, 155d–155e, 156–157, 157a, 163c, 163e, 195a, 196–197, 197a, 199e–199f, 233a, 239c, 239d–239e</p>
<p>28. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.1.6]</p>	<p>1.1: 37i, 65i, 93i, 119i, 145i 1.2: 43i, 77i, 103i, 137i, 169i, 193f 1.3: 43i, 83i, 149i, 181j, 217i 1.4: 87i, 119i, 186i, 186–187, 189i, 227i 1.5: 51i, 89i, 165i, 193f, 241i</p>
Research to Build and Present Knowledge	
<p>29. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). [W.1.7]</p>	<p>1.1: 17f, 29g, 33c, 35f, 37j, 43f, 57f, 61c, 63f, 65j, 71f, 83g, 87c, 91e, 93j, 99f, 111g, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 151f, 169f 1.2: 41e, 43j, 49f, 65g, 69c, 77j, 83f, 99c, 101f, 103j, 109f, 135e, 137j, 143f, 175f, 199f, 201j 1.3: 17f, 73g, 81e, 147f, 217j 1.4: 181f 1.5: 51j</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>30. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.1.8]</p>	<p>1.1: 17f, 29g, 33c, 35f, 43f, 57f, 61c, 63f, 65j, 83g, 87c, 91e, 93j, 99f, 111g, 115c, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 163g, 167c, 169f 1.2: 33g, 37c, 41e, 65g, 69c, 75f, 99c, 101f, 127f, 131c, 135e, 159g, 163c, 175f, 197c, 199f 1.3: 33g, 37c, 41e, 49f, 77c, 89f, 109c, 123f, 155f, 177c, 187f, 211c 1.4: 17e–17f, 43f, 47c, 57e–57f, 81c, 93e–93f, 113c, 125f, 143f, 147c, 159f, 185c, 195f, 217f, 221c 1.5: 17f, 39f, 57f, 77g, 81c, 95f, 119g, 123b–123c, 135f, 159c, 171f, 193f, 197c, 207e–207f, 231g, 235c</p>
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>31. Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and larger groups. [SL.1.1]</p>	<p>1.R: 34–35, 91i, 93e, 112–113, 113d, 139d 1.1: 37j, 61b, 64–65, 65k, 66–67, 119j, 170–171 1.2: 43j, 66a, 69b, 70a, 77j, 99b, 102–103, 131b, 136–137, 169j, 201j 1.3: 43j, 83j, 117j, 118–119, 149j, 150–151, 181j, 182–183, 187f 1.4: 51j, 87j, 119j, 147b, 153j, 185b, 189j, 227j 1.5: 43b, 51j, 129j, 165j, 201j, 241j</p>
<p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.1.1a]</p>	<p>1.R: 15i, 15u, 16l, 34–35, 39i, 41e, 42l, 60–61, 65c, 65i, 93e, 94l, 112–113 1.1: 64–65, 115b, 118–119, 167b, 171j 1.2: 42–43, 76–77, 103j, 131b, 137j, 163b, 168–169, 200–201 1.3: 77b, 82–83, 83j, 117j, 149j, 177b, 180–181, 211b, 216–217, 217j 1.4: 81b, 86–87, 87j, 88–89, 119j, 189j 1.5: 12–13, 52–53, 81b, 88–89, 89j, 130–131, 159b, 201j, 241j</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. [SL.1.1b]</p>	<p>1.R: 15i, 16l 1.1: 115b, 118–119 1.2: 37b, 104, 131b, 136–137 1.3: 77b, 82–83, 180–181 1.4: 51j, 81b 1.5: 81b, 88–89, 90–91, 164–165, 165j, 166–167</p>
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion. [SL.1.1c]</p>	<p>1.R: E1•13, 117i, 138–139, 143i 1.1: 33b, 36–37, 171j 1.2: 43j, 102–103, 137j, 201j 1.3: 43j, 109b, 117j, 149j, 181j, 211b 1.4: 50–51, 153j, 189j, 227j 1.5: 51j, 89j, 128–129, 164–165</p>
