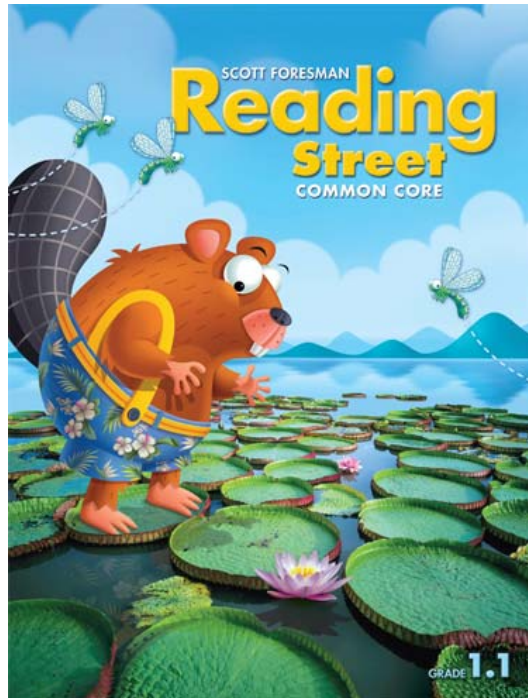


A Correlation of
**Scott Foresman
Reading Street
Common Core**
©2013



to the
**Arizona Common Core Standards
English Language Arts
Grade 1**

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Arizona Common Core Standards for English Language Arts**

INTRODUCTION

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013* meets the Arizona Common Core Standards for 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. *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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Reading Standards for Literature K–2	
The following standards offer a focus for instruction each year 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>	
Key Ideas and Details	
1. Ask and answer questions about key details in a text. (1.RL.1)	<p>SE R: EI•13, 28, 54, 80, 106, 132, 158 SE 1: 30, 58, 84, 112, 138 SE 2: 34, 66, 128 SE 3: 34, 74, 81, 115, 142, 208 SE 4: 44, 78, 182, 218 SE 5: 40, 78, 120, 232</p> <p>TE 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 TE 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 TE 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 TE 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>

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<p align="center">Arizona Common Core Standards English Language Arts</p>	<p align="center">Scott Foresman Reading Street Grade 1, ©2013</p>
<p>(Continued) 1. Ask and answer questions about key details in a text. (1.RL.1)</p>	<p>(Continued) TE 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 TE 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>Writing to Sources: Unit R: 30–31, 32 Unit 1: 66–67, 68 Unit 3: 136–137, 138–139</p>

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<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (1.RL.2)</p>	<p>SE R: 28, 54, 80, 106, 132, 145e, 158 SE 1: 30, 58, 84, 138 SE 2: 34, 66, 128 SE 3: 34, 74, 142, 208 SE 4: 44, 78, 182, 218 SE 5: 40, 78, 232</p> <p>TE R: 28–29a, 54–55a, 80–81a, 106–107a, 126–127, 132–133a, 158–159a TE 1: 30–31a, 52–53, 58–59a, 84–85a, 138–139a TE 2: 34–35a, 66–67a, 128–129a TE 3: 20b, 22–23, 30–31, 33b, 34–35a, 74–75a, 117c, 142–143a, 207a, 208–209a TE 4: 44–45a, 57a, 60c, 78–79a, 159a, 180–181, 182–183a, 189c, 218–219a TE 5: 38–39, 40h, 40–41a, 78–79a, 207a–207b, 210b–210c, 226–227, 230–231, 231a, 222–233a, 241c</p> <p>Writing to Sources: Unit R: 14–15, 22–23 Unit 1: 42–43, 46–47, 50–51 Unit 2: 90–91</p>

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<p>3. Describe characters, settings, and major events in a story, using key details. (1.RL.3)</p>	<p>SE R: 28, 33, 137 SE 1: 30, 58, 117 SE 4: 83–85 SE 5: 40, 45, 83–87</p> <p>TE 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 TE 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 TE 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 TE 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 TE 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</p>

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<p>(Continued) 3. Describe characters, settings, and major events in a story, using key details. (1.RL.3)</p>	<p>(Continued) TE 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> <p>Writing to Sources: Unit R: 6–7, 10–11, 14–15, 18–19, 22–23, 28–29, 30–31, 32, 33–35, 36 Unit 1: 42–43, 46–47, 50–51, 58–59, 62–63, 66–67, 68, 69–71, 72, 73–75 Unit 2: 78–79, 82–83 Unit 3: 142–145 Unit 4: 154–155, 166–167 Unit 5: 186–187, 190–191, 194–195</p>
Craft and Structure	
<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (1.RL.4)</p>	<p>SE 3: 213 SE 4: 224 SE 5: 80–81, 239</p> <p>TE 1: 17a, 137b TE 3: 73d–73e, 115a, 198–199, 212i–213, 217c TE 4: 43a, 113b, 168–169, 217a, 222–223, 224–225 TE 5: 80–81, 210–211, 218–219, 236i, 236–237, 238–239</p>
<p>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. (1.RL.5)</p>	<p>SE 1: 116–117, 168–169 SE 3: 78–81, 110–115, 212–215 SE 5: 45</p> <p>TE R: 69c, 91d, 93a, 95c, 100–101, 121c, 162–163, 168–169 TE 1: 90–91, 116i, 116–117 TE 2: 127a, 137c TE 3: 38i, 105b, 173a, 215c TE 4: 109a, 143a TE 5: 44i, 201c, 231b</p> <p>Writing to Sources: Unit 1: 52–53, 56–57 Unit 3: 128–129 Unit 5: 196–197</p>

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6. Identify who is telling the story at various points in a text. (1.RL.6)	TE 1: 22–23 TE 2: 58–59 TE 3: 73b, 143b, 207a, 207b, 209b, 212i TE 4: 36–37, 45b, 62–63, 109b, 219b TE 5: 121b
Integration of Knowledge and Ideas	
7. Use illustrations and details in a story to describe its characters, setting, or events. (1.RL.7)	SE R: 32–33 SE 1: 62–63 SE 3: 76, 79–81, 142 SE 5: 82–85 TE 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 TE 1: 20–21, 24–25, 34i, 46–47, 50–51, 62i, 62–63, 74b, 74–75, 78–79, 82–83, 128–129, 136–137 TE 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 TE 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 TE 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 TE 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

