

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



to the

**Arizona Common Core Standards  
English Language Arts  
Kindergarten**

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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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<b>Reading Standards for Literature K–2</b>	
<p>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></p>	
<b>Key Ideas and Details</b>	
<p>1. With prompting and support, ask and answer questions about key details in a text. <b>(K.RL.1)</b></p>	<p><b>MSB 1:</b> 27, 47, 48–49, 67, 70–71, 87, 107, 110–111, 130–131  <b>MSB 2:</b> 30–31, 50–51, 70–71, 87, 90–91, 110–111, 127  <b>MSB 3:</b> 47, 50–51, 67, 87, 90–91, 110–111, 127, 129  <b>MSB 4:</b> 27, 30–31, 47, 50–51, 67, 87, 90–91, 127  <b>MSB 5:</b> 27, 29, 30–31, 87, 90–91, 130–131  <b>MSB 6:</b> 47, 50–51, 70–71, 87, 110–111</p> <p><b>TE 1:</b> 26–27, 44, 60–75, 88, 89, 146, 160, 161, 162–171, 174–175, 184–185, 242, 256, 258–277, 290, 291, 302–303, 304–305, 348, 364–383, 397, 469–485, 499, 608–609  <b>TE 2:</b> 96–97, 196–197, 296–297, 340, 342, 358–373, 387, 398–399, 498–499, 544, 560–571, 585  <b>TE 3:</b> 144, 159–173, 187, 198–199, 244, 258–259, 260–271, 285, 298–299, 342, 357–371, 396–397, 494–495, 496–497, 522–523, 540, 554, 556–567, 594–595, 598  <b>TE 4:</b> 44, 59–69, 82, 83, 94–95, 140, 154, 156–171, 184, 196–197, 198–199, 242, 258–271, 277, 284, 285, 298–299, 342, 358–373, 398–399, 494–495, 496–497, 540, 555–573  <b>TE 5:</b> 44, 60–71, 96–97, 204–205, 234, 280–281, 304–305, 348, 362, 363–381, 406–407, 608–609, 610–611  <b>TE 6:</b> 144–145, 160–171, 196–197, 296–297, 342, 358–373, 386, 387, 398–399, 494–495, 496–497, 594–595</p>

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<p>2. With prompting and support, retell familiar stories, including key details. <b>(K.RL.2)</b></p>	<p><b>MSB 1:</b> 26, 46, 66, 86, 106</p> <p><b>TE 1:</b> 42–43, 58, 60–75, 144–145, 160, 224–225, 240–241, 256, 258–277, 290, 291, 304–305, 346–347, 362, 454, 468, 503</p> <p><b>TE 2:</b> 96–97, 196–197, 296–297, 340–341, 356, 542–543, 558</p> <p><b>TE 3:</b> 142–143, 158, 242–243, 340–341, 356, 403, 538–539, 554</p> <p><b>TE 4:</b> 26–27, 42–43, 58, 138–139, 154–155, 202, 224–225, 241, 256, 340–341, 356, 398–399, 538–539, 554</p> <p><b>TE 5:</b> 42–43, 58–59, 346–347, 362, 608–609</p> <p><b>TE 6:</b> 142–143, 158, 177, 296–297, 340–341, 356, 494–495</p> <p><b>Writing to Sources:</b> <b>Unit 6:</b> 200–201</p>
<p>3. With prompting and support, identify characters, settings, and major events in a story. <b>(K.RL.3)</b></p>	<p><b>MSB 1:</b> 14–15, 27, 30, 34–35, 47, 54, 70, 94–95, 107, 110</p> <p><b>MSB 2:</b> 34–35, 70, 89, 90, 129</p> <p><b>MSB 3:</b> 34–35, 50, 74–75</p> <p><b>MSB 4:</b> 74–75, 87, 90, 109, 114–115</p> <p><b>MSB 5:</b> 50, 74–75, 128, 130</p> <p><b>MSB 6:</b> 34–35, 47, 74–75, 89, 94–95, 107, 108–109, 129</p> <p><b>TE 1:</b> 26–27, 42, 44, 58, 60–75, 88, 89, 100–101, 128–129, 144–145, 146, 160, 161, 162–171, 184–185, 198–199, 203, 224–225, 240–241, 242, 256, 258–277, 290, 291, 302–303, 304–305, 306, 364–383, 396, 436–437, 454, 441, 468, 469–485, 498, 596, 608–609</p> <p><b>TE 2:</b> 30, 124–125, 184, 196–197, 198–199, 203, 296–297, 298–299, 328, 358–373, 376–377, 386, 398–399, 500–501, 530, 560–571, 574–575, 585</p> <p><b>TE 3:</b> 30, 76–77, 100–101, 126–127, 144, 158, 159–173, 186, 198–199, 200–201, 204, 205, 260–271, 324–325, 347, 356, 357–371, 384, 385, 396–397, 398–399, 402, 494–495, 496–497, 522–523, 545, 556–567, 580, 581, 585, 594–595</p>

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<p><b>(Continued)</b> 3. With prompting and support, identify characters, settings, and major events in a story. <b>(K.RL.3)</b></p>	<p><b>(Continued)</b> <b>TE 4:</b> 26–27, 44, 58, 59–69, 82, 83, 96–97, 100, 156–171, 184, 185, 189, 196–197, 198–199, 202, 224–225, 256, 258–271, 284, 298–299, 302, 303, 324–325, 342, 347, 356, 358–373, 386, 387, 391, 398–399, 400–401, 404, 430, 472–473, 496–497, 522–523, 540, 554, 555–573, 586, 600–601 <b>TE 5:</b> 60–71, 84, 85, 190, 202–203, 204–205, 330–331, 334, 335, 348, 353, 362–381, 384–385, 394, 395, 399, 408–409, 412, 413, 536, 586–587, 608–609, 610–611 <b>TE 6:</b> 126–127, 144–145, 158, 160–171, 184, 185, 189, 198–199, 324–325, 328, 342, 347, 356, 358–373, 376–377, 386, 391, 398–399, 400–401, 404, 405, 426–427, 430, 431, 449, 472–473, 482, 494–495, 496–497, 526, 570–571</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 6–7, 8–9, 10–11, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 28–29, 30–31, 32, 33–35, 36–39 <b>Unit 2:</b> 54–55, 62–63 <b>Unit 3:</b> 82–83, 84–85, 90–91, 92–93, 102–103, 104, 105–107, 108, 109–111 <b>Unit 4:</b> 114–115, 118–119, 120–121, 126–127, 134–135 <b>Unit 5:</b> 150–151 <b>Unit 6:</b> 186–187, 190–191, 198–199, 202–203, 210–211, 213–215</p>

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<b>Craft and Structure</b>	
4. Ask and answer questions about unknown words in a text. <b>(K.RL.4)</b>	<p><b>MSB 1:</b> 28, 88</p> <p><b>TE 1:</b> 62, 66, 149, 188, 245, 294, 351, 378, 400</p> <p><b>TE 2:</b> 358, 566, 567</p> <p><b>TE 3:</b> 160, 557, 558</p> <p><b>TE 4:</b> 61, 63, 65, 67, 68, 560, 565, 568, 573</p> <p><b>TE 5:</b> 65</p> <p><b>TE 6:</b> 347, 362, 364</p>
5. Recognize common types of texts (e.g., storybooks, poems). <b>(K.RL.5)</b>	<p><b>MSB 1:</b> 70–71, 130–131</p> <p><b>MSB 2:</b> 30–31, 50–51, 70–71, 74–75, 90–91, 110–111, 114–115</p> <p><b>MSB 3:</b> 30–31, 50–51, 90–91, 110–111</p> <p><b>MSB 4:</b> 30–31, 50–51, 90–91, 110–111, 129</p> <p><b>MSB 5:</b> 14–15, 30–31, 50–51, 90–91, 110–111</p> <p><b>MSB 6:</b> 50–51, 70–71, 110–111, 130–131</p> <p><b>TE 1:</b> 42, 100–101, 144, 240, 302–303, 346, 608–609</p> <p><b>TE 2:</b> 96–97, 196–197, 296–297, 324–325, 340, 356–357, 375, 386, 398–399, 400–401, 498–499, 526–527, 542, 558, 598–599</p> <p><b>TE 3:</b> 98–99, 142, 186, 198–199, 242, 340, 396–397, 494–495, 538</p> <p><b>TE 4:</b> 42, 94–95, 138, 196–197, 240, 340, 398–399, 494–495, 526, 538, 576–577, 586, 587</p> <p><b>TE 5:</b> 26–27, 42, 58, 84, 96–97, 98–99, 202–203, 346, 406–407, 504–505, 608–609</p> <p><b>TE 6:</b> 142, 196–197, 296–297, 340, 482, 494–495, 592–593</p>