<p>32. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. [SL.1.2]</p>	<p>1.R: 15j–15k, 16a–16b, 16m–16n, 37a–37b, 40a–40b, 41e, 42a–42b, 42l, 42m–42n, 61e, 63a–63b, 66a–66b, 67e, 68a–68b, 68l, 68m–68n, 86–87, 89a–89b, 92a–92b, 94a–94b, 94m–94n, 112–113, 115a–115b, 118a–118b, 119e, 120a–120b, 120l, 120m–120n, 138–139, 141a–141b, 144a–144b, 145e, 146a–146b, 146m–146n, 161b 1.1: 18a–18b, 30a–30b, 33b, 34a–34b, 36–37, 44a–44b, 58a–58b, 62a–62b, 72a–72b, 84a–84b, 88a–88b, 100a–100b, 112a–112b, 116a, 126a, 138a–138b, 142a–142b, 152a–152b, 164a–164b, 168a–168b 1.2: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 84a–84b, 96a–96b, 100a–100b, 110a–110b, 128a–128b, 132a–132b, 144a–144b, 160a–160b, 164a–164b, 176a–176b, 194a–194b, 197b, 198a–198b 1.3: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 74a–74b, 78a–78b, 90a–90b, 106a–106b, 110a–110b, 124a–124b, 142a–142b, 146a–146b, 156a–156b, 174a–174b, 178a–178b, 188a–188b, 208a–208b, 212a–212b 1.4: 18a–18b, 44a–44b, 48a–48b, 58a–58b, 78a–78b, 82a–82b, 94a–94b, 110a–110b, 114a–114b, 126a–126b, 144a–144b, 148a–148b, 160a–160b, 182a–182b, 186a–186b, 196a–196b, 218a–218b, 222a–222b</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 32. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. [SL.1.2]</p>	<p>(Continued) 1.5: 18a–18b, 40a–40b, 44a–44b, 58a–58b, 78a–78b, 82a–82b, 96a–96b, 120a–120b, 124a–124b, 136a–136b, 156a–156b, 159b, 160a–160b, 164–165, 172a–172b, 194a–194b, 197b, 198a–198b, 208a–208b, 232a–232b, 236a–236b</p>
<p>33. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]</p>	<p>1.R: 42l, 60–61, 117i, 138–139, 143i 1.1: 33b, 65j, 118–119, 145j, 171j 1.2: 37b, 43j, 102–103, 137j, 168–169 1.3: 42–43, 82–83, 149j, 177b, 180–181, 211b, 216–217 1.4: 50–51, 87j, 188–189, 227j 1.5: 89j, 128–129, 241j</p>
Presentation of Knowledge and Ideas	
<p>34. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [SL.1.4]</p>	<p>1.R: 94i, 146l, 164–165 1.1: 12, 38, 61b, 65j, 87b, 92–93, 93j, 141b, 144–145, 170–171 1.2: 37b, 42–43, 44–45, 69b, 76–77, 102–103, 104, 38, 170 1.3: 37b, 42–43, 43j, 109b, 116–117, 145b, 211b 1.4: 47b, 50–51, 113b, 118–119, 152–153, 226–227 1.5: 50–51, 200–201, 201j</p>
<p>35. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [SL.1.5]</p>	<p>1.1: 60–61a, 65j, 91, 93j, 119j 1.2: 103j, 169j, 201j 1.3: 43j, 117j, 149j, 177a 1.4: 51j, 119j, 153j, 189j 1.5: 51j, 129j, 165j, 235b, 240–241</p>
<p>36. Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 37 for specific expectations.) [SL.1.6]</p>	<p>1.R: 15u, 39i, 60–61, 65i, 87d, 164–165 1.1: 17c–17d, 61b, 64–65, 118–119, 170–171 1.2: 20–21, 86–87 1.3: 155d, 180–181, 216–217 1.4: 119j 1.5: 88–89, 89j, 129j, 235b</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
Language Standards	
Conventions of Standard English	