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<p>(Continued) 7. Use illustrations and details in a story to describe its characters, setting, or events. (1.RL.7)</p>	<p>(Continued) Writing to Sources: Unit R: 6–7, 10–11, 14–15, 18–19, 22–23, 26–27, 28–29, 30–31, 32, 33–35, 36 Unit 1: 42–43, 46–47, 50–51, 58–59, 62–63, 66–67, 68, 69–71, 72, 73–75 Unit 2: 78–79, 82–83 Unit 3: 118–119, 142–145 Unit 4: 154–155, 166–167 Unit 5: 186–187, 190–191, 194–195</p>
<p>8. (Not applicable to literature) (1.RL.8)</p>	<p>Not applicable according to Arizona Common Core State Standards for English Language Arts</p>
<p>9. Compare and contrast the adventures and experiences of characters in stories. (1.RL.9)</p>	<p>SE 1: 35, 58, 91, 117, 143, 169 SE 2: 41, 65b SE 3: 74, 81, 115 SE 4: 85 SE 5: 49, 87</p> <p>TE 1: 29b, 34–35a, 58–59, 65c, 90–91, 116–117a, 142–143a, 168–169a TE 2: 40–41, 65b, 201b TE 3: 49a–49b, 64–65, 68–69, 73a, 78–79, 80–81, 115a, 141a–141b, 208h TE 4: 77a, 82–83, 84–85 TE 5: 28–29, 34–35, 44–45, 48–49, 49a, 84–85, 86–87, 87a</p> <p>Writing to Sources: Unit R: 8–9 Unit 1: 44–45, 48–49 Unit 3: 120–121, 124–125, 126–127 Unit 5: 188–189, 192–193</p>

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Range of Reading and Level of Text Complexity	
<p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (1.RL.10)</p>	<p>SE 1: 37, 65, 93</p> <p>TE R: 18b, 29a, 32i, 44b, 70b, 122b, 133a, 148b, 162i</p> <p>TE 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</p> <p>TE 2: 20c, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 52b, 198i</p> <p>TE 3: 20c, 52c, 74h, 126c, 190c, 212i–213, 214–215, 217c</p> <p>TE 4: 20c, 60c, 113b, 128c, 198c, 222i, 222–223, 224–225</p> <p>TE 5: 20c, 60c, 236i, 236–237, 238–239</p>

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Reading Standards for Informational Text K–2	
Key Ideas and Details	
1. Ask and answer questions about key details in a text. (1.RI.1)	<p>SE R: 58, 137 SE 1: 112, 164 SE 2: EI•13, 70–71, 72–73, 74–75, 96, 133, 134–135, 160, 178b, 182–183, 190–191, 193a, 194 SE 3: 39–41, 106, 147, 174 SE 4: 110, 114–117, 144 SE 5: 124–127, 156, 194</p> <p>TE R: 84–85, 136i, 136–137 TE 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 TE 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 TE 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 TE 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 TE 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> <p>Writing to Sources: Unit 2: 102–103, 104 Unit 4: 174–175, 176–177 Unit 5: 210–211, 212–213</p>

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<p>2. Identify the main topic and retell key details of a text. (1.RI.2)</p>	<p>SE 1: 112, 164 SE 2: 96, 135, 160, 194 SE 4: 110, 144 SE 5: 120, 156, 163, 194</p> <p>TE 1: 99a, 102b, 104–105, 106–107, 108–109, 111a, 112–113a, 142–143a, 163a, 164h, 165a TE 2: 75a, 86b, 90–91, 96h, 96–97, 97a, 103b, 132i, 143a, 152–153, 159b, 160–161a, 169b, 186–187, 190–191, 194–195a TE 3: 38–39, 105a, 175a TE 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 TE 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>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (1.RI.3)</p>	<p>SE 1: 143 SE 2: EI•4, 194</p> <p>TE 1: 142–143 TE 2: 146–147, 148–149, 152–153, 160h, 175a, 178b–178c, 180–181, 182–183, 184–185, 186–187, 193a TE 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 TE 4: 104–105, 108–109, 109a, 132–133, 136–137, 144h TE 5: 95a–95b, 100–101, 102–103, 114–115, 116–117, 118–119, 129b, 152–153, 156h, 171a–171b, 184–185</p>

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Craft and Structure	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (1.RI.4)	TE 2: 72–73, 74–75, 178b TE 3: 92b TE 4: 128b, 134–135, 138–139, 140–141 TE 5: 112–113, 178–179, 186–187, 188–189, 190–191
5. 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. (1.RI.5)	SE R: 85 SE 1: 88–91 SE 2: 164–167 SE 3: 178–179 SE 5: 194, 198–199 TE R: 31b, 57b, 58i, 84i, 85 TE 1: 33c, 83g, 87c, 88i, 88–91, 154b TE 2: 33g, 37c, 38i, 43c, 77c, 95g, 159g, 164i, 164–165, 166–167, 169c, 193f TE 3: 73g, 109c, 141f, 145c, 170–171, 178i–179, 179a, 207g TE 4: 48i, 48–49, 96–97, 143f, 181f, 186i, 186–187, 187a TE 5: 81c, 119g, 123b–123c, 155b, 155g, 165c, 176–177, 182–183, 186–187, 193f, 194–195, 195a, 197c, 198i, 198–199, 199a, 231g Writing to Sources: Unit 2: 88–89 Unit 3: 132–133 Unit 4: 164–165

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6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (1.RI.6)	<p>SE R: 58–59, 110–111 SE 1: 88–91, 142–143 SE 2: 72–73 SE 5: 162, 198–199</p> <p>TE R: 58–59, 110i, 110–111 TE 1: 88i, 88–91, 93c, 110–111, 142i, 160–161 TE 2: 70i, 70–71, 72–73, 74–75, 94–95 TE 3: 96–97, 98–99, 149c TE 4: 96–99, 119c, 138–139, 148i, 148–149 TE 5: 102–103, 129c, 146–147, 150–151, 155b, 160i, 162–163, 165c, 198i, 198–199, 199a</p> <p>Writing to Sources: Unit 2: 88–89, 102–103, 104 Unit 5: 198–199</p>
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas. (1.RI.7)	<p>SE R: 58–59, 84–85, 110–111, 136–137 SE 1: 88–91 SE 2: 70–75, 100–101, 164–167 SE 3: 146–147 SE 4: 48–49, 148–149, 150–151 SE 5: 124–125, 126–127, 160–163, 198–199</p> <p>TE R: 58c, 58–59, 84i, 84–85, 109b, 110i, 110–111, 136–137 TE 1: 87c, 88i, 88–91, 93c, 102–103, 106–107, 111a, 111b, 154–155, 158–159 TE 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 TE 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 TE 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</p>

