

A Correlation of

Scott Foresman
Reading Street Common Core
Kindergarten, ©2013



To the

Indiana Academic Standards
English/Language Arts (2014)
Kindergarten

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Introduction

This document demonstrates how **Scott Foresman Reading Street Common Core, ©2013** meets the *Indiana Academic Standards English/Language Arts (2014)*. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages

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

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

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

Writing on Reading Street

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

Differentiated Instruction for Small Group Time

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

ELL Instruction

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

21st Century Skills

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

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READING	
READING: Foundations	
There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.	
In Reading: Foundations, students are expected to do the following:	
RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS	
Develop, build, and apply knowledge of foundational reading skills	
KINDERGARTEN	
K.RF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.	<p>MSB 1: 12–13, 14–15, 32–33, 34–35, 52–53, 54–55, 72–73, 74–75, 92–93, 94–95, 112–113, 114–115</p> <p>MSB 2: 12–13, 14–15, 32–33, 34–35, 52–53, 54–55, 72–73, 74–75, 92–93, 94–95, 112–113, 114–115</p> <p>MSB 3: 12–13, 14–15, 32–33, 34–35, 52–53, 54–55, 72–73, 74–75, 92–93, 94–95, 112–113, 114–115</p> <p>MSB 4: 12–13, 14–15, 32–33, 34–35, 52–53, 54–55, 72–73, 74–75, 92–93, 94–95</p> <p>MSB 5: 12–13, 14–15, 32–33, 34–35, 52–53, 54–55, 72–73, 74–75, 92–93, 94–95, 112–113</p> <p>MSB 6: 12–13, 14–15, 32–33, 34–35, 52–53, 54–55, 72–73, 74–75, 92–93, 94–95, 112–113, 114–115</p> <p>TE 1: 18–19, 26–27, 34–35, 42–43, 52–53, 58–59, 84–85, 88–89, 96–97, 120–121, 128–129, 136–137, 144–145, 154–155, 160–161, 180–181, 184–185, 192–193, 216–217, 224–225, 232–233, 240–241, 250–251, 256–257, 286–287, 290–291, 322–323, 330–331, 338–339, 346–347, 356–357, 362–363, 392–393, 396–397, 404–405, 428–429, 430–431, 436–437, 444–445, 446–447, 452–453, 462–463, 464–465, 468–469, 494–495, 498–499, 506–507, 530–531, 532–533, 538–539, 546–547, 548–549, 554–555, 564–565, 566–567, 570–571</p> <p>TE 2: 18–19, 20–21, 26–27, 34–35, 36–37, 42–43, 52–53, 54–55, 58–59, 80, 81, 84–85, 92, 93, 116–117, 118–119, 124–125, 132–133, 134–135, 140–141, 150–151, 152–153, 156–157, 180, 181, 184–185, 192, 193, 216–217, 218–219, 224–225, 232–233, 234–235, 240–241, 250–251, 252–253, 256–257, 280, 281, 284–285, 292, 293, 316–317, 318–319, 324–325, 332–333, 334–335, 340–341, 350–351, 352–353, 382, 383, 386–387, 394, 395, 418–419, 420–421, 426–427, 434–435, 436–437, 442–443, 452–453, 454–455, 458–459, 483, 484, 486–487, 494, 495, 518–519, 520–521, 526–527, 534–535, 536–537, 542–543, 552–553, 554–555, 558–559, 580, 581, 592, 593</p>