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6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <b>(K.RL.6)</b>	<p><b>MSB 4:</b> 89 <b>MSB 6:</b> 108–109</p> <p><b>TE 1:</b> 142, 238, 344, 552 <b>TE 2:</b> 40, 138, 154, 238, 256, 338, 354, 440, 456, 540, 556 <b>TE 3:</b> 40, 56, 140, 142, 240, 338, 354, 438, 454, 536, 552 <b>TE 4:</b> 40, 56, 136, 152, 238, 254, 328, 338, 340, 354, 376–377, 440, 456, 552 <b>TE 5:</b> 40, 138, 154, 244, 260, 309, 360, 448, 464, 546, 562 <b>TE 6:</b> 40, 56, 140, 156, 238, 254, 338, 354, 430, 456, 472–473, 536, 552</p>
<b>Integration of Knowledge and Ideas</b>	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). <b>(K.RL.7)</b>	<p><b>MSB 1:</b> 110–111 <b>MSB 6:</b> 90–91</p> <p><b>TE 1:</b> 42–43, 56–57, 62–75, 144–145, 158–159, 162–171, 258–277, 330–331, 346–347, 364–383, 469–485 <b>TE 2:</b> 124–125, 340–341, 356, 358–373, 542–543, 560–571 <b>TE 3:</b> 142–143, 159–173, 242–243, 260–271, 340–341, 357–371, 538–539, 556–567 <b>TE 4:</b> 42–43, 59–69, 138, 156–171, 240, 258–271, 340–341, 358–373, 538–539, 555–573 <b>TE 5:</b> 42–43, 60–71, 346–347, 362, 363–381 <b>TE 6:</b> 142–143, 160–171, 184, 340–341, 358–373, 398–399</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 20–21, <b>Unit 2:</b> 44–45 <b>Unit 3:</b> 86–87 <b>Unit 5:</b> 172–173, 174–175, 176, 177–179, 180, 181–183</p>
8. (Not applicable to literature) <b>(K.RL.8)</b>	Not applicable according to the Arizona Common Core State Standards for English Language Arts



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

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<b>Reading Standards for Informational Text K–2</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer questions about key details in a text. <b>(K.RI.1)</b>	<p><b>MSB 1:</b> 50, 90, 126  <b>MSB 2:</b> 27, 47, 67, 107, 130  <b>MSB 3:</b> 27, 70, 94–95, 107, 130  <b>MSB 4:</b> 70, 107, 130  <b>MSB 5:</b> 47, 66, 68, 107, 114–115, 127  <b>MSB 6:</b> 27, 30, 67, 106–107, 114–115, 127</p> <p><b>TE 1:</b> 196–197, 408–409, 556, 572–583  <b>TE 2:</b> 44, 60–71, 85, 142, 156, 158–171, 185, 242, 256, 258–271, 285, 444, 459–473  <b>TE 3:</b> 44, 60–73, 296–297, 424–425, 442, 456, 458–469, 482, 500, 592–593  <b>TE 4:</b> 296–297, 444, 458, 459–469, 598–599  <b>TE 5:</b> 142, 158–177, 191, 208, 248, 264–277, 290, 291, 302–303, 452, 468–479, 492, 532–533, 550, 564, 566–583, 614  <b>TE 6:</b> 26–27, 59–73, 86, 98–99, 100–101, 242, 257–271, 298–299, 444, 458, 459–469, 483, 522–523, 540, 554, 556–557, 580, 598</p>

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<p align="center"><b>Arizona Common Core Standards English Language Arts</b></p>	<p align="center"><b>Scott Foresman Reading Street Kindergarten, ©2013</b></p>
<p>2. With prompting and support, identify the main topic and retell key details of a text. <b>(K.RI.2)</b></p>	<p><b>MSB 1:</b> 50, 126  <b>MSB 2:</b> 26, 46, 54–55, 66, 106, 130  <b>MSB 3:</b> 26, 70, 106, 114–115, 130  <b>MSB 4:</b> 106, 130  <b>MSB 5:</b> 46, 66, 70, 94–95, 106, 126  <b>MSB 6:</b> 26, 30, 54–55, 66, 106, 126</p> <p><b>TE 1:</b> 196–197, 408–409, 554–555, 570, 572–583  <b>TE 2:</b> 42–43, 58, 140–141, 224–225, 240–241, 256–257, 277, 284, 426–427, 442–443, 458, 596–597  <b>TE 3:</b> 42–43, 75, 86, 87, 296–297, 440–441, 456, 592–593  <b>TE 4:</b> 296–297, 442–443, 458, 482, 483, 487, 598–599  <b>TE 5:</b> 140–141, 156, 246–247, 262, 302–303, 434–435, 450–451, 466–467, 492, 506–507, 510, 548–549, 564, 596  <b>TE 6:</b> 42–43, 98–99, 224–225, 240–241, 242, 256, 277, 284, 298–299, 302, 442–443, 458, 538–539, 554</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27</p>

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

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6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <b>(K.RI.)</b>	<b>TE 1:</b> 150, 554 <b>TE 2:</b> 42, 140, 238, 240, 442, 540 <b>TE 3:</b> 440 <b>TE 4:</b> 140, 338, 442 <b>TE 5:</b> 140, 246, 309, 450 <b>TE 6:</b> 42, 240, 442, 538
<b>Integration of Knowledge and Ideas</b>	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). <b>(K.RI.7)</b>	<b>MSB 1:</b> 50 <b>MSB 2:</b> 130 <b>MSB 3:</b> 70 <b>MSB 5:</b> 70–71  <b>TE 1:</b> 196–197, 408–409, 554–555, 570, 572–583 <b>TE 2:</b> 42–43, 60–71, 140–141, 158–171, 224–225, 240–241, 258–271, 442–443, 459–473 <b>TE 3:</b> 42–43, 60–73, 296–297, 440–441, 458–469 <b>TE 4:</b> 442–443, 458, 459–469 <b>TE 5:</b> 140–141, 158–177, 246–247, 262, 264–277, 302–303, 450–451, 468–479, 548–549, 564, 566–583 <b>TE 6:</b> 42–43, 59–73, 98–99, 240–241, 256, 257–271, 442–443, 458, 459–469, 538–539, 554, 556–557  <b>Writing to Sources:</b> <b>Unit 2:</b> 42–43, 44–45, 66–67, 69–71, 73–75 <b>Unit 4:</b> 130–131, 136–137, 166–167 <b>Unit 6:</b> 194–195
8. With prompting and support, identify the reasons an author gives to support points in a text. <b>(K.RI.8)</b>	<b>TE 2:</b> 85, 185, 285, 487 <b>TE 3:</b> 87, 483 <b>TE 4:</b> 483 <b>TE 5:</b> 191, 291, 493, 597 <b>TE 6:</b> 87, 285, 483, 581
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <b>(K.RI.9)</b>	<b>MSB 2:</b> 127 <b>MSB 6:</b> 27, 127  <b>TE 2:</b> 87, 176, 276, 444, 478 <b>TE 3:</b> 78, 474 <b>TE 4:</b> 247, 474, 500 <b>TE 5:</b> 182, 250, 282, 484, 588 <b>TE 6:</b> 44, 78, 276, 289, 303, 474, 540, 572