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<p>(Continued) 7. Use the illustrations and details in a text to describe its key ideas. (1.RI.7)</p>	<p>(Continued) TE 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>Writing to Sources: Unit 1: 54–55 Unit 2: 86–87, 102–103, 104 Unit 4: 158–159, 162–163</p>
<p>8. Identify the reasons an author gives to support points in a text. (1.RI.8)</p>	<p>SE 1: 164 SE 2: 75, 96, 160</p> <p>TE 1: 164, 171b TE 2: 70i, 74–75, 96–97, 97a, 103b, 132–133, 143a, 148–149, 154–155, 161a, 164–165, 169b, 194h</p>
<p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (1.RI.9)</p>	<p>SE 1: 91 SE 2: 135, 167, 199 SE 3: 41, 105b, 115, 215 SE 4: 117 SE 5: 162–163</p> <p>TE 1: 90–91, 163b TE 2: 132i, 134–135, 164i, 166–167, 198–199, 199a TE 3: 115a, 147a TE 4: 116–117 TE 5: 162–163, 190–191</p> <p>Writing to Sources: Unit 2: 88–89, 96–97 Unit 4: 160–161 Unit 5: 200–201, 204–205, 214–217, 218–219</p>

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Range of Reading and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1. (1.RI.10)	<p>SE R: 58–59, 84–85 SE 1: 102–111, 154–163 SE 2: 86–95, 146–159, 178–193 SE 3: 92–105, 158–173 SE 4: 96–109, 128–143 SE 5: 98–119, 138–155, 174–193</p> <p>TE R: 58i, 84i TE 1: 102c, 102–111, 154b–154c, 154–163, 164h TE 2: 38i, 38–41, 86c, 86–95, 146c, 146–159, 178–193 TE 3: 92c, 92–105, 149c, 158c, 158–173 TE 4: 96c, 96–109, 128c, 128–143 TE 5: 98c, 98–119, 138c, 138–155, 174–193</p>
a. With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1. (AZ.1.RI.10)	<p>SE R: 58-59, 84-85, 110-111, 136-137 SE 1: 88-89, 90-91, 102-111, 142-143, 154-163, 164h SE 2: 38-41, 70-75, 86-95, 100-101, 132-135, 146-159, 164-167, 178-193 SE 3: 92-105, 146-147, 178-179 SE 4: 48-49, 96-109, 148-151, 186-187 SE 5: 124-127, 138-155, 198-199</p> <p>TE R: 58-59, 84-85, 110-111, 136-137 TE 1: 88-89, 90, 102c, 102-111, 142-143, 154-163 TE 2: 38i, 38-41, 70i, 70-75, 75a, 86b-86c, 86-95, 95a, 100i, 100-101, 101a, 132i, 132-135, 146b-146c, 146-159, 159a, 164i, 164-167, 178b-178c, 178-193 TE 3: 92b-92c, 92-105, 105a, 146i, 146-147, 178i, 178-179 TE 4: 48i, 48-49, 96b-96c, 96-109, 109a, 148i, 148-151, 186i, 186-187 TE 5: 124i, 124-127, 138b-138c, 138-155, 155a, 198i, 198-199</p> <p>Writing to Sources: Unit 1: 84-85, 90, 94, 96, 98 Unit 3: 116, 128, 132 Unit 4: 152, 158, 160, 162 Unit 5: 198, 200, 202, 204</p>

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Reading Standards: Foundational Skills	
<p>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.</p>	
Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	TE 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). (1.RF.1)	TE R: 91f, 91h, 93b, 94i, 117h, 143f, 144c, 145b, 146c, 146i, 146o, 162c TE 1: 17c, 29c, 32a, 35c, 37g, 99c, 111c, 114a, 117c, 119g, 125c, 137c, 140a, 143c, 145g, 151c, 163c, 166a, 169c, 171g TE 5: 17c, 49c
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	SE R: 14–15, 116 SE 1: 68, 96 TE R: 14–15a, 42d, 58d, 84d, 94d, 94q–94r, 110d, 116, 118d, 120d, 136d, 146d, 162d TE 1: 30c–30d, 36c, 58c–58d, 64c, 68–69, 84c–84d, 88c–88d, 92c, 96–97, 112c, 138c–138d, 164c–164d, 170c TE 2: 66c TE 3: 78c, 146c, 148c, 180c, 216c TE 4: 44c, 152c, 188c, 222c TE 5: 58d, 136c
a. Distinguish long from short vowel sounds in spoken single-syllable words.	SE 1: 14 SE 2: 46, 80, 106, 140, 172 SE 4: 14, 54 TE 1: 14–15, 15a TE 2: 46–47, 76c, 80–81, 102c, 106–107, 136c, 140–141, 141a, 164c–164d, 168c, 172–173, 173a, 200c TE 4: 14–15, 15a, 54–55, 55a

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<p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>SE R: 68, 116, 120, 142 SE 1: 14, 40, 68, 122, 124, 148 SE 3: 18, 46, 86, 188 SE 4: 14, 54, 90, 122, 156, 192 SE 5: 14, 96, 204</p> <p>TE R: 16p, 32d, 42p, 58d, 68p, 68, 110d, 120p, 146p TE 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 TE 2: 14–15, 15a, 18c, 34c, 38c 42c, 50c, 70c, 84c, 110c, 140–141, 141a, 172–173, 173a, 176c TE 3: 14–15, 18c, 34c, 38c, 42c, 46–47, 74c, 82c, 86–87, 90c, 106c, 110c, 116c, 124c, 142c, 174c, 178c TE 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 TE 5: 14–15, 15a, 54–55, 55a, 58c, 78c, 124c, 132–133, 133a, 156c, 160c, 164c, 168–169, 169a, 204–205, 205a, 208c</p>