<p>37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.1.1]</p>	<p>1.R: 15t, 16k, 41d, 42k, 67d, 68k, 87d, 91f, 93b, 93d, 94i, 94k, 108–109, 109a, 113d, 117f, 117h, 119b, 119d, 120i, 134–135, 139d, 143f, 143h, 145d, 146i 1.1: 17c–17d, 29c, 32a, 57b, 61a, 63c, 65g, 83c, 99c, 111c, 114a, 114–115, 119g, 125c, 137c, 140a, 145g, 163c, 166a, 171g 1.2: 43g, 49c–49d, 65c, 68a, 75c, 77g, 83c, 95c, 95d–95e, 98a, 99a, 101c, 103g, 109c, 127b, 130a, 130–131, 131a, 135b, 137g, 137h–137i, 196a, 199c 1.3: 89c, 105c, 108–109a, 115c, 115e, 141c–141d, 181g, 187c, 207c, 210–211a, 215b, 215e, 217g 1.4: 43b, 46a, 46–47, 49c, 51g, 57c, 77c, 80a, 80–81, 85b, 87g, 93c, 109c, 112a, 112–113, 117b, 119g, 125c, 146a, 146–147, 147a, 151b, 153g, 159c, 181b, 184a, 187c, 189g, 195c, 217b, 220a, 220–221, 225b, 227g 1.5: 17c, 39b, 42a, 49c, 51g, 57c, 80a, 89g, 95c, 119c, 122a, 127b–127c, 129g, 155c, 165g, 171c, 193b, 196a, 196–197, 197a, 199c, 201g, 207c, 231c, 234–234a, 235a, 239b, 241g</p>
<p>a. Print all uppercase and lowercase letters. [L.1.1a]</p>	<p>1.R: 15a, 15g, 15n, 15s, 16e, 16j, 16q, 31c, 35a, 39a, 39g, 40e, 41c, 42e, 42j, 57c, 61, 61a, 65a, 65g, 66e, 7c, 68e, 68j, 68q, 83c, 86–87a, 91g, 92e, 93c, 94j, 94q, 109c, 113a, 117a, 117g, 118e, 119c, 120e, 120j, 120q, 135c, 138–139a, 143g, 145c, 146e, 146j, 146q, 161c, 164–165a 1.1: 29f, 57e, 65g, 83f, 111f, 137f, 163f 1.2: 33f, 65f, 95f, 127e, 159f, 193e 1.3: 33f, 73f, 105f, 141e, 173e, 207f 1.4: 43e, 77f, 109f, 143e, 181e, 217e 1.5: 39e, 77f, 119f, 155f, 193e, 231f</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>b. Use common, proper, and possessive nouns. [L.1.1b]</p>	<p>1.R: 15f, 15h, 15q, 15r, 16i, 16k, 30–31, 35d, 39f, 39h, 41b, 42i, 42k, 56–57, 57a, 61d 1.2: 17c, 33c, 36a, 36–37a, 41b, 43g, 49c, 65c, 68a, 68–69, 75c, 77g, 109c, 127b, 130a, 135b, 137g, 143c, 159c, 162a, 163a, 175c, 193b, 196a, 199c, 201g 1.4: 18d</p>
<p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). [L.1.1c]</p>	<p>1.R: 15f, 15h, 15r, 15t, 16i, 16k, 30–31, 31a, 35d, 39f, 39h, 41b, 41d, 42i, 42k, 56–57, 57a, 61d, 65f, 67b, 67d, 68i, 68k, 82–83, 83a, 87d, 93b, 93d, 94i, 94k, 109a, 113d, 143f, 143h, 145c, 146i, 146k, 160–161, 161a, 165d 1.2: 143c, 159c, 162a, 162–163, 167b, 169g, 169h, 175c, 193b, 196–197, 199c, 201g 1.3: 17c, 33c, 36a, 41b, 43g, 49c, 73c, 81b, 83g, 89c, 105c, 108a, 109a, 115c, 117g</p>
<p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). [L.1.1d]</p>	<p>1.5: 57c, 77c, 80a, 81a, 87c, 89g, 95c, 119c, 122a, 122–123a, 127b–127c, 129g, 135c, 155c, 158a, 158–159a, 163b, 165a, 165g, 165h–165i</p>
<p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). [L.1.1e]</p>	<p>1.3: 33c, 36a, 36–37, 41b, 43g, 49c, 73c, 77a, 81b, 83g, 89c, 105c, 108a, 115c, 117g, 123c, 141b, 144a, 145a, 147c, 149g, 149h–149i, 155c, 173b, 176a, 177a, 179c, 181g, 181h–181i</p>