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<p>(Continued) K.RF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.</p>	<p>(Continued) TE 3: 18–19, 20–21, 26–27, 34–35, 36–37, 42–43, 52–53, 54–55, 58–59, 82, 83, 86–87, 94, 95, 118–119, 120–121, 126–127, 134–135, 136–137, 142–143, 152–153, 154–155, 158–159, 182, 183, 186–187, 194, 195, 218–219, 220–221, 226–227, 234–235, 236–237, 242–243, 252–253, 254–255, 258–259, 280, 281, 284–285, 292, 293, 316–317, 318–319, 324–325, 332–333, 334–335, 340–341, 350–351, 352–353, 356–357, 381, 382, 384–385, 392, 393, 416–417, 418–419, 424–425, 432–433, 434–435, 440–441, 450–451, 452–453, 456–457, 478, 479, 490, 491, 514–515, 516–517, 522–523, 530–531, 532–533, 538–539, 548–549, 550–551, 554–555, 576, 577, 580–581, 588, 589 TE 4: 18–19, 20–21, 26–27, 34–35, 36–37, 42–43, 52–53, 54–55, 58–59, 78, 79, 82–83, 90, 91, 114–115, 116–117, 122–123, 130–131, 132–133, 138–139, 148–149, 150–151, 154–155, 180, 181, 184–185, 194, 193, 216–217, 218–219, 224–225, 232–233, 234–235, 240–241, 250–251, 252–253, 256–257, 280, 281, 284–285, 292, 293, 316–317, 318–319, 324–325, 332–333, 334–335, 340–341, 350–351, 352–353, 356–357, 382, 383, 386–387, 394, 395, 418–419, 420–421, 426–427, 434–435, 436–437, 442–443, 452–453, 454–455, 458–459, 478, 479, 482–483, 490, 491, 514–515, 516–517, 522–523, 530–531, 532–533, 538–539, 548–549, 550–551, 554–555, 582, 583, 586–587, 594, 595 TE 5: 18–19, 20–21, 26–27, 34–35, 36–37, 42–43, 52–53, 54–55, 58–59, 80, 81, 84–85, 92, 93, 116–117, 118–119, 124–125, 132–133, 134–135, 140–141, 150–151, 152–153, 156–157, 186, 187, 190–191, 198, 199, 222–223, 224–225, 230–231, 238–239, 240–241, 246–247, 256–257, 258–259, 262–263, 286, 287, 290–291, 298, 299, 322–323, 324–325, 330–331, 338–339, 340–341, 346–347, 356–357, 358–359, 362–363, 390, 391, 394–395, 402, 403, 426–427, 434–435, 442–443, 444–445, 450–451, 460–461, 462–463, 488, 489, 492–493, 500, 501, 524–525, 526–527, 532–533, 540–541, 542–543, 548–549, 558–559, 560–561, 564–565, 592, 593, 596–597, 604, 605</p>

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<p>(Continued) K.RF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.</p>	<p>(Continued) TE 6: 18–19, 20–21, 26–27, 34–35, 36–37, 42–43, 52–53, 54–55, 58–59, 82, 83, 86–87, 94, 95, 118–119, 120–121, 126–127, 134–135, 136–137, 142–143, 152–153, 154–155, 158–159, 180, 181, 184–185, 192, 193, 216–217, 218–219, 224–225, 232–233, 234–235, 240–241, 250–251, 252–253, 256–257, 280, 281, 284–285, 292, 293, 316–317, 318–319, 324–325, 332–333, 334–335, 340–341, 350–351, 352–353, 356–357, 382, 383, 386–387, 394, 395, 418–419, 420–421, 426–427, 434–435, 436–437, 442–443, 452–453, 454–455, 458–459, 478, 479, 482–483, 490, 491, 514–515, 516–517, 522–523, 530–531, 532–533, 538–539, 548–549, 550–551, 554–555, 576, 577, 580–581, 588, 589</p>
<p>RF.2: PRINT CONCEPTS Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories</p>	
<p>K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.</p>	<p>TE 1: 24–25, 40–41, 42, 126, 138, 142–143, 144, 158, 183, 234, 238–239, 240, 340, 346 TE 2: 24 TE 3: 24 TE 5: 42, 548 TE 6: 340</p>
<p>K.RF.2.2: Recognize that written words are made up of sequences of letters.</p>	<p>TE 1: 23, 125, 138, 221, 234, 327, 340, 433, 446, 535 TE 2: 23, 36, 121, 134, 221, 234, 321, 334, 423, 436, 523, 537 TE 3: 23, 36, 123, 136–137, 223, 236, 321, 334, 421, 434–435, 519, 532–533 TE 4: 23, 36, 119, 132, 321, 321, 334, 423, 436, 519, 532–533 TE 5: 23, 37, 121, 134, 227, 240, 327, 340, 431, 444, 529, 542 TE 6: 23, 36, 123, 136, 221, 234, 321, 334, 423, 436, 519, 532</p>
<p>K.RF.2.3: Recognize that words are combined to form sentences.</p>	<p>TE 1: 237, 599 TE 2: 23, 587 TE 3: 39, 242, 514, 531, 572, 583, 586, 678 TE 4: 538 TE 5: 613 TE 6: 597</p>