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<p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>SE R: 14–15, 16–17, 38–39, 64–65, 90–91, 116–117, 120–121, 142–143 SE 1: 14, 40, 68, 96, 122, 148 SE 2: 14, 46, 80, 140, 172 SE 3: 86, 120, 152, 184 SE 4: 14, 54, 90, 156, 192 SE 5: 92</p> <p>TE 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 TE 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 TE 2: 14–15, 15a, 47a, 50d, 80–81, 81a, 100c, 128c–128d, 132c–132d, 140–141, 141a, 164c–164d, 172–173, 173a, 198c–198d TE 3: 38c, 86–87, 90c, 116c, 120–121, 124c, 142c, 152–153, 156c, 188c, 208c TE 4: 14–15, 15a, 18c, 48c–48d, 50c, 54–55, 55a, 78c, 82c, 86c, 90–91, 91a, 94c, 110c, 114c, 118c, 156–157, 182c TE 5: 78c, 82c, 88c, 92–93, 93a, 120c, 164c, 240c</p>
<p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (1.RF.2)</p>	<p>SE 1: 40 SE 2: 14, 106 SE 3: 14, 86, 152, 184 SE 4: 14, 90, 122, 156, 192 SE 5: 14, 54, 92, 132, 168, 204</p> <p>TE R: 16p, 42p, 68p, 94p, 146p, 162d TE 1: 41a, 44c–44d, 62c–62d, 64c, 69a, 92c, 122–123, 123a, 126c–126d TE 2: 14–15, 15a, 18c, 106–107, 107a, 110c, 132c, 200c TE 3: 15a, 18c, 50c, 86–87, 90c, 110c, 152–153, 156c, 178c, 184–185, 188c, 212c TE 4: 14–15, 18c, 94c, 122–123, 126c, 152c, 156–157, 160c, 186c, 188c, 192–193, 196c TE 5: 14–15, 18c, 54–55, 92–93, 96c, 132–133, 136c, 168–169, 204–205, 205a, 208c</p>

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Reading Standards: Foundational Skills K–2	
<p>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.</p>	
Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.	
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>SE R: 16, 40, 42, 66, 68, 92, 94, 118, 120, 144 SE 1: 16, 18, 42, 44, 70, 98, 100, 124, 126, 150, 152</p> <p>TE 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</p> <p>TE 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–</p>

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<p>(Continued) 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>(Continued) 152d, 152–153a, 153b–153c, 153d, 164c–164d, 164e, 168c–168d, 168e–168f, 168g, 171d–171e TE 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 TE 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 TE 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>

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<p>(Continued) 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>(Continued) TE 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.</p>	<p>SE 1: 18, 126 SE 2: 16, 84 SE 3: 48</p> <p>TE 1: 30d, 30e, 37d–37e, 62d, 62g, 126–127a TE 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 TE 3: 47a, 48, 48a, 48b–48c, 51d, 74d, 110g</p>
<p>b. Decode regularly spelled one-syllable words.</p>	<p>SE R: 16, 42, 66, 68, 92, 94, 118, 120, 144 SE 1: 16, 18, 42, 44, 70, 72, 98, 124, 126, 150, 152 SE 2: 16, 18, 48, 50, 82, 84, 108, 110, 142, 144, 174 SE 3: 16, 18, 48, 90, 124, 154 SE 4: 16, 56, 92, 94, 124, 126, 160, 196 SE 5: 94, 96, 134, 170, 208</p> <p>TE 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>

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<p>(Continued) b. Decode regularly spelled one-syllable words.</p>	<p>(Continued) TE 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 TE 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 TE 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 TE 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 TE 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>

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<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>SE 2: 48, 50, 82, 108, 111, 142, 174, 176 SE 4: 16, 56, 92, 94, 124 SE 5: 56</p> <p>TE 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 TE 3: 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 38d, 38e–38f, 78d TE 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 TE 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.</p>	<p>SE 2: 176</p> <p>TE R: 68d, 136d, 146d TE 1: 112c TE 2: 176c, 176d, 176, 177a, 200c TE 3: 110c, 146c, 178c TE 4: 148c, 152c, 186c, 188c, 222c, 226c TE 5: 58d, 58–59a, 96c</p>

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e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<p>SE 2: 176 SE 3: 50 SE 4: 194 SE 5: 18, 58, 172</p> <p>TE 2: 176d, 176–177a, 177b–177c, 194e, 198e–198f, 200c, 201d, 201e TE 3: 38d, 50–51a, 51b–51c, 74d TE 4: 194–194a, 194b–194c TE 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>
f. Read words with inflectional endings.	<p>SE 1: 98, 100 SE 2: 144 SE 3: 88, 91, 122, 125, 186, 189 SE 4: 58 SE 5: 96</p> <p>TE 1: 97a, 98–98a, 98b–98c, 100d, 100–101a, 101b–101c, 101d–101e, 102a, 112c–112d, 112e, 116e–116f, 118c, 119d–119e, 142d TE 2: 144d, 144–145a, 145b–145c, 160e, 164e–164f, 168c, 169d–169e, 198d, 198g TE 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 TE 4: 19d, 48d, 48g, 58–59a, 59b–59c, 82e–82f, 86c, 114d TE 5: 44g, 96d, 96–97a, 97b–97c, 120d, 120e, 124e–124f, 128c, 129d–129e, 134b–134c, 160d, 160g</p>

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<p>g. Recognize and read grade-appropriate irregularly spelled words. (1.RF.3)</p>	<p>SE R: 17, 41, 43, 69, 93, 95, 119, 121, 145, 147 SE 1: 17, 19, 43, 45, 71, 73, 99, 101, 125, 127, 150–151, 152–153</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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> <p>TE 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>TE 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>

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<p>(Continued)</p> <p>g. Recognize and read grade-appropriate irregularly spelled words. (1.RF.3)</p>	<p>(Continued)</p> <p>TE 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>
Fluency	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Accuracy:</p> <p>SE 1: 37, 65 SE 2: 43, 137, 201 SE 3: 43 SE 4: 87, 153</p> <p>Rate:</p> <p>SE 1: 93, 119 SE 2: 43, 137, 201 SE 3: 43 SE 4: 87, 153 SE 5: 51, 89</p> <p>TE R: 17b, 32h, 43c, 58h, 69b, 84h, 95b, 110h, 121b, 136h, 147b, 162h TE 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 TE 2: 16c, 19c, 35b, 38f, 41a, 43a, 48c, 51c, 70f, 82c, 100f, 108c, 111c, 132f, 137a, 142c, 145, 164f, 174c, 177c, 198f, 201a TE 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 TE 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</p>