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<b>Range of Reading and Level of Text Complexity</b>	
10. Actively engage in group reading activities with purpose and understanding. <b>(K.RI.10)</b>	<p><b>TE 1:</b> 554, 571, 597  <b>TE 2:</b> 42–43, 59, 85, 140, 157, 185, 240, 257, 285, 442–443, 458, 487  <b>TE 3:</b> 42, 59, 87, 440–441, 457, 483  <b>TE 4:</b> 443, 483  <b>TE 5:</b> 140, 157, 191, 246, 263, 291, 450–451, 466–467, 493, 548, 565, 597  <b>TE 6:</b> 42, 58, 87, 240–241, 285, 442–443, 458, 483, 538–539, 555, 581</p>
a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding. <b>(AZ.K.RI.10)</b>	<p><b>MSB 1:</b> 126-127  <b>MSB 2:</b> 26-27, 46-47, 66-67, 106-107, 130-131  <b>MSB 3:</b> 26-27, 106-107  <b>MSB 4:</b> 106-107  <b>MSB 5:</b> 46-47, 66-67, 106-107, 126-127  <b>MSB 6:</b> 26-27, 66-67, 106-107, 126-127</p> <p><b>TE 1:</b> 554, 571, 591  <b>TE 2:</b> 42-43, 59-70, 85, 140, 157-171, 185, 240, 257-271, 285, 442, 458-473, 487  <b>TE 3:</b> 42, 59-73, 87, 440-441, 457-469, 483  <b>TE 4:</b> 442-443, 458-469, 483  <b>TE 5:</b> 140, 157-175, 191, 246, 262-277, 291, 450, 466-479, 493, 548, 565-583, 597  <b>TE 6:</b> 42, 58-73, 87, 240-241, 256-271, 285, 442, 458-469, 483, 538, 555-565, 581</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 27  <b>Unit 2:</b> 43, 57, 51, 59  <b>Unit 3:</b> 79, 95  <b>Unit 4:</b> 131  <b>Unit 5:</b> 155, 159, 167, 171  <b>Unit 6:</b> 187, 195, 203, 207</p>

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<b>Reading Standards: Foundational Skills</b>	
<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>	
<b>Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</b>	
<b>Print Concepts</b>	
1. Demonstrate understanding of the organization and basic features of print.	<b>TE 1:</b> 20–21, 24–25, 36–37, 87, 126, 138, 144, 158, 222, 234, 237, 240, 328, 344, 434, 466–467, 595 <b>TE 2:</b> 24 <b>TE 3:</b> 24, 242, 340 <b>TE 4:</b> 42, 236, 603 <b>TE 6:</b> 142
a. Follow words from left to right, top to bottom, and page by page.	<b>TE 1:</b> 24–25, 40–41, 42, 126, 138, 142–143, 144, 158, 183, 234, 238–239, 240, 340, 346 <b>TE 2:</b> 24 <b>TE 3:</b> 24 <b>TE 5:</b> 42, 548 <b>TE 6:</b> 340
b. Recognize that spoken words are represented in written language by specific sequences of letters.	<b>TE 1:</b> 23, 125, 138, 221, 234, 327, 340, 433, 446, 535 <b>TE 2:</b> 23, 36, 121, 134, 221, 234, 321, 334, 423, 436, 523, 537 <b>TE 3:</b> 23, 36, 123, 136–137, 223, 236, 321, 334, 421, 434–435, 519, 532–533 <b>TE 4:</b> 23, 36, 119, 132, 321, 321, 334, 423, 436, 519, 532–533 <b>TE 5:</b> 23, 37, 121, 134, 227, 240, 327, 340, 431, 444, 529, 542 <b>TE 6:</b> 23, 36, 123, 136, 221, 234, 321, 334, 423, 436, 519, 532
c. Understand that words are separated by spaces in print.	<b>TE 1:</b> 237, 599 <b>TE 2:</b> 23, 587 <b>TE 3:</b> 39, 583 <b>TE 4:</b> 538 <b>TE 5:</b> 613 <b>TE 6:</b> 597

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d. Recognize and name all upper- and lowercase letters of the alphabet. <b>(K.RF.1)</b>	<p><b>MSB 1:</b> 16, 36, 56, 76, 96, 116</p> <p><b>TE 1:</b> 20–21, 36–37, 49, 54–55, 81, 86, 93, 96, 98–99, 107, 122, 138, 142, 156–157, 182, 183, 192, 194–195, 218, 229, 234, 238–239, 254–255, 278, 283, 288, 295, 298, 300–301, 324–325, 340, 358–359, 394, 405, 406–407, 446, 464–465, 495, 593</p> <p><b>TE 2:</b> 54, 152, 352, 454, 549, 554</p> <p><b>TE 3:</b> 54, 154, 254, 352, 452, 550</p> <p><b>TE 4:</b> 54, 177, 253, 352, 454, 550</p> <p><b>TE 5:</b> 54, 152, 258, 358, 462, 560</p> <p><b>TE 6:</b> 54, 154, 252, 352, 454, 550</p>
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<p><b>MSB 1:</b> 32–33, 52–53, 72–73, 92–93, 112–113</p> <p><b>MSB 2:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p><b>MSB 3:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p><b>MSB 4:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p><b>MSB 5:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p><b>MSB 6:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p><b>TE 1:</b> 120–121, 136–137, 150, 151, 154–155, 180, 192, 216–217, 235, 286–287, 294, 322–323, 335, 338–339, 356–357, 392–393, 404, 428–429, 431, 444–445, 506, 507, 560, 600, 606–607</p> <p><b>TE 2:</b> 18–19, 20–21, 30, 34–35, 77, 116–117, 132–133, 147, 150–151, 216–217, 232–233, 234–235, 246, 250–251, 316–317, 332–333, 350–351, 418–419, 421, 434–435, 484, 519, 534–535, 553, 582, 589, 589</p> <p><b>TE 3:</b> 18–19, 34–35, 52–53, 79, 84, 94, 118–119, 134–135, 152–153, 194, 218–219, 234–235, 252–253, 292, 316–317, 332–333, 350–351, 392, 416–417, 432–433, 450–451, 490, 514–515, 530–531, 588</p>



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<p><b>(Continued)</b> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p><b>(Continued)</b> <b>TE 4:</b> 18–19, 34–35, 48, 49, 52–53, 90, 114–115, 130–131, 148–149, 192, 216–217, 232–233, 250–251, 292, 316–317, 333, 350–351, 394, 418–419, 452–453, 490, 514–515, 530–531, 594 <b>TE 5:</b> 18–19, 34–35, 52–53, 92, 116–117, 132–133, 150–151, 198, 222–223, 253, 256–257, 286, 298, 322–323, 338–339, 356–357, 387, 390, 402, 426–427, 442–443, 460–461, 490, 500, 524–525, 540–541, 558–559, 594, 604 <b>TE 6:</b> 18–19, 31, 34–35, 52–53, 82, 94, 118–119, 134–135, 152–153, 180, 192, 216–217, 229, 232–233, 250–251, 280, 292, 316–317, 329, 332–333, 350–352, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 527, 530–531, 548–549, 576, 588</p>
<p>a. Recognize and produce rhyming words.</p>	<p><b>MSB 1:</b> 12, 68 <b>MSB 2:</b> 32, 90 <b>MSB 3:</b> 30, 68, 72 <b>MSB 4:</b> 110 <b>MSB 5:</b> 30, 32, 72, 110 <b>MSB 6:</b> 92, 130</p> <p><b>TE 1:</b> 18–19, 34–35, 52–53, 84–85, 96, 137, 181, 188, 189, 217, 228, 279, 280–281, 287, 357, 547 <b>TE 2:</b> 35, 49, 233, 375, 398–399, 419, 449 <b>TE 3:</b> 98–99, 230, 274–275, 277, 433, 569 <b>TE 4:</b> 494–495, 526, 527, 576–577 <b>TE 5:</b> 96–97, 179, 279, 485, 504–505 <b>TE 6:</b> 196–197, 375, 592–593</p> <p><b>Writing to Sources:</b> <b>Unit 2:</b> 56–57 <b>Unit 6:</b> 208–209</p>