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K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.	<p>MSB 1: 16, 36, 56, 76, 96, 116</p> <p>TE 1: 20–21, 36–37, 49, 54–55, 81, 86, 93, 96, 98–99, 107, 122, 138, 142, 156–157, 182, 183, 192, 194–195, 218, 229, 234, 238–239, 254–255, 278, 283, 288, 295, 298, 300–301, 324–325, 340, 358–359, 394, 405, 406–407, 446, 464–465, 495, 593</p> <p>TE 2: 54, 152, 352, 454, 549, 554</p> <p>TE 3: 54, 154, 254, 352, 452, 550</p> <p>TE 4: 54, 177, 253, 352, 454, 550</p> <p>TE 5: 54, 152, 258, 358, 462, 560</p> <p>TE 6: 54, 154, 252, 352, 454, 550</p>
RF.3: PHONOLOGICAL AWARENESS	
Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds	
K.RF.3.1: Identify and produce rhyming words.	<p>MSB 1: 12, 68</p> <p>MSB 2: 32, 90</p> <p>MSB 3: 30, 68, 72</p> <p>MSB 4: 110</p> <p>MSB 5: 30, 32, 72, 110</p> <p>MSB 6: 92, 130</p> <p>TE 1: 18–19, 34–35, 52–53, 84–85, 96, 137, 181, 188, 189, 217, 228, 279, 280–281, 287, 357, 547</p> <p>TE 2: 35, 49, 233, 375, 398–399, 419, 449</p> <p>TE 3: 98–99, 230, 274–275, 277, 433, 569</p> <p>TE 4: 494–495, 526, 527, 576–577</p> <p>TE 5: 96–97, 179, 279, 485, 504–505</p> <p>TE 6: 196–197, 375, 592–593</p> <p>Writing to Sources: Unit 2: 56–57 Unit 6: 208–209</p>
K.RF.3.2: Orally pronounce, blend, and segment words into syllables.	<p>MSB 1: 32–33</p> <p>MSB 2: 52, 72, 92</p> <p>MSB 5: 108</p> <p>TE 1: 120–121, 123, 136–137, 139, 150, 151, 180, 192, 235, 251, 286–287, 323, 339, 356, 393, 429</p> <p>TE 2: 151, 351, 452, 553</p> <p>TE 3: 253</p> <p>TE 5: 257, 455</p> <p>TE 6: 351, 449</p>

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<p>K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.</p>	<p>MSB 1: 116 MSB 3: 112 MSB 4: 32, 52, 56, 72, 112, 118 MSB 5: 112</p> <p>TE 1: 21, 325, 335, 341, 357, 392, 431, 447, 533, 549 TE 2: 449, 577 TE 4: 35, 292, 435, 453, 531, 549</p>
<p>K.RF.3.4: Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.</p>	<p>MSB 1: 52, 72, 92, 96, 112 MSB 2: 12, 16, 32, 36, 52, 56, 72, 96, 112, 116, 118 MSB 3: 12, 16, 32, 36, 56, 76, 96, 116 MSB 4: 12, 32 MSB 5: 12, 72, 92, 96, 98 MSB 6: 12, 32, 52, 72, 92, 112</p> <p>TE 1: 216–217, 232–233, 250, 298, 322–323, 338–339, 356–357, 392, 404, 428–429, 444–445, 446, 462–463, 464, 491, 494, 496, 530–531, 546–547, 564–565, 592, 594, 604 TE 2: 18–19, 34–35, 36–37, 52–53, 80, 82, 89, 92, 116–117, 119, 132–133, 135, 150–151, 180, 192, 216–217, 219, 232–233, 234–235, 250–251, 280, 292, 316–317, 319, 332–333, 334–335, 350–351, 382, 394, 405, 434–435, 436–437, 452–453, 482, 494, 534–535, 536–537, 552–553, 580, 592 TE 3: 18–19, 21, 34–35, 36–37, 52–53, 82, 94, 118–119, 121, 134–135, 136–137, 152–153, 218–219, 221, 234–235, 236–237, 252–253, 280, 316–317, 319, 332–333, 334–335, 350–351, 380, 392, 416–417, 432–433, 434–435, 447, 450–451, 478, 490, 514–515, 530–531, 532–533, 548–549, 576, 588 TE 4: 18–19, 21, 34–35, 36–37, 52–53, 78, 90, 114–115, 117, 130–131, 132–133, 148–149, 180, 192, 280, 316–317, 319, 332–333, 350–351, 394, 434–435, 436–437, 452–453, 478, 490, 514–515, 530–531, 548–549, 582, 594 TE 5: 18–19, 21, 31, 34–35, 36–37, 52–53, 80, 92, 186, 222–223, 238–239, 256–257, 298, 322–323, 338–339, 356–357, 390, 402, 426–427, 442–443, 444–445, 460–461, 488, 500, 524–525, 540–541, 558–559, 592, 604 TE 6: 18–19, 34–35, 52–53, 82, 94, 118–119, 131, 134–135, 152–153, 192, 216–217, 232–233, 250–251, 280, 292, 316–317, 332–333, 350–352, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 530–531, 545, 548–549, 573, 576, 588</p>