<p>f. Use frequently occurring adjectives. [L.1.1f]</p>	<p>1.R: 41a, 61a, 117f, 117h, 119a, 119b, 119d, 120i, 120k, 134–135a, 138–139a, 139d 1.3: 92a, 116–117a 1.4: 17c, 43b, 46a, 46–47, 47a, 49c, 51g, 51h–51i, 57c, 77c, 80a, 80–81, 81a, 85b, 87g, 93c, 109c, 112a, 113a, 117b, 119g, 125c, 143b, 146a, 146–147, 147a, 151b, 152–153a, 153g, 159c, 181b, 184a, 185a, 187c, 189g, 195c, 217b, 220a, 220–221a, 225b, 227g</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). [L.1.1g]	1.2: 75e 1.3: 109a, 115e, 117h 1.4: 57c, 77c, 85b 1.5: 77c, 80a, 87c, 89g
h. Use determiners (e.g., articles, demonstratives). [L.1.1h]	1.R: 93 1.2: 62–63 1.4: 159c, 181b, 184a, 187c, 189g, 195c, 220a, 225b
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). [L.1.1i]	1.5: 207c, 220–221, 226–227, 231c, 234a, 235a, 239b, 240–241a, 241g, 241h–241i
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [L.1.1j]	1.R: 91f, 91h, 93b, 93d, 94i, 94k, 108–109a, 113d, 119d, 120k, 145d, 146k, 160–161, 165d 1.1: 43c, 57b, 60a, 63c, 71c, 83c, 83e, 86a, 86–87, 87a, 91b, 93g, 93h, 99c, 111c, 114a, 114–115, 117c, 119g, 125c, 137c, 140a, 140–141a, 143c, 145g, 151c, 163c, 166a, 166–167, 169c, 171g 1.2: 65d–65e, 69a, 131a 1.3: 207d–207e 1.4: 147a, 151c 1.5: 17c, 39b, 42a, 43a, 49c, 51g, 51h–51i, 95c–95d, 95e, 119d–119e, 122–123, 123a, 127c, 127d, 129h–129i, 197a, 201h–201i, 231d–231e
38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.1.2]	1.R: 35d, 61d, 91h, 108–109a, 117h, 134–135, 143f, 145b, 160–161, 161a, 165d 1.1: 32–33, 35c, 37g, 37h–37i, 43c, 61, 61a, 63c, 63e, 93g, 119h, 145h, 169c, 171h 1.2: 37a, 43h–43i, 77h–77i, 98–99, 103h, 137h 1.3: 43h–43i, 83h–83i, 117h–117i, 149h–149i, 181h–181i, 217h–217i 1.4: 51h–51i, 87h–87i, 119h–119i, 181d, 184–185, 185a, 187c, 189h–189i, 227h–227i 1.5: 51h–51i, 89h–89i, 127b–127c, 129h–129i, 165h–165i, 201h–201i, 241h–241i

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
a. Capitalize dates and names of people. [L.1.2a]	1.2: 49c, 65c, 68a, 68–69a, 75c, 77g, 77h–77i, 83c, 95c, 98a, 99a, 101c, 103g, 103h, 109c, 127b, 130a, 130–131a, 135b, 137g, 137h
b. Use end punctuation for sentences. [L.1.2b]	1.R: 91f, 91h, 108–109a, 113d, 143f, 143h, 145d, 146i, 146k, 160–161, 165d 1.1: 17c–17d, 29c, 32a, 32–33, 35c, 37g, 37h–37i, 99c, 114a, 114–115, 119h, 125c, 137c, 140a, 145g, 145h, 151c, 163c, 166a, 169c, 171g, 171h 1.3: 217h–217i 1.4: 51h–51i, 119h–119i, 189h–189i 1.5: 51h–51i, 235a
c. Use commas in dates and to separate single words in a series. [L.1.2c]	1.2: 33e, 37a, 99a, 103h, 137h 1.4: 181d, 184–185, 185a
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d]	1.1: 16d–17, 19e, 30f, 34h, 36d, 42d, 45e, 58d, 58f, 62h, 64d, 70d, 73e, 84f, 88h, 92d, 98d, 101e, 112f, 116h, 118d, 124d, 127e, 138f, 142h, 144d, 150d, 153e, 164f, 168h, 170d 1.2: 16d–17, 19e, 34f, 38h, 42d, 48d, 51e, 66f, 70h, 76d, 82d–83, 85e, 96f, 100h, 102d, 108d–109, 111e, 128f, 132h, 136d, 142d, 145e, 160f, 164h, 168d, 174d, 177e, 194f, 198h, 200d 1.3: 16d, 19d, 19e, 34f, 38h, 42d, 48d, 51e, 74f, 78h, 82d, 88d, 91e, 106f, 110h, 