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

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<p>c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p><b>MSB 1:</b> 52, 72, 92, 96, 112  <b>MSB 2:</b> 12, 16, 32, 36, 52, 56, 72, 96, 112, 116, 118  <b>MSB 3:</b> 12, 16, 32, 36, 56, 76, 96, 116  <b>MSB 4:</b> 12, 32  <b>MSB 5:</b> 12, 72, 92, 96, 98  <b>MSB 6:</b> 12, 32, 52, 72, 92, 112</p> <p><b>TE 1:</b> 216–217, 232–233, 250, 298, 322–323, 338–339, 356–357, 392, 404, 428–429, 444–445, 446, 462–463, 464, 491, 494, 496, 530–531, 546–547, 564–565, 592, 594, 604  <b>TE 2:</b> 18–19, 34–35, 36–37, 52–53, 80, 82, 89, 92, 116–117, 119, 132–133, 135, 150–151, 180, 192, 216–217, 219, 232–233, 234–235, 250–251, 280, 292, 316–317, 319, 332–333, 334–335, 350–351, 382, 394, 405, 434–435, 436–437, 452–453, 482, 494, 534–535, 536–537, 552–553, 580, 592  <b>TE 3:</b> 18–19, 21, 34–35, 36–37, 52–53, 82, 94, 118–119, 121, 134–135, 136–137, 152–153, 218–219, 221, 234–235, 236–237, 252–253, 280, 316–317, 319, 332–333, 334–335, 350–351, 380, 392, 416–417, 432–433, 434–435, 447, 450–451, 478, 490, 514–515, 530–531, 532–533, 548–549, 576, 588  <b>TE 4:</b> 18–19, 21, 34–35, 36–37, 52–53, 78, 90, 114–115, 117, 130–131, 132–133, 148–149, 180, 192, 280, 316–317, 319, 332–333, 350–351, 394, 434–435, 436–437, 452–453, 478, 490, 514–515, 530–531, 548–549, 582, 594  <b>TE 5:</b> 18–19, 21, 31, 34–35, 36–37, 52–53, 80, 92, 186, 222–223, 238–239, 256–257, 298, 322–323, 338–339, 356–357, 390, 402, 426–427, 442–443, 444–445, 460–461, 488, 500, 524–525, 540–541, 558–559, 592, 604  <b>TE 6:</b> 18–19, 34–35, 52–53, 82, 94, 118–119, 131, 134–135, 152–153, 192, 216–217, 232–233, 250–251, 280, 292, 316–317, 332–333, 350–352, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 530–531, 545, 548–549, 573, 576, 588</p>

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<p>d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <b>(K.RF.2)</b></p>	<p><b>MSB 1:</b> 72, 92, 112  <b>MSB 2:</b> 12, 32, 52  <b>MSB 3:</b> 112  <b>MSB 4:</b> 12, 32, 52, 72, 92, 112  <b>MSB 5:</b> 12, 32, 92  <b>MSB 6:</b> 12, 52</p> <p><b>TE 1:</b> 21, 53, 232–233, 250, 323, 338, 356–357, 404, 429, 462–463, 531, 565  <b>TE 2:</b> 18–19, 35, 49, 53, 116–117, 182, 216–217, 252, 282, 316–317, 384, 434–435, 452–453, 518–519, 534–535, 553  <b>TE 3:</b> 18–19, 53, 118–119, 134–135, 152–153, 182, 194, 218–219, 234–235, 252–253, 292, 316–317, 329, 332–333, 351, 377, 389, 451, 479, 549  <b>TE 4:</b> 18–19, 34–35, 53, 114–115, 131, 149, 216–217, 232–233, 250–251, 292, 316–317, 332–333, 350–351, 382, 418–419, 452–453, 548–549  <b>TE 5:</b> 18–19, 34–35, 52–53, 116–117, 132–133, 150–151, 198, 223, 238–239, 256–257, 322–323, 338–339, 356–357, 426–427, 442–443, 460–461, 524–525, 540–541, 558–559  <b>TE 6:</b> 18–19, 34–35, 52–53, 118–119, 134–135, 152–153, 216–217, 232–233, 250–251, 316–317, 332–333, 350–352, 549</p>

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<b>Phonics and Word Recognition</b>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>MSB 2:</b> 36, 56, 76, 96, 116</p> <p><b>TE 1:</b> 430, 434–435, 450–451, 595, 605  <b>TE 2:</b> 20–21, 24–25, 31, 36–37, 40–41, 54–55, 56–57, 81, 83, 93, 94–95, 118–119, 134–135, 138–139, 152–153, 154–155, 181, 183, 193, 194–195, 218–219, 234–235, 238–239, 252–253, 254–255, 281, 283, 293, 294–295, 318–319, 334–335, 338–339, 352–353, 354–355, 383, 385, 395, 396–397, 420–421, 424–425, 436–437, 440–441, 454–455, 456–457, 479, 483, 485, 495, 496–497, 520–521, 524–525, 536–537, 540–541, 554–555, 556–557, 581, 583, 593, 594–595  <b>TE 3:</b> 20–21, 24–25, 36–37, 40–41, 54–55, 56–57, 83, 85, 95, 96–97, 120–121, 124–125, 136–137, 140–141, 154–155, 156–157, 183, 185, 195, 196–197, 220–221, 224–225, 240–241, 254–255, 256–257, 283, 293, 294–295, 318–319, 322–323, 338–339, 352–353, 354–355, 383, 393, 394–395, 418–419, 422–423, 434–435, 438–439, 452–453, 454–455, 479, 480, 481, 491, 492–493, 516–517, 520–521, 532–533, 536–537, 550–551, 552–553, 577, 579, 589, 590–591  <b>TE 4:</b> 20–21, 24–25, 40–41, 54–55, 56–57, 81, 91, 92–93, 116–117, 120–121, 136–137, 150–151, 152–153, 183, 193, 194–195, 218–219, 222–223, 238–239, 252–253, 254–255, 282, 283, 293, 294–295, 318–319, 322–323, 338–339, 352–353, 354–355, 385, 395, 396–397, 420–421, 424–425, 436–437, 440–441, 449, 454–455, 456–457, 479, 481, 491, 492–493, 516–517, 520–521, 532–533, 536–537, 550–551, 552–553, 583, 585, 595, 596–597</p>

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

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<p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	<p><b>MSB 1:</b> 116, 118  <b>MSB 2:</b> 16, 18, 36, 38, 52, 56, 58, 76, 78, 96, 98</p> <p><b>TE 1:</b> 430, 446, 450–451, 459, 464, 497, 532–533, 536–537, 543, 548, 552–553, 561, 566–567, 568–569, 593, 594, 601, 606–607</p> <p><b>TE 2:</b> 81, 118–119, 122–123, 134–135, 138–139, 152–153, 193, 194–195, 203, 218–219, 222–223, 234–235, 247, 252–253, 281, 289, 293, 294–295, 318–319, 329, 334–335, 338–339, 347, 352–353, 383, 395, 396–397, 440–441, 454–455, 483, 521, 536–537, 554–555, 581, 603</p> <p><b>TE 3:</b> 20–21, 36–37, 40–41, 49, 54–55, 83, 95, 96–97, 120–121, 131, 136–137, 140–141, 149, 154–155, 183, 195, 196–197, 220–221, 236–237, 249, 254–255, 281, 293, 294–295, 318–319, 334–335, 352–353, 381, 393, 394–395, 479, 532–533, 550–551</p> <p><b>TE 4:</b> 20–21, 36–37, 54–55, 75, 91, 92–93, 116–117, 132–133, 145, 150–151, 177, 181, 193, 194–195, 218–219, 234–235, 252–253, 281, 293, 294–295, 318–319, 334–335, 338–339, 352–353, 383, 395, 396–397, 479, 517, 532–533, 550–551, 583, 591</p> <p><b>TE 5:</b> 20–21, 36–37, 54–55, 77, 93, 94–95, 118–119, 134–135, 152–153, 187, 199, 200–201, 225, 241, 258–259, 287, 325, 341, 358–359, 391, 399, 428–429, 444–445, 457, 462–463, 501, 502–503, 526–527, 537, 542–543, 555, 560–561, 593, 605, 606–607</p> <p><b>TE 6:</b> 20–21, 36–37, 54–55, 83, 105, 121, 137, 154–155, 219, 234–235, 252–253, 281, 319, 334–335, 352–353, 420–421, 436–437, 454–455, 516–517, 532–533, 550–551</p>