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<p>K.RF.3.5: Add, delete, or substitute sounds to change words.</p>	<p>MSB 1: 72, 92, 112 MSB 2: 12, 32, 52 MSB 3: 112 MSB 4: 12, 32, 52, 72, 92, 112 MSB 5: 12, 32, 92 MSB 6: 12, 52</p> <p>TE 1: 21, 53, 232–233, 250, 323, 338, 356–357, 404, 429, 462–463, 531, 565 TE 2: 18–19, 35, 49, 53, 116–117, 182, 216–217, 252, 282, 316–317, 384, 434–435, 452–453, 518–519, 534–535, 553 TE 3: 18–19, 53, 118–119, 134–135, 152–153, 182, 194, 218–219, 234–235, 252–253, 292, 316–317, 329, 332–333, 351, 377, 389, 451, 479, 549 TE 4: 18–19, 34–35, 53, 114–115, 131, 149, 216–217, 232–233, 250–251, 292, 316–317, 332–333, 350–351, 382, 418–419, 452–453, 548–549 TE 5: 18–19, 34–35, 52–53, 116–117, 132–133, 150–151, 198, 223, 238–239, 256–257, 322–323, 338–339, 356–357, 426–427, 442–443, 460–461, 524–525, 540–541, 558–559 TE 6: 18–19, 34–35, 52–53, 118–119, 134–135, 152–153, 216–217, 232–233, 250–251, 316–317, 332–333, 350–352, 549</p>

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<p>RF.4: PHONICS Decode and read words by applying phonics and word analysis skills</p>	
<p>K.RF.4.1: Use letter-sound knowledge to decode the sound of each consonant (e.g., <i>dog</i> = /d/ /g/; <i>soap</i> = /s/ /p/).</p>	<p>MSB 1: 116, 118 MSB 2: 16, 18, 36, 38, 52, 56, 58, 76, 78, 96, 98</p> <p>TE 1: 430, 446, 450–451, 459, 464, 497, 532–533, 536–537, 543, 548, 552–553, 561, 566–567, 568–569, 593, 594, 601, 606–607 TE 2: 81, 118–119, 122–123, 134–135, 138–139, 152–153, 193, 194–195, 203, 218–219, 222–223, 234–235, 247, 252–253, 281, 289, 293, 294–295, 318–319, 329, 334–335, 338–339, 347, 352–353, 383, 395, 396–397, 440–441, 454–455, 483, 521, 536–537, 554–555, 581, 603 TE 3: 20–21, 36–37, 40–41, 49, 54–55, 83, 95, 96–97, 120–121, 131, 136–137, 140–141, 149, 154–155, 183, 195, 196–197, 220–221, 236–237, 249, 254–255, 281, 293, 294–295, 318–319, 334–335, 352–353, 381, 393, 394–395, 479, 532–533, 550–551 TE 4: 20–21, 36–37, 54–55, 75, 91, 92–93, 116–117, 132–133, 145, 150–151, 177, 181, 193, 194–195, 218–219, 234–235, 252–253, 281, 293, 294–295, 318–319, 334–335, 338–339, 352–353, 383, 395, 396–397, 479, 517, 532–533, 550–551, 583, 591 TE 5: 20–21, 36–37, 54–55, 77, 93, 94–95, 118–119, 134–135, 152–153, 187, 199, 200–201, 225, 241, 258–259, 287, 325, 341, 358–359, 391, 399, 428–429, 444–445, 457, 462–463, 501, 502–503, 526–527, 537, 542–543, 555, 560–561, 593, 605, 606–607 TE 6: 20–21, 36–37, 54–55, 83, 105, 121, 137, 154–155, 219, 234–235, 252–253, 281, 319, 334–335, 352–353, 420–421, 436–437, 454–455, 516–517, 532–533, 550–551</p>