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<p>(Continued) 4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>(Continued) TE 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.</p>	<p>TE R: 18a, 27a, 44a, 53a, 70a–79a, 96a–105a, 122a–131a, 148a, 157b TE 1: 20b–29a, 46b–57a, 74–83a, 102b–111a, 128b–137a, 154b–163a TE 2: 20b–33a, 52b–65a, 86b–95a, 112b–127a, 146b–159a, 178b–193a TE 3: 20b–33a, 52b–73a, 92b–105a, 126b–141a, 158b–173a, 190b–207a TE 4: 20b–43a, 60b–77a, 96b–109a, 128b–143a, 162b–181a, 198b–217a TE 5: 20b–39a, 60b–77a, 98b–119a, 138b–155a, 174b–193a, 210b–231a</p>
<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Appropriate Phrasing: SE 1: 65, 145, 171 SE 2: 77, 103, 169 SE 3: 83, 117 SE 5: 51, 89, 241</p> <p>Expression and Intonation: SE 3: 149, 181, 217 SE 4: 51, 119, 153, 227</p> <p>TE 1: 45c, 45, 59b, 63b, 65a, 85b, 91a, 113b, 117b, 119a, 139b, 143b, 145a, 165b, 171a TE 2: 35b, 67b, 75b, 77a, 97b, 101b, 102–103a, 129b, 135a, 137a, 161b, 167a, 169a, 195b, 199b, 201a TE 3: 35b, 41a, 43a, 75b, 81a, 82–83, 107b, 115b, 117a, 143b, 145b, 149a, 175b, 179b, 181a, 209b, 215a, 217a TE 4: 45b, 49b, 51a, 79b, 85a, 87a, 111b, 113b, 117a, 119a, 145b, 151a, 153a, 187b, 219b, 225a, 227a TE 5: 41b, 49b, 51a, 79b, 87b, 89a, 127a, 129a, 157b, 163a, 165a, 195b, 199b, 201a, 233b, 239a, 241a</p>

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<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1.RF.4)</p>	<p>SE 2: 169 SE 3: 217 SE 4: 153 SE 5: 165</p> <p>TE 1: 50–51 TE 2: 52b, 56–57, 72–73, 74–75, 120–121, 122–123, 169a, 196–197, 206–207 TE 3: 26–27, 190a, 194–195 TE 4: 20b, 24–25, 68–69, 128a, 136–137, 153a TE 5: 66–67, 112–113, 138a, 165a, 178–179</p>

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Writing Standards K–2	
<p>The following standards for K–2 offer a focus for instruction each year 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>	
Text Types and Purposes	
<p>1. 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. (1.W.1)</p>	<p>SE 3: 76–77 SE 4: 184–185 SE 5: 80–81</p> <p>TE 2: 17e, 33d TE 3: 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i TE 4: 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i TE 5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i</p> <p>Writing to Sources: Unit 1: 222–223, 224–225, 226–227 Unit 3: 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, 142–145, 146–147 Unit 2: 228–229, 230–231, 232–233 Unit 3: 234–235, 236–237 Unit 4: 238–239, 240–241, 242–243 Unit 5: 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, 214–217, 218–219, 244–245, 246–247</p>

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<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1.W.2)</p>	<p>SE 1: 112, 166–167 SE 2: 36–37, 68–69, 98–99, 162–163, 196–197 SE 3: 108–109, 144–145, 176–177 SE 4: 80–81, 112–113, 220–221 SE 5: 80–81, 196–197</p> <p>TE 1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h TE 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 TE 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 TE 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 TE 5: 57d, 57e, 77d–77e, 81a, 89h–89i, 123a, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p> <p>Writing to Sources: Unit 2: 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 Unit 4: 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, 178–181, 182–183</p>

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<p>3. 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. (1.W.3)</p>	<p>SE 1: 60–61, 114–115, 132, 140–141 SE 3: 36–37, 210–211 SE 4: 146–147 SE 5: 42–43, 196–197</p> <p>TE 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 TE 2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i TE 3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d TE 4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e TE 5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p> <p>Writing to Sources: Unit R: 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 Unit 1: 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, 248–249 Unit 2: 250–251 Unit 3: 252–253, 254–255 Unit 4: 256–257 Unit 5: 258–259</p>

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Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). (1.W.4)	See citations for Grade-specific expectations for writing types in standards 1-3 above.
a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. (AZ.1.W.4.)	<p>SE R: 158-159 SE 2: 36-37, 176-177 SE 3: 144-145 SE 4: 46-47, 80-81, 184-185, 220-221 SE 5: 80-81</p> <p>TE R: 135d-135e, 155d-155e, 158-159, 159a, 163c-163d, 165h-165i TE 1: WP•1-WP•10 TE 2: 17d-17e, 33d-33e, 36-37, 37a, 41c-41d, 43h-43i, 155d-155e, 173c-173d, 176-177, 177a, 179d-179e, 181h-181i TE 3: 123d-123e, 141c-141d, 144-145, 145a, 147d-147e, 149h-149i TE 4: 17d-17e, 43c-43d, 46-47, 47a, 48d-48e, 51h-51i, 57d-57e, 77d-77e, 80-81, 81a, 85c-85d, 87h-87i, 159d-159e, 181c-181d, 184-185, 185a, 187d-187e, 189h-189i, 195d-195e, 217c-217d, 220-221, 221a, 225c-225d, 227h-227i TE 5: 57d-57e, 77d-77e, 80-81, 81a, 87d-87e, 89h-89i</p> <p>Writing to Sources: Unit 2: 88-89 Unit 4: 150-151, 152-153, 168-169 More Connect the Texts: 232-233, 244-245</p>

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Production and Distribution of Writing	
<p>5. 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. (1.W.5)</p>	<p>TE R: 28–29, 55a, 81a, 107a, 133a, 159a TE 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 TE 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 TE 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 TE 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 TE 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>Writing to Sources: Unit R: 37–39 Unit 1: 73–75, 222–223, 224–225, 226–227, 248–249 Unit 2: 105–107, 228–229, 230–231, 232–233, 250–252 Unit 3: 142–145, 234–235, 236–237, 252–253, 254–255 Unit 4: 178–181, 238–239, 240–241, 242–243, 256–257 Unit 5: 244–245, 246–247, 258–259</p>

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6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (1.W.6)	<p>TE 1: 37i, 65i, 93i, 119i, 145i TE 2: 43i, 77i, 103i, 137i, 169i, 193f TE 3: 43i, 83i, 149i, 181j, 217i TE 4: 87i, 119i, 186i, 186–187, 189i, 227i TE 5: 51i, 89i, 165i, 193f, 241i</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 73–75, 226–227 Unit 2: 109–111, 230–231 Unit 3: 146–147 Unit 4: 256–257 Unit 5: 218–219</p>
Research to Build and Present Knowledge	
7. 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). (1.W.7)	<p>TE 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 TE 2: 41e, 43j, 49f, 65g, 69c, 77j, 83f, 99c, 101f, 103j, 109f, 135e, 137j, 143f, 175f, 199f, 201j TE 3: 17f, 73g, 81e, 147f, 217j TE 4: 181f TE 5: 51j</p> <p>Writing to Sources: Unit 2: 94–95, 96–97, 98–99 Unit 4: 158–159, 160–161, 174–175, 176–177, 182–183</p>