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b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<p><b>TE 2:</b> 20–21, 36–37, 40–41, 54, 93, 94–95, 420–421, 436–437, 454–455, 495, 496–497, 520–521, 531, 536–537, 554–555, 593, 594–595, 603</p> <p><b>TE 3:</b> 131, 418–419, 434–435, 452–453, 491, 492–493, 501, 516–517, 532–533, 550–551, 577, 589, 590–591</p> <p><b>TE 4:</b> 79, 420–421, 436–437, 454–455, 491, 492–493, 516–517, 532–533, 550–551, 595, 596–597</p> <p><b>TE 5:</b> 81, 224–225, 240–241, 258–259, 299, 300–301, 324–325, 340–341, 358–359, 391, 399, 403, 404–405, 489</p> <p><b>TE 6:</b> 20–21, 36–37, 54–55, 95, 96–97, 120–121, 136–137, 154–155, 181, 193, 154–155, 194–195, 218–219, 234–235, 247, 252–253, 281, 292, 294–295, 303, 318–319, 334–335, 352–353, 383, 391, 395, 396–397, 420–421, 436–437, 440–441, 454–455, 487, 516–517, 532–533, 550–551</p>
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	<p><b>MSB 5:</b> 17, 37, 57, 77, 97, 117 <b>MSB 6:</b> 17, 37, 57, 77, 97, 117</p> <p><b>TE 1:</b> 23, 24–25, 31, 39, 40–41, 56–57, 87, 97, 98–99, 125, 126–127, 141, 142–143, 177, 194–195, 221, 222–223, 237, 238–239, 289, 300–301, 327, 328–329, 343, 344–345, 360–361, 406–407, 433, 434–435, 449, 450–451, 465, 535, 536–537, 551, 552–553, 568–569, 595, 606–607</p> <p><b>TE 2:</b> 23, 39, 40–41, 94–95, 121, 137, 138–139, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 496–497, 523, 539, 540–541, 594–595</p> <p><b>TE 3:</b> 23, 39, 40–41, 96–97, 123, 139, 140–141, 196–197, 223, 236–237, 239, 240–241, 294–295, 321, 337, 338–339, 394–395, 421, 437, 438–439, 492–493, 519, 535, 536–537, 545, 590–591</p> <p><b>TE 4:</b> 23, 39, 40–41, 92–93, 119, 135, 136–137, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 596–597</p>



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<p><b>(Continued)</b></p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p><b>(Continued)</b></p> <p><b>TE 5:</b> 23, 39, 40–41, 94–95, 121, 137, 138–139, 195, 200–201, 227, 243, 244–245, 300–301, 327, 343, 344–345, 404–405, 431, 448–449, 485, 502–503, 529, 545, 546–547, 606–607</p> <p><b>TE 6:</b> 23, 39, 40–41, 96–97, 123, 139, 140–141, 189, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 590–591</p>
<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <b>(K.RF.3)</b></p>	<p><b>TE 2:</b> 334–335, 352, 436–437, 454–455, 536–537</p> <p><b>TE 3:</b> 36, 54–55, 136–137, 191, 236, 334–335, 429, 434, 452, 475, 532, 573, 599</p> <p><b>TE 4:</b> 36, 87, 132, 150, 334, 436, 454, 532–533, 550</p> <p><b>TE 5:</b> 36–37, 134, 152, 240, 287, 340, 358, 444, 542</p> <p><b>TE 6:</b> 36, 136–137, 234, 252, 277, 352, 431, 436, 454, 585</p>
<b>Fluency</b>	
<p>4. Read emergent-reader texts with purpose and understanding. <b>(K.RF.4)</b></p>	<p><b>MSB 1:</b> 18, 38, 58, 78, 98, 118</p> <p><b>MSB 2:</b> 18, 38, 58, 78, 98, 118</p> <p><b>MSB 3:</b> 18, 38, 58, 78, 98, 118</p> <p><b>MSB 4:</b> 18, 38, 58, 78, 98, 118</p> <p><b>MSB 5:</b> 18, 38, 58, 78, 98, 118</p> <p><b>MSB 6:</b> 18, 38, 58, 78, 98, 118</p> <p><b>TE 1:</b> 40–41, 56–57, 142–143, 238–239, 344–345, 434–435, 450–451, 466–467, 536–537, 552–553</p> <p><b>TE 2:</b> 24–25, 40–41, 56–57, 122–123, 138–139, 154–155, 183, 222–223, 238–239, 254–255, 283, 322–323, 338–339, 424–425, 440–441, 456–457, 524–525, 540–541</p> <p><b>TE 3:</b> 24–25, 40–41, 56–57, 124–125, 140–141, 224–225, 240–241, 322–323, 338–339, 422–423, 438–439, 520–521, 536–537</p> <p><b>TE 4:</b> 24–25, 40–41, 120–121, 136–137, 222–223, 238–239, 322–323, 338–339, 424–425, 440–441, 520–521, 536–537</p>

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<p><b>(Continued)</b> 4. Read emergent-reader texts with purpose and understanding. <b>(K.RF.4)</b></p>	<p><b>(Continued)</b> <b>TE 5:</b> 24–25, 40–41, 122–123, 138–139, 154–155, 228–229, 244–245, 328–329, 344–345, 432–433, 448–449, 464–465, 530–531, 546–547, 562–563 <b>TE 6:</b> 24–25, 40–41, 56–57, 124–125, 140–141, 156–157, 222–223, 238–239, 254–255, 322–323, 338–339, 354–355, 424–425, 440–441, 456–457, 520–521, 536–537, 552–553</p>
<p><b>Writing Standards K–2</b></p> <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>	
<p><b>Text Types and Purposes</b></p>	
<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). <b>(K.W.1)</b></p>	<p><b>TE 1:</b> 29, 413, 541, 558, 585 <b>TE 2:</b> 29, 127, 244 <b>TE 3:</b> 29, 189, 501 <b>TE 4:</b> 29, 125, 446, 471, 485 <b>TE 5:</b> 29, 127, 383 <b>TE 6:</b> 29, 129, 146, 446</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 222–223, 224–225, 226–227 <b>Unit 2:</b> 228–229, 230–231, 232–233, 234–235 <b>Unit 3:</b> 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104, 105–107, 108, 109–111, 236–237, 238–239, 240–241 <b>Unit 4:</b> 242–243, 244–245, 246–247, 248–249 <b>Unit 5:</b> 150–151, 152–153, 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176, 177–179, 180, 181–183, 250–251, 252–253, 254–255, 256–257 <b>Unit 6:</b> 258–259, 260–261, 262–263, 264–265</p>

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<p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. <b>(K.W.2)</b></p>	<p><b>TE 1:</b> 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501  <b>TE 2:</b> 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475  <b>TE 3:</b> 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499  <b>TE 4:</b> 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603  <b>TE 5:</b> 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613  <b>TE 6:</b> 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 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  <b>Unit 4:</b> 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140, 141–143, 144, 145–147</p>
<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <b>(K.W.3)</b></p>	<p><b>TE 1:</b> 148, 244, 279, 293, 307, 456, 541, 558, 613  <b>TE 2:</b> 101, 327, 429, 489, 503, 529, 546, 601  <b>TE 3:</b> 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597  <b>TE 4:</b> 85, 125, 187, 201, 327, 389, 471  <b>TE 5:</b> 101, 127, 333, 350  <b>TE 6:</b> 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32, 33–35, 36, 37–39, 266–267, 268–269, 270–271  <b>Unit 2:</b> 272–273, 274–275  <b>Unit 3:</b> 276–277, 278–279, 280–281  <b>Unit 4:</b> 282–283, 284–285  <b>Unit 5:</b> 286–287, 288–289</p>