122d, 125e, 142f, 146h, 148d, 154d, 157e, 174f, 178h, 180d, 186d, 189e, 208f, 212h, 216d 1.4: 16d, 19e, 44f, 48h, 50d, 56d, 59e, 78f, 82h, 86d, 92d, 95e, 110f, 114h, 118d, 124d, 127e, 144f, 148h, 152d, 158d, 161e, 182f, 185a, 186h, 188d, 195, 197e, 218f, 222h, 226d 1.5: 16d, 19e, 40f, 44h, 50d, 56d, 59e, 78f, 82h, 88d, 94d, 97e, 120f, 124h, 128d, 134d, 137e, 156f, 160h, 164d, 170d, 173e, 194f, 198h, 200d, 206d, 209e, 232f, 236h, 240d

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [L.1.2e]</p>	<p>1.R: 16r, 32f, 39b–39c, 40e–40f, 40, 42f, 43a, 58f, 65b, 66e, 68f, 68r, 84f, 91b, 92f, 94f, 94r, 110f, 117b–117c, 118f, 120f, 120q–120r, 136f, 143b–143c, 144f, 146f, 146r, 162f 1.1: 16d–17, 42d, 43, 70d, 71, 73e, 99, 124d, 150d, 151, 153e 1.3: 16d, 19e, 48d, 88d, 91e, 122d, 154d, 157e, 189e 1.4: 16d, 19e, 56d, 92d, 95e, 124d, 127e, 158d, 161e, 195, 197e 1.5: 16d, 56d, 59e, 94d, 97e, 134d, 170d, 206d, 209e</p>
Vocabulary Acquisition and Use	
<p>39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 1 reading and content</i>, choosing flexibly from an array of strategies. [L.1.4]</p>	<p>1.1: 26–27, 37a, 67a–67b, 72a, 78–79, 84a, 88b, 102a 1.2: 52a, 86a, 92–93, 103a, 168–169a, 182–183, 184–185 1.3: 126a, 149a, 158a, 162–163, 168–169, 217a 1.4: 87a, 162a, 168–169, 188–189a, 227a 1.5: 60a, 72–73, 77g, 174a</p>
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a]</p>	<p>1.2: 146a, 150–151, 168–169a 1.3: 190a, 194–195, 198–199, 206–207, 216–217a 1.4: 44–45, 128a, 152–153a 1.5: 112–113, 138a, 146–147, 164–165a</p>
<p>b. Use frequently occurring affixes as a clue to the meaning of a word. [L.1.4b]</p>	<p>1.4: 193a, 195c, 197e 1.5: 44d, 136d, 198d, 205a, 206–206a, 206c, 209d–209e</p>
<p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). [L.1.4c]</p>	<p>1.1: 97a, 98, 100, 101b–101c, 101d–101e, 112c–112d, 112e, 112f, 116e–116f 1.2: 144d, 144, 164e–164f 1.3: 87a, 88–88a, 91d, 122, 125d, 178d, 185a 1.4: 114d 1.5: 160d</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
d. Apply alphabetical order to the first letter of words to access information.	1.1: 46a, 102a 1.2: 159g, 163c 1.3: 126a, 158a 1.4: 217f, 221c 1.5: 77g, 119g, 159c, 231g
40. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5]	1.1: 154a, 171a 1.2: 178a, 192–193, 201a, 201c, 201–202 1.3: 20a, 42–43a, 52a, 82–83a, 132–133 1.5: 20a, 50–51a, 164–165a
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [L.1.5a]	1.R: 15f, 15h, 15q, 31, 31a, 35a, 67a, 86–87a, 93a, 112–113a, 145a, 164–165a 1.1: 20a, 128a, 132–133, 144–145a 1.2: 20a, 42–43a, 112a, 114–115, 136–137a, 193b 1.3: 105g 1.4: 96a, 108–109, 118–119a 1.5: 98a, 108–109, 128–129a
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). [L.1.5b]	1.R: 61, 61a, 87, 112–113a, 164–165a 1.1: 128a, 132–133, 144–145, 145a 1.2: 20a, 43a, 112a, 136–137a 1.3: 105g 1.4: 118–119a