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<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1.W.8)</p>	<p>TE 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 TE 2: 33g, 37c, 41e, 65g, 69c, 75f, 99c, 101f, 127f, 131c, 135e, 159g, 163c, 175f, 197c, 199f TE 3: 33g, 37c, 41e, 49f, 77c, 89f, 109c, 123f, 155f, 177c, 187f, 211c TE 4: 17e–17f, 43f, 47c, 57e–57f, 81c, 93e–93f, 113c, 125f, 143f, 147c, 159f, 185c, 195f, 217f, 221c TE 5: 17f, 39f, 57f, 77g, 81c, 95f, 119g, 123b–123c, 135f, 159c, 171f, 193f, 197c, 207e–207f, 231g, 235c</p> <p>Writing to Sources: Unit R: 37–39 Unit 2: 96–97, 98–99 Unit 4: 158–159, 160–161, 174–175, 176–177, 182–183</p>
<p>9. (Begins in grade 4) (1.W.9)</p>	<p>Not applicable according to Arizona Common Core State Standards for English Language Arts</p>
<p>Range of Writing</p>	
<p>10. (Begins in grade 3) (1.W.10)</p>	<p>Not applicable according to Arizona Common Core State Standards for English Language Arts</p>

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<p>The following standards for K–2 offer a focus for instruction each year 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></p>	
Comprehension and Collaboration	
<p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>SE R: 34, 112 SE 1: 38, 64, 66, 94, 120 SE 2: 102, 136 SE 3: 118, 150, 182</p> <p>TE R: 34–35, 91i, 93e, 112–113, 113d, 139d TE 1: 37j, 61b, 64–65, 65k, 66–67, 119j, 170–171 TE 2: 43j, 66a, 69b, 70a, 77j, 99b, 102–103, 131b, 136–137, 169j, 201j TE 3: 43j, 83j, 117j, 118–119, 149j, 150–151, 181j, 182–183, 187f TE 4: 51j, 87j, 119j, 147b, 153j, 185b, 189j, 227j TE 5: 43b, 51j, 129j, 165j, 201j, 241j</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 74–75 Unit 2: 109–111 Unit 3: 138–139, 146–147 Unit 4: 174–175, 182–183 Unit 5: 210–211, 218–219</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).</p>	<p>SE R: 34, 60, 112 SE 1: 64, 118 SE 2: 76, 136, 168, 200 SE 3: 12, 82, 180, 216 SE 4: 86, 88 SE 5: 12, 52, 88, 130</p> <p>TE R: 15i, 15u, 16l, 34–35, 39i, 41e, 42l, 60–61, 65c, 65i, 93e, 94l, 112–113 TE 1: 64–65, 115b, 118–119, 167b, 171j TE 2: 42–43, 76–77, 103j, 131b, 137j, 163b, 168–169, 200–201 TE 3: 77b, 82–83, 83j, 117j, 149j, 177b, 180–181, 211b, 216–217, 217j TE 4: 81b, 86–87, 87j, 88–89, 119j, 189j TE 5: 12–13, 52–53, 81b, 88–89, 89j, 130–131, 159b, 201j, 241j</p>

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<p>(Continued)</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).</p>	<p>(Continued)</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 74–75 Unit 2: 109–111 Unit 3: 146–147 Unit 4: 182–183 Unit 5: 218–219</p>
<p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>SE 1: 118 SE 2: 104, 136 SE 3: 180 SE 5: 88, 90, 164, 166</p> <p>TE R: 15i, 16l TE 1: 115b, 118–119 TE 2: 37b, 104, 131b, 136–137 TE 3: 77b, 82–83, 180–181 TE 4: 51j, 81b TE 5: 81b, 88–89, 90–91, 164–165, 165j, 166–167</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 74–75 Unit 2: 109–111, Unit 3: 138–139, 146–147 Unit 4: 174–175 Unit 5: 210–211, 218–219</p>
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion. (1.SL.1)</p>	<p>SE R: EI•13, 138 SE 1: 36 SE 4: EI•13</p> <p>TE R: EI•13, 117i, 138–139, 143i TE 1: 33b, 36–37, 171j TE 2: 43j, 102–103, 137j, 201j TE 3: 43j, 109b, 117j, 149j, 181j, 211b TE 4: 50–51, 153j, 189j, 227j TE 5: 51j, 89j, 128–129, 164–165</p>

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<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1.SL.2)</p>	<p>SE R: EI•13, 138 SE 1: 36, 170 SE 4: EI•13, 152 SE 5: 164</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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</p> <p>TE 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> <p>TE 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>Writing to Sources: Unit R: 37–39 Unit 1: 74–75 Unit 2: 109–111 Unit 3: 146–147 Unit 4: 182–183 Unit 5: 218–219</p>

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<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1.SL.3)</p>	<p>SE R: EI•13, 138 SE 1: 36, 118 SE 2: 168 SE 4: EI•13, 188</p> <p>TE R: 42l, 60–61, 117i, 138–139, 143i TE 1: 33b, 65j, 118–119, 145j, 171j TE 2: 37b, 43j, 102–103, 137j, 168–169 TE 3: 42–43, 82–83, 149j, 177b, 180–181, 211b, 216–217 TE 4: 50–51, 87j, 188–189, 227j TE 5: 89j, 128–129, 241j</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 74–75 Unit 2: 109–111 Unit 3: 146–147 Unit 4: 182–183 Unit 5: 218–219</p>
Presentation of Knowledge and Ideas	
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1.SL.4)</p>	<p>SE R: 91, 164 SE 1: 12, 38, 92, 144, 146, 170 SE 2: 12, 42, 44, 76, 78, 102, 104, 138, 170 SE 3: 42, 44, 116 SE 4: 50, 118, 152, 226 SE 5: 50, 200</p> <p>TE R: 94i, 146l, 164–165 TE 1: 12, 38, 61b, 65j, 87b, 92–93, 93j, 141b, 144–145, 170–171 TE 2: 37b, 42–43, 44–45, 69b, 76–77, 102–103, 104, 38, 170 TE 3: 37b, 42–43, 43j, 109b, 116–117, 145b, 211b TE 4: 47b, 50–51, 113b, 118–119, 152–153, 226–227 TE 5: 50–51, 200–201, 201j</p>