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<p><b>(Continued)</b> 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <b>(K.W.3)</b></p>	<p><b>(Continued)</b> <b>Unit 6:</b> 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212, 213–215, 216, 217–219, 290–291, 292–293</p>
<b>Production and Distribution of Writing</b>	
<p>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). <b>(K.W.4)</b></p>	<p>See citations for Grade-specific expectations for writing types in standards 1-3 above.</p>
<p>a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose. <b>(AZ.K.W.4)</b></p>	<p><b>MSB 5:</b> 87 <b>MSB 6:</b> 87</p> <p><b>TE 1:</b> 173, 385 <b>TE 2:</b> 73, 173, 273 <b>TE 3:</b> 175, 471 <b>TE 4:</b> 71, 461 <b>TE 5:</b> 293, 383, 481, 535, 552, 585, 599, 613</p> <p><b>Writing to Sources:</b> <b>Unit 2:</b> 64-65 <b>Unit 4:</b> 138-139 <b>More Connect the Texts:</b> 222-223, 224-225, 226-227, 228-229, 232-233, 236-237, 242-243, 246-247, 250-251, 256-257, 258-259, 260-261, 262-263</p>

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<b>Production and Distribution of Writing</b>	
<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. <b>(K.W.5)</b></p>	<p><b>TE 1:</b> 91, 187, 293, 399, 501, 585, 599  <b>TE 2:</b> 87, 187, 287, 389, 489, 573, 587  <b>TE 3:</b> 89, 189, 287, 387, 485, 569, 583  <b>TE 4:</b> 85, 187, 287, 389, 485, 589, 603  <b>TE 5:</b> 87, 193, 293, 397, 495, 599, 613  <b>TE 6:</b> 89, 187, 287, 389, 485, 583, 597</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 37–39  <b>Unit 2:</b> 73–75  <b>Unit 3:</b> 109–111  <b>Unit 4:</b> 145–147  <b>Unit 5:</b> 181–183  <b>Unit 6:</b> 217–219</p>
<p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <b>(K.W.6)</b></p>	<p><b>TE 1:</b> 558, 585, 599, 613  <b>TE 2:</b> 546, 573, 587, 601  <b>TE 3:</b> 542, 569, 583, 597  <b>TE 4:</b> 575, 589, 603  <b>TE 5:</b> 613  <b>TE 6:</b> 569, 583, 597</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 37–39  <b>Unit 2:</b> 73–75  <b>Unit 3:</b> 109–111  <b>Unit 4:</b> 145–147  <b>Unit 5:</b> 181–183  <b>Unit 6:</b> 217–219</p>

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<b>Research to Build and Present Knowledge</b>	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <b>(K.W.7)</b>	<p><b>TE 1:</b> 201, 227, 279, 333, 413, 541, 558, 585, 599, 613</p> <p><b>TE 2:</b> 87, 101, 173, 201, 273, 327, 375, 475, 529, 546, 573, 587, 601</p> <p><b>TE 3:</b> 75, 89, 103, 189, 203, 287, 301, 327, 401, 471, 485, 499, 525, 542, 569, 583, 597</p> <p><b>TE 4:</b> 71, 85, 99, 173, 187, 227, 244, 273, 287, 301, 327, 375, 471, 485, 499, 525, 542, 575, 589, 603</p> <p><b>TE 5:</b> 73, 101, 179, 233, 279, 293, 307, 333, 411, 481, 495, 508, 552, 585, 599, 613</p> <p><b>TE 6:</b> 75, 89, 103, 173, 187, 201, 227, 273, 287, 301, 327, 375, 389, 403, 471, 485, 499, 525, 542, 569, 583, 597</p> <p><b>Writing to Sources:</b> <b>Unit 4:</b> 138–139, 140, 141–143, 144, 145–147</p>
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <b>(K.W.8)</b>	<p><b>TE 1:</b> 131, 148, 187, 201, 333, 501, 541</p> <p><b>TE 2:</b> 127, 144, 187, 227, 244, 287, 344, 389, 429, 446, 489, 503, 529</p> <p><b>TE 3:</b> 29, 89, 103, 129, 146, 189, 203, 229, 231, 232, 246, 287, 344, 387, 401, 427, 444, 485, 525, 573</p> <p><b>TE 4:</b> 29, 46, 71, 85, 99, 125, 142, 187, 201, 227, 273, 287, 301, 344, 389, 403, 429, 446, 485, 499, 525, 542</p> <p><b>TE 5:</b> 29, 46, 87, 127, 144, 193, 207, 233, 250, 293, 307, 350, 397, 411, 437, 454, 495, 508, 535, 552</p> <p><b>TE 6:</b> 29, 46, 75, 89, 103, 129, 187, 201, 227, 244, 273, 287, 301, 344, 429, 485, 499, 525, 542</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 222–223, 224–225, 226–227, 266–267, 268–269, 270–271 <b>Unit 2:</b> 228–229, 230–231, 232–233, 234–235, 272–273, 274–275 <b>Unit 4:</b> 138–139, 140, 141–143, 144, 145–147 <b>Unit 5:</b> 250–251, 252–253, 254–255, 256–257, 286–287, 288–289 <b>Unit 6:</b> 258–259, 260–261, 262–263, 264–265, 290–291, 292–293</p>

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9. (Begins in grade 4) <b>(K.W.9)</b>	Not applicable according to the Arizona Common Core Standards for Language Arts
<b>Range of Writing</b>	
10. (Begins in grade 3) <b>(K.W.10)</b>	Not applicable according to the Arizona Common Core Standards for Language Arts
<b>Speaking and Listening Standards K–2</b>	
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>	
<b>Comprehension and Collaboration</b>	
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	<p><b>MSB 1:</b> 47, 49, 67, 87, 107  <b>MSB 2:</b> 27, 47, 69  <b>MSB 3:</b> 49  <b>MSB 4:</b> 69, 89  <b>MSB 5:</b> 49, 89, 109</p> <p><b>TE 1:</b> 29, 30, 32–33, 50–51, 132, 178, 201, 226, 227, 230, 293, 309, 334, 336, 352, 353, 386–387, 492, 503, 542  <b>TE 2:</b> 44, 88, 103, 128, 174–175, 177, 230, 405, 432  <b>TE 3:</b> 32, 76–77, 130, 132, 176–177, 180, 274–275, 303, 330, 430, 448, 487, 570–571  <b>TE 4:</b> 32, 126, 174–175, 228, 274–275, 328, 376–377, 450, 501, 528, 605  <b>TE 5:</b> 32, 50, 128, 130, 180–181, 234, 236, 280–281, 334, 336, 384–385, 438, 440, 482–483, 511, 615  <b>TE 6:</b> 177, 203, 228, 274–275, 328, 376–377, 449, 599</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 37–39  <b>Unit 2:</b> 73–75  <b>Unit 3:</b> 109–111  <b>Unit 4:</b> 145–147  <b>Unit 5:</b> 181–183  <b>Unit 6:</b> 217–219</p>