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). [L.1.5c]</p>	<p>1.R: 12–13, 13a–13b, 15k, 16b, 16n, 36–37, 37a–37b, 40b, 42b, 42n, 62–63, 63a–63b, 65h, 66b, 68b, 68n, 88–89, 89a–89b, 92b, 94b, 94n, 114–115, 115a–115b, 118b, 120b, 120n, 140–141, 141a–141b, 144b, 146b, 146n</p> <p>1.1: 13b, 18b, 30b, 34b, 39b, 44b, 58b, 62b, 67b, 72b, 84b, 88b, 95a, 121a–121b, 126b, 138b, 142b, 147a–147b, 152b, 164b, 168b</p> <p>1.2: 13a–13b, 18b, 34b, 38b, 45a–45b, 50b, 66b, 70b, 79a–79b, 84b, 96b, 100b, 105a–105b, 110b, 128b, 132b, 139a–139b, 144b, 160b, 164b, 171a–171b, 176b, 194b, 198b</p> <p>1.3: 13a–13b, 18a–18b, 34a–34b, 38a–38b, 45a–45b, 50a–50c, 74a–74b, 78a–78b, 85a–85b, 90a–90b, 106a–106b, 110a–110b, 119a–119b, 124a–124b, 142a–142b, 146a–146b, 151a–151b, 156a–156b, 174a–174b, 178a–178b, 183a–183b, 188a–188b, 208a–208b, 212a–212b</p> <p>1.4: 13a–13b, 18b, 44b, 48b, 53a–53b, 58b, 78b, 82b, 89a–89b, 94b, 110b, 114b, 121a–121b, 126b, 144b, 148b, 155a–155b, 160b, 182b, 186b, 191a–191b, 196b, 218b, 222b</p> <p>1.5: 13a–13b, 18b, 40b, 44b, 53a–53b, 58b, 78b, 82b, 91a–91b, 96b, 120b, 124b, 131a–131b, 136b, 156b, 160b, 167a–167b, 172b, 194b, 198b, 203a–203b, 208b, 232b, 236b</p>
<p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. [L.1.5d]</p>	<p>1.1: 29d–29e, 74a, 93a</p> <p>1.2: 182–183, 184–185</p> <p>1.3: 92a, 117a, 132–133</p> <p>1.4: 46a, 51g, 93d, 109c, 112a, 119g, 125c, 153g</p> <p>1.5: 20a, 24–25, 30–31</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
to the 2013 Revised Alabama Course of Study English Language Arts
Grade 1**

2013 Revised Alabama Course of Study English Language Arts – Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>41. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). [L.1.6]</p>	<p>1.R: 18a, 44a, 70a, 96a, 122a 1.1: 18a, 18b, 30a, 30b, 34a, 34b, 44a, 44b, 58a, 58b, 62a, 62b, 72a, 72b, 84a, 84b, 88a, 88b, 95b, 100b, 112b, 116b, 126a, 126b, 138a, 138b, 142a, 142b, 152a, 152b, 164a, 164b, 168a, 168b 1.2: 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 66a, 66b, 70a, 70b, 84a, 84b, 96a, 96b, 100a, 100b, 110a, 110b, 128a, 128b, 132a, 132b, 144a, 144b, 160a, 160b, 164a, 164b, 176a, 176b, 194a, 194b, 198a, 198b 1.3: 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 74a, 74b, 78a, 78b, 90a, 90b, 105g, 106a, 106b, 110a, 110b, 124a, 124b, 142a, 142b, 146a, 146b, 156a, 156b, 174a, 174b, 178a, 178b, 188a, 188b, 208a, 208b, 212a, 212b 1.4: 18a, 18b, 44a, 44b, 48a, 48b, 58a, 58b, 78a, 78b, 82a, 82b, 86–87, 94a, 94b, 110a, 110b, 114a–114b, 126a, 126b, 144a, 144b, 148a, 148b, 160a, 160b, 182a, 182b, 186a, 186b, 196a, 196b, 200–201, 204–205, 206–207, 208–209, 214–215, 216–217, 218a, 218b, 222a–222b, 227b 1.5: 18a, 18b, 40a, 40b, 44a, 44b, 58a, 58b, 78a, 78b, 82a, 82b, 96a, 96b, 120a, 120b, 124a, 124b, 136a, 136b, 156a, 156b, 160a, 160b, 172a–172b, 194a–194b, 198a, 198b, 208a, 208b, 232a, 232b, 236a, 236b</p>