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<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (1.SL.5)</p>	<p>SE 1: 60–61, 91 SE 3: 176–177 SE 5: 200, 240</p> <p>TE 1: 60–61a, 65j, 91, 93j, 119j TE 2: 103j, 169j, 201j TE 3: 43j, 117j, 149j, 177a TE 4: 51j, 119j, 153j, 189j TE 5: 51j, 129j, 165j, 235b, 240–241</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 74–75 Unit 2: 109–111</p>
<p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) (1.SL.6)</p>	<p>SE R: 164 SE 1: 118, 170 SE 3: 180, 216</p> <p>TE R: 15u, 39i, 60–61, 65i, 87d, 164–165 TE 1: 17c–17d, 61b, 64–65, 118–119, 170–171 TE 2: 20–21, 86–87 TE 3: 155d, 180–181, 216–217 TE 4: 119j TE 5: 88–89, 89j, 129j, 235b</p>

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Language Standards K–2	
The following standards for grades K–2 offer a focus for instruction each year 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>	
Conventions of Standard English	
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<p>SE R: 108, 134–135, 161 SE 1: 60–61, 115 SE 2: 68–69, 98–99, 130–131 SE 3: 108–109, 210–211 SE 4: 46–47, 80–81, 112–113, 146–147, 184–185, 220–221 SE 5: 196–197, 234–235</p> <p>TE 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 TE 1: 17c–17d, 29c, 32a, 57b, 61a, 63c, 65g, 83c, 99c, 111c, 114a, 114–115, 119g, 125c, 137c, 140a, 145g, 163c, 166a, 171g TE 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 TE 3: 89c, 105c, 108–109a, 115c, 115e, 141c–141d, 181g, 187c, 207c, 210–211a, 215b, 215e, 217g TE 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 TE 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>Writing to Sources: Unit R: 6–7, 10–11, 14–15, 18–19, 22–23, 26–27 Unit 1: 42–43, 46–47, 50–51, 54–55, 58–59, 62–63 Unit 2: 78–79, 82–83, 86–87, 90–91, 94–95, 98–99</p>

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<p>(Continued) 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<p>(Continued) Unit 3: 114–115, 118–119, 122–123, 126–127, 130–131, 134–135 Unit 4: 150–151, 154–155, 158–159, 162–163, 166–167, 170–171 Unit 5: 186–187, 191–191, 194–195, 198–199, 202–203, 206–207</p>
<p>a. Print all upper- and lowercase letters.</p>	<p>SE R: 35, 61, 87, 138–139, 164–165</p> <p>TE 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 TE 1: 29f, 57e, 65g, 83f, 111f, 137f, 163f TE 2: 33f, 65f, 95f, 127e, 159f, 193e TE 3: 33f, 73f, 105f, 141e, 173e, 207f TE 4: 43e, 77f, 109f, 143e, 181e, 217e TE 5: 39e, 77f, 119f, 155f, 193e, 231f</p>
<p>b. Use common, proper, and possessive nouns.</p>	<p>SE R: 16i, 30–31, 56–57 SE 2: 37, 69, 130–131, 163 SE 4: 18</p> <p>TE R: 15f, 15h, 15q, 15r, 16i, 16k, 30–31, 35d, 39f, 39h, 41b, 42i, 42k, 56–57, 57a, 61d TE 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 TE 4: 18d</p>

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c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops. We hop.</i>).	<p>SE R: 30–31, 56–57 SE 2: 163, 197 SE 3: 77, 109</p> <p>TE 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 TE 2: 143c, 159c, 162a, 162–163, 167b, 169g, 169h, 175c, 193b, 196–197, 199c, 201g TE 3: 17c, 33c, 36a, 41b, 43g, 49c, 73c, 81b, 83g, 89c, 105c, 108a, 109a, 115c, 117g</p>
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	<p>SE 5: 81, 123, 159, 196–197</p> <p>TE 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>
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>).	<p>SE R: 82–83 SE 3: 37, 77, 109, 145, 177</p> <p>TE 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>
f. Use frequently occurring adjectives.	<p>SE R: 60, 134–135, 139 SE 3: 117 SE 4: 47, 81, 113, 147, 152, 185, 221</p> <p>TE R: 41a, 61a, 117f, 117h, 119a, 119b, 119d, 120i, 120k, 134–135a, 138–139a, 139d TE 3: 92a, 116–117a TE 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>

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g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	TE 2: 75e TE 3: 109a, 115e, 117h TE 4: 57c, 77c, 85b TE 5: 77c, 80a, 87c, 89g
h. Use determiners (e.g., <i>articles, demonstratives</i>).	SE R: 93 SE 4: 185 TE R: 93 TE 2: 62–63 TE 4: 159c, 181b, 184a, 187c, 189g, 195c, 220a, 225b
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	SE 1.1: 37 SE 5: 235, 240–241 TE 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. (1.L.1)	SE R: 108, 160–161 SE 1: 86–87, 115, 141, 167 SE 4: 147 SE 5: 43, 197 TE R: 91f, 91h, 93b, 93d, 94i, 94k, 108–109a, 113d, 119d, 120k, 145d, 146k, 160–161, 165d TE 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 TE 2: 65d–65e, 69a, 131a TE 3: 207d–207e TE 4: 147a, 151c TE 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

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<p>k. Write multiple sentences in an order that supports a main idea or story. (AZ.1.L.1)</p>	<p>SE 1: 32-33, 60-61, 86-87, 114-115, 140-141, 166-167 SE 2: 36-37, 68-69, 98-99, 130-131, 162-163, 196-197 SE 3: 36-37, 76-77, 108-109, 144-145, 176-177, 210-211 SE 4: 46-47, 80-81, 112-113, 146-147, 184-185, 220-221 SE 5: 42-43, 80-81, 122-123, 158-159, 196-197, 234-235</p> <p>TE 1: 33a, 61a, 87a, 115a, 141a, 167a, WP•5-WP•7 TE 2: 37a, 69a, 99a, 131a, 163a, 197a, WP•5-WP•7 TE 3: 37a, 77a, 109a, 145a, 177a, 211a, WP•5-WP•7 TE 4: 47a, 81a, 113a, 147a, 185a, 221a, WP•5-WP•7 TE 5: 43a, 81a, 123a, 159a, 197a, 235a, WP•5-WP•7</p> <p>Writing to Sources: Unit R: 6, 8, 10, 14, 16, 18, 20, 22, 24, 26, 28, 30-32, 36-38 Unit 1: 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 64, 66, 68-70, 72-74 Unit 2: 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 106, 108-110 Unit 3: 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 142-143, 146 Unit 4: 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 178-179, 182 Unit 5: 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 214-215, 218</p>