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<p>a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).</p>	<p><b>MSB 1:</b> 29, 49, 69, 89, 109, 129  <b>MSB 2:</b> 29, 49, 69  <b>MSB 3:</b> 89, 109  <b>MSB 4:</b> 29  <b>MSB 5:</b> 29, 69, 89, 109  <b>MSB 6:</b> 29, 49</p> <p><b>TE 1:</b> 29, 30, 45, 78–79, 104, 132, 152, 174–175, 228, 248, 280–281, 334, 354, 440, 460, 488–489, 542, 544, 586–597  <b>TE 2:</b> 30, 50, 74–75, 128, 174–175, 177, 228, 248, 274–275, 328, 348, 376–377, 430, 476–477, 530, 550, 574–575  <b>TE 3:</b> 30, 76–77, 130, 176–177, 230, 274–275, 328, 374–375, 428, 472–473, 487, 546, 570–571  <b>TE 4:</b> 30, 72–73, 126, 174–175, 228, 274–275, 328, 376–377, 430, 472–473, 526, 576–577  <b>TE 5:</b> 30, 74–75, 88, 128, 180–181, 234, 280–281, 334, 384–385, 438, 482–483, 536, 586–587  <b>TE 6:</b> 30, 76–77, 130, 174–175, 228, 274–275, 328, 376–377, 430, 472–473, 526, 570–571</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 37–39  <b>Unit 2:</b> 73–75  <b>Unit 3:</b> 109–111  <b>Unit 4:</b> 145–147  <b>Unit 5:</b> 181–183  <b>Unit 6:</b> 217–219</p>
<p>b. Continue a conversation through multiple exchanges. <b>(K.SL.1)</b></p>	<p><b>MSB 2:</b> 69  <b>MSB 6:</b> 89</p> <p><b>TE 1:</b> 353, 389, 491, 542, 561  <b>TE 2:</b> 129, 228, 274–275, 479  <b>TE 3:</b> 130, 289, 429, 585  <b>TE 4:</b> 87, 101, 145, 203, 247, 289, 405, 430, 472–473, 475, 527, 545  <b>TE 5:</b> 74–75, 77, 128, 129, 180–181, 183, 209, 235, 283, 511, 537, 601  <b>TE 6:</b> 105, 149, 203, 229, 247, 303, 329, 405, 475, 501, 527</p>



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<p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <b>(K.SL.2)</b></p>	<p><b>MSB 1:</b> 30, 50, 70, 90  <b>MSB 2:</b> 28–29, 48–49, 88–89  <b>MSB 3:</b> 48–49, 108–109  <b>MSB 4:</b> 70, 108, 130  <b>MSB 5:</b> 70, 128  <b>MSB 6:</b> 68–69, 90</p> <p><b>TE 1:</b> 48, 101, 134, 146–147, 196–197, 242–243, 284, 303, 308, 348–349, 353, 408–409, 454–455, 556, 560, 562, 588, 590  <b>TE 2:</b> 30, 74–75, 78, 102, 128, 130, 146, 148, 174–175, 176, 188, 246, 247, 276, 278, 346, 376–377, 378, 380, 404, 430, 448, 478, 480, 530, 532, 548, 574–575, 576, 578, 588, 602  <b>TE 3:</b> 48, 50, 78, 80, 104, 130, 148, 150, 176–177, 178, 248, 250, 276, 278, 346, 348, 376, 378, 428, 446, 472–473, 474, 476, 528, 544, 572, 574  <b>TE 4:</b> 48, 50, 76, 101, 128, 144, 146, 176, 178, 229, 230, 246, 248, 276, 278, 296–297, 330, 346, 348, 378, 380, 432, 448, 474, 476, 544, 546, 578, 580, 590, 598–599  <b>TE 5:</b> 48, 76, 78, 148, 182, 184, 194, 252, 254, 282, 284, 302–303, 352, 354, 386, 388, 456, 458, 484, 486, 538, 554, 556, 588, 590  <b>TE 6:</b> 32, 48, 50, 78, 80, 132, 148, 150, 176, 178, 228, 230, 246, 248, 274–275, 276, 278, 330, 348, 378, 380, 398–399, 432, 448, 450, 474, 476, 528, 544, 546, 572, 574</p>

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<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>(K.SL.3)</b></p>	<p><b>TE 1:</b> 28, 30, 78–79  <b>TE 2:</b> 30, 74–75, 128, 174–175, 228, 328, 530, 574–575  <b>TE 3:</b> 249, 297, 374–375, 487, 570–571  <b>TE 4:</b> 174–175, 472–473, 545, 576–577  <b>TE 5:</b> 30, 74–75, 234, 280–281  <b>TE 6:</b> 91, 99, 130, 174–175, 274–275, 376–377</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 37–39  <b>Unit 2:</b> 73–75  <b>Unit 3:</b> 109–111  <b>Unit 4:</b> 145–147  <b>Unit 5:</b> 181–183  <b>Unit 6:</b> 217–219</p>
<b>Presentation of Knowledge and Ideas</b>	
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <b>(K.SL.4)</b></p>	<p><b>MSB 2:</b> 108  <b>MSB 3:</b> 48–49, 88, 128  <b>MSB 4:</b> 68, 70  <b>MSB 5:</b> 48, 108–109</p> <p><b>TE 1:</b> 132, 174–175, 224–225, 226, 240–241, 243, 292, 306, 332, 349, 384, 386–387, 398, 408–409, 412, 438, 501, 586–587  <b>TE 2:</b> 189, 229, 247, 274–275, 376–377, 430, 476–477  <b>TE 3:</b> 76–77, 302, 328, 374–375  <b>TE 4:</b> 30, 72–73, 74, 75, 174–175, 228, 274–275, 289, 296–297, 604  <b>TE 5:</b> 48, 209, 253, 295, 334, 384–385, 438, 439, 482–483, 497  <b>TE 6:</b> 31, 91, 131, 203, 346, 379, 430, 472–473, 526, 570–571</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 12–13</p>

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

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<b>Language Standards K–2</b>	
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>	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<p><b>TE 1:</b> 615  <b>TE 2:</b> 126, 129, 143, 186, 200, 226, 243, 272, 277, 286, 300, 326, 343, 347, 374, 379, 388, 402, 474, 528, 545, 586, 600  <b>TE 3:</b> 28, 45, 74, 88, 102, 174, 326, 343, 386, 400, 426, 429, 443, 470, 484, 498, 501, 524, 541, 568, 582, 596  <b>TE 4:</b> 28, 31, 45, 70, 84, 98, 124, 141, 172, 186, 200, 226, 243, 272, 286, 300, 326, 343, 374, 388, 402, 470, 524, 541, 588, 602  <b>TE 5:</b> 72, 232, 249, 292, 306, 332, 349, 382, 396, 410, 436, 453, 480, 494, 508, 534, 551, 584, 598, 612  <b>TE 6:</b> 28, 45, 49, 74, 88, 91, 102, 128, 145, 172, 186, 200, 226, 243, 272, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 10–11, 14–15, 18–19, 22–23, 26–27  <b>Unit 2:</b> 42–43, 46–47, 50–51, 54–55, 58–59, 62–63  <b>Unit 3:</b> 78–79, 82–83, 86–87, 90–91, 94–95, 98–99  <b>Unit 4:</b> 114–115, 118–119, 122–123, 126–127, 130–131, 134–135  <b>Unit 5:</b> 150–151, 154–155, 158–159, 162–163, 166–167, 169–170  <b>Unit 6:</b> 186–187, 190–191, 194–195, 198–199, 202–203, 206–207</p>

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a. Print many upper- and lowercase letters.	<p><b>TE 1:</b> 22, 29, 38, 46, 77, 91, 124, 131, 140, 147, 148, 173, 187, 200, 201, 220, 227, 236, 244, 279, 307, 326, 333, 342, 350, 385, 399, 413, 415, 432, 439, 448, 456, 487, 501, 534, 550</p> <p><b>TE 2:</b> 22, 29, 38, 46, 73, 87, 101, 120, 127, 136, 144, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 475, 489, 503, 522, 538</p> <p><b>TE 3:</b> 22, 29, 38, 46, 75, 89, 103, 122, 138, 146, 175, 189, 203, 222, 229, 238, 246, 273, 287, 301, 320, 327, 336, 344, 373, 387, 401, 427, 436, 444, 471, 485, 499, 518, 534</p> <p><b>TE 4:</b> 22, 29, 38, 46, 71, 85, 118, 125, 134, 142, 173, 187, 201, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534</p> <p><b>TE 5:</b> 22, 29, 38, 46, 73, 87, 101, 120, 127, 136, 144, 179, 193, 207, 226, 233, 242, 250, 279, 293, 307, 326, 333, 342, 350, 383, 387, 397, 411, 430, 437, 446, 454, 481, 495, 509, 528, 544</p> <p><b>TE 6:</b> 22, 29, 38, 46, 75, 89, 103, 122, 129, 138, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534</p>
b. Use frequently occurring nouns and verbs.	<p><b>TE 1:</b> 438, 441, 455, 459, 486, 490, 491, 500, 540, 557, 584, 598, 612, 615</p> <p><b>TE 2:</b> 72, 77, 126, 143, 186, 200, 272</p> <p><b>TE 3:</b> 28, 30, 31, 45, 49, 88, 91, 102, 128, 145, 147, 149, 174, 188, 190, 202, 228, 245, 272, 277, 286, 300, 326, 329, 343, 372, 386, 400, 470, 475</p> <p><b>TE 5:</b> 332, 349, 396, 410, 413, 436, 453, 480, 494, 508, 534, 551, 555, 584, 589, 598, 601, 612</p> <p><b>TE 6:</b> 74</p>
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	<p><b>TE 2:</b> 28, 31, 45, 72, 86, 100, 172, 177</p> <p><b>TE 5:</b> 332, 349, 396, 410, 436, 480, 494, 508, 584</p>

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d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	<b>TE 2:</b> 404 <b>TE 3:</b> 571 <b>TE 4:</b> 545 <b>TE 5:</b> 28, 45, 74–75, 86, 100, 178 <b>TE 6:</b> 326, 343, 388, 402, 470
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	<b>TE 1:</b> 309 <b>TE 3:</b> 205, 247, 248, 288 <b>TE 5:</b> 232, 249, 292, 306, 382 <b>TE 6:</b> 128, 145, 186, 200, 272
f. Produce and expand complete sentences in shared language activities. <b>(K.L.1)</b>	<b>TE 3:</b> 524, 541, 572, 573, 582, 596, 599 <b>TE 4:</b> 28, 45, 70, 84, 98, 124, 127, 141, 172, 186, 200, 226, 229, 243, 272, 286, 289, 300, 326, 329, 343, 374, 388, 391, 402, 470 <b>TE 5:</b> 183, 436, 453, 494, 508, 584 <b>TE 6:</b> 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 527, 541, 568, 582, 596
<b>Conventions of Standard English</b>	
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<b>TE 1:</b> 130, 147, 200 <b>TE 2:</b> 126, 143, 186, 200, 272 <b>TE 3:</b> 524, 541, 582, 585, 596 <b>TE 4:</b> 70, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602 <b>TE 5:</b> 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278 <b>TE 6:</b> 28, 45, 88, 102, 172, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596
a. Capitalize the first word in a sentence and the pronoun I.	<b>TE 3:</b> 524, 541, 582, 583, 596 <b>TE 4:</b> 70, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602 <b>TE 5:</b> 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278 <b>TE 6:</b> 28, 45, 88, 102, 172, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596

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b. Recognize and name end punctuation.	<b>TE 3:</b> 524, 541, 582, 596 <b>TE 4:</b> 70, 226, 243, 286, 300, 326, 343, 374, 379, 388, 402, 428, 445, 470, 484, 498, 574 <b>TE 5:</b> 28, 45, 86, 100, 126, 143, 178, 192, 206, 278 <b>TE 6:</b> 226, 243, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<b>TE 2:</b> 182, 282, 384, 484, 582 <b>TE 3:</b> 84, 184, 282, 382, 480, 578 <b>TE 4:</b> 80, 182, 282, 384, 480, 584 <b>TE 5:</b> 82, 188, 288, 392, 490 <b>TE 6:</b> 84, 182, 282, 384, 480, 578
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <b>(K.L.2)</b>	<b>TE 2:</b> 182, 282, 384, 484, 582 <b>TE 3:</b> 84, 179, 184, 191, 282, 347, 382, 480, 578 <b>TE 4:</b> 80, 87, 182, 282, 384, 480, 584 <b>TE 5:</b> 82, 188, 288, 392, 490, 594 <b>TE 6:</b> 84, 182, 189, 282, 289, 379, 384, 480, 578, 585, 599
<b>Knowledge of Language</b>	
3. (Begins in grade 2) <b>(K.L.3)</b>	Not applicable according to the Arizona Common Core State Standards for English Language Arts
<b>Vocabulary Acquisition and Use</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	<b>MSB 1:</b> 17, 18–25, 28, 57, 58–65, 68 <b>TE 1:</b> 62, 66, 179, 231, 243, 249, 285, 355, 378, 438 <b>TE 2:</b> 79, 149, 179, 231, 381, 451, 481 <b>TE 3:</b> 33, 81, 279, 547 <b>TE 4:</b> 51, 147, 179, 279, 477, 547 <b>TE 5:</b> 33, 237, 337, 389 <b>TE 6:</b> 133, 179, 231, 249, 279
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ).	<b>TE 1:</b> 179, 355 <b>TE 2:</b> 79, 149, 179, 231, 381, 451, 481 <b>TE 3:</b> 33, 81, 279, 547 <b>TE 4:</b> 51, 279, 477, 547 <b>TE 5:</b> 33, 237, 337, 389 <b>TE 6:</b> 133, 179, 231, 249, 279

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<p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. <b>(K.L.4)</b></p>	<p><b>TE 1:</b> 243, 438  <b>TE 2:</b> 28, 45, 86, 100, 488  <b>TE 3:</b> 128, 145, 188, 202, 228, 231, 245, 272, 286, 300, 372, 377  <b>TE 4:</b> 147, 179  <b>TE 5:</b> 332, 349, 396, 410, 480  <b>TE 6:</b> 74</p>
<b>Vocabulary Acquisition and Use</b>	
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p><b>MSB 1:</b> 28, 48, 68, 88, 108, 128, 132–143  <b>MSB 2:</b> 28, 48, 68, 88, 108, 128, 132–143  <b>MSB 3:</b> 28, 48, 68, 88, 108, 128, 132–143  <b>MSB 4:</b> 28, 48, 68, 88, 108, 128, 132–143  <b>MSB 5:</b> 28, 48, 68, 88, 108, 128, 132–143  <b>MSB 6:</b> 28, 48, 68, 88, 108, 128, 132–143</p> <p><b>TE 1:</b> 81, 135, 149, 188, 245, 351, 400  <b>TE 2:</b> 47, 88, 145, 188, 229, 245, 288, 302, 326, 329, 345, 374, 388, 390, 447, 474, 528, 545, 547, 586, 588, 600  <b>TE 3:</b> 28, 45, 47, 74, 88, 90, 102, 147, 151, 174, 188, 190, 202, 233, 247, 288, 326, 343, 345, 386, 388, 400, 445, 470, 486, 543, 584  <b>TE 4:</b> 47, 86, 143, 188, 245, 288, 345, 390  <b>TE 5:</b> 47, 88, 145, 194, 251, 294, 351, 398, 441, 455, 496, 534, 551, 553, 598, 600, 612  <b>TE 6:</b> 47, 74, 90, 147, 188, 331, 345, 390, 447, 486, 543, 584</p>



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<p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p><b>MSB 1:</b> 48, 68, 74–75, 114–115, 127, 128  <b>MSB 2:</b> 28, 48  <b>MSB 3:</b> 28  <b>MSB 4:</b> 94–95</p> <p><b>TE 1:</b> 47, 81, 149, 188, 245, 294, 330–331, 349, 351, 362, 389, 396, 410–411, 415, 538–539, 543, 557, 561, 570, 596, 601, 610–611, 614  <b>TE 2:</b> 47, 84, 85, 89, 129, 289, 329, 345, 390, 447, 486, 549  <b>TE 3:</b> 47, 90, 147, 190, 247, 287, 302, 429  <b>TE 4:</b> 177, 245, 277, 288, 303, 391, 405, 426–427, 431, 475, 482, 500, 543, 579, 590  <b>TE 5:</b> 47, 88, 102, 103, 129, 235, 251, 294, 308, 335, 351, 398, 413, 497, 553, 600  <b>TE 6:</b> 47, 79, 90, 147, 149, 177, 188, 245, 277, 288, 345, 390, 500, 543, 573, 584</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 46–47, 60–61</p>
<p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p><b>MSB 3:</b> 108</p> <p><b>TE 1:</b> 249, 559  <b>TE 2:</b> 326, 388, 391, 428, 431, 445, 488, 502, 505, 572, 576  <b>TE 3:</b> 28, 445, 446, 486  <b>TE 5:</b> 534, 598</p>

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

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