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Conventions of Standard English	
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<p>SE R: 108–109, 161 SE 1: 32–33, 61, 115, 141 SE 2: 99 SE 4: 185</p> <p>TE R: 35d, 61d, 91h, 108–109a, 117h, 134–135, 143f, 145b, 160–161, 161a, 165d TE 1: 32–33, 35c, 37g, 37h–37i, 43c, 61, 61a, 63c, 63e, 93g, 119h, 145h, 169c, 171h TE 2: 37a, 43h–43i, 77h–77i, 98–99, 103h, 137h TE 3: 43h–43i, 83h–83i, 117h–117i, 149h–149i, 181h–181i, 217h–217i TE 4: 51h–51i, 87h–87i, 119h–119i, 181d, 184–185, 185a, 187c, 189h–189i, 227h–227i TE 5: 51h–51i, 89h–89i, 127b–127c, 129h–129i, 165h–165i, 201h–201i, 241h–241i</p> <p>Writing to Sources: Unit R: 6–7, 10–11, 14–15, 18–19, 22–23, 26–27 Unit 1: 42–43, 46–47, 50–51, 54–55, 58–59, 62–63 Unit 2: 78–79, 82–83, 86–87, 90–91, 94–95, 98–99 Unit 3: 114–115, 118–119, 122–123, 126–127, 130–131, 134–135 Unit 4: 150–151, 154–155, 158–159, 162–163, 166–167, 170–171 Unit 5: 186–187, 191–191, 194–195, 198–199, 202–203, 206–207</p>
a. Capitalize dates and names of people.	<p>SE 2: 69, 99, 131</p> <p>TE 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</p>

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b. Use end punctuation for sentences.	<p>SE R: 108–109, 161 SE 1: 32–33, 115, 141, 167 SE 5: 234–235</p> <p>TE R: 91f, 91h, 108–109a, 113d, 143f, 143h, 145d, 146i, 146k, 160–161, 165d TE 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 TE 3: 217h–217i TE 4: 51h–51i, 119h–119i, 189h–189i TE 5: 51h–51i, 235a</p>
c. Use commas in dates and to separate single words in a series.	<p>TE 2: 33e, 37a, 99a, 103h, 137h TE 4: 181d, 184–185, 185a</p>
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<p>TE 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 TE 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 TE 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 TE 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 TE 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</p>

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e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (1.L.2)	<p>TE 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</p> <p>TE 1: 16d–17, 42d, 43, 70d, 71, 73e, 99, 124d, 150d, 151, 153e</p> <p>TE 3: 16d, 19e, 48d, 88d, 91e, 122d, 154d, 157e, 189e</p> <p>TE 4: 16d, 19e, 56d, 92d, 95e, 124d, 127e, 158d, 161e, 195, 197e</p> <p>TE 5: 16d, 56d, 59e, 94d, 97e, 134d, 170d, 206d, 209e</p>
Knowledge of Language	
3. (Begins in grade 2) (1.L.3)	Not applicable according to Arizona Common Core State Standards for English Language Arts
Vocabulary Acquisition and Use	
4. 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.	<p>SE 2: 169 SE 3: 217 SE 4: 87, 189, 227</p> <p>TE 1: 26–27, 37a, 67a–67b, 72a, 78–79, 84a, 88b, 102a TE 2: 52a, 86a, 92–93, 103a, 168–169a, 182–183, 184–185 TE 3: 126a, 149a, 158a, 162–163, 168–169, 217a TE 4: 87a, 162a, 168–169, 188–189a, 227a TE 5: 60a, 72–73, 77g, 174a</p>
a. Use sentence-level context as a clue to the meaning of a word or phrase.	<p>SE 2: 169 SE 3: 217 SE 4: 153 SE 5: 165</p> <p>TE 2: 146a, 150–151, 168–169a TE 3: 190a, 194–195, 198–199, 206–207, 216–217a TE 4: 44–45, 128a, 152–153a TE 5: 112–113, 138a, 146–147, 164–165a</p>
b. Use frequently occurring affixes as a clue to the meaning of a word.	<p>TE 4: 193a, 195c, 197e TE 5: 44d, 136d, 198d, 205a, 206–206a, 206c, 209d–209e</p>

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c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>). (1.L.4)	<p>SE 1: 98, 100 SE 2: 144 SE 3: 88, 122</p> <p>TE 1: 97a, 98, 100, 101b–101c, 101d–101e, 112c–112d, 112e, 112f, 116e–116f TE 2: 144d, 144, 164e–164f TE 3: 87a, 88–88a, 91d, 122, 125d, 178d, 185a TE 4: 114d TE 5: 160d</p>
Vocabulary Acquisition and Use	
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	<p>SE 1: 171 SE 2: 201 SE 3: 43, 83 SE 5: 51, 165</p> <p>TE 1: 154a, 171a TE 2: 178a, 192–193, 201a, 201c, 201–202 TE 3: 20a, 42–43a, 52a, 82–83a, 132–133 TE 5: 20a, 50–51a, 164–165a</p>
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<p>SE R: 31, 35, 87, 113, 165 SE 1: 145; 2: 43, 137 SE 4: 119 SE 5: 129</p> <p>TE R: 15f, 15h, 15q, 31, 31a, 35a, 67a, 86–87a, 93a, 112–113a, 145a, 164–165a TE 1: 20a, 128a, 132–133, 144–145a TE 2: 20a, 42–43a, 112a, 114–115, 136–137a, 193b TE 3: 105g TE 4: 96a, 108–109, 118–119a TE 5: 98a, 108–109, 128–129a</p>
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	<p>SE R: 35, 61, 61a, 87, 113, 165 SE 1: 145 SE 2: 43, 137 SE 4: 119</p> <p>TE R: 61, 61a, 87, 112–113a, 164–165a TE 1: 128a, 132–133, 144–145, 145a TE 2: 20a, 43a, 112a, 136–137a TE 3: 105g TE 4: 118–119a</p>

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<p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p>SE R: 12–13, 36–37, 62–63, 88–89, 114–115, 140–141</p> <p>TE 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>TE 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>TE 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>TE 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>TE 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>TE 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. (1.L.5.)</p>	<p>TE 1: 29d–29e, 74a, 93a</p> <p>TE 2: 182–183, 184–185</p> <p>TE 3: 92a, 117a, 132–133</p> <p>TE 4: 46a, 51g, 93d, 109c, 112a, 119g, 125c, 153g</p> <p>TE 5: 20a, 24–25, 30–31</p>

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<p>6. 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>). (1.L.6)</p>	<p>TE R: 18a, 44a, 70a, 96a, 122a TE 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 TE 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 TE 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 TE 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 TE 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>