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<p>K.RF.4.2: Blend consonant-vowel-consonant (CVC) sounds to make words.</p>	<p>MSB 1: 52, 72, 92, 96, 112 MSB 2: 12, 16, 32, 36, 52, 56, 72, 96, 112, 116, 118 MSB 3: 12, 16, 32, 36, 56, 76, 96, 116 MSB 4: 12, 32 MSB 5: 12, 72, 92, 96, 98 MSB 6: 12, 32, 52, 72, 92, 112</p> <p>TE 1: 216–217, 232–233, 250, 298, 322–323, 338–339, 356–357, 392, 404, 428–429, 444–445, 446, 462–463, 464, 491, 494, 496, 530–531, 546–547, 564–565, 592, 594, 604 TE 2: 18–19, 34–35, 36–37, 52–53, 80, 82, 89, 92, 116–117, 119, 132–133, 135, 150–151, 180, 192, 216–217, 219, 232–233, 234–235, 250–251, 280, 292, 316–317, 319, 332–333, 334–335, 350–351, 382, 394, 405, 434–435, 436–437, 452–453, 482, 494, 534–535, 536–537, 552–553, 580, 592 TE 3: 18–19, 21, 34–35, 36–37, 52–53, 82, 94, 118–119, 121, 134–135, 136–137, 152–153, 218–219, 221, 234–235, 236–237, 252–253, 280, 316–317, 319, 332–333, 334–335, 350–351, 380, 392, 416–417, 432–433, 434–435, 447, 450–451, 478, 490, 514–515, 530–531, 532–533, 548–549, 576, 588 TE 4: 18–19, 21, 34–35, 36–37, 52–53, 78, 90, 114–115, 117, 130–131, 132–133, 148–149, 180, 192, 280, 316–317, 319, 332–333, 350–351, 394, 434–435, 436–437, 452–453, 478, 490, 514–515, 530–531, 548–549, 582, 594 TE 5: 18–19, 21, 31, 34–35, 36–37, 52–53, 80, 92, 186, 222–223, 238–239, 256–257, 298, 322–323, 338–339, 356–357, 390, 402, 426–427, 442–443, 444–445, 460–461, 488, 500, 524–525, 540–541, 558–559, 592, 604 TE 6: 18–19, 34–35, 52–53, 82, 94, 118–119, 131, 134–135, 152–153, 192, 216–217, 232–233, 250–251, 280, 292, 316–317, 332–333, 350–352, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 530–531, 545, 548–549, 573, 576, 588</p>

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<p>K.RF.4.3: Recognize the long and short sounds for the five major vowels.</p>	<p>TE 2: 20–21, 36–37, 40–41, 54, 93, 94–95, 420–421, 436–437, 454–455, 495, 496–497, 520–521, 531, 536–537, 554–555, 593, 594–595, 603</p> <p>TE 3: 131, 418–419, 434–435, 452–453, 491, 492–493, 501, 516–517, 532–533, 550–551, 577, 589, 590–591</p> <p>TE 4: 79, 420–421, 436–437, 454–455, 491, 492–493, 516–517, 532–533, 550–551, 595, 596–597</p> <p>TE 5: 81, 224–225, 240–241, 258–259, 299, 300–301, 324–325, 340–341, 358–359, 391, 399, 403, 404–405, 489</p> <p>TE 6: 20–21, 36–37, 54–55, 95, 96–97, 120–121, 136–137, 154–155, 181, 193, 154–155, 194–195, 218–219, 234–235, 247, 252–253, 281, 292, 294–295, 303, 318–319, 334–335, 352–353, 383, 391, 395, 396–397, 420–421, 436–437, 440–441, 454–455, 487, 516–517, 532–533, 550–551</p>
<p>K.RF.4.4: Read common high-frequency words by sight (e.g., <i>a</i>, <i>my</i>).</p>	<p>MSB 5: 17, 37, 57, 77, 97, 117 MSB 6: 17, 37, 57, 77, 97, 117</p> <p>TE 1: 23, 24–25, 31, 39, 40–41, 56–57, 87, 97, 98–99, 125, 126–127, 141, 142–143, 177, 194–195, 221, 222–223, 237, 238–239, 289, 300–301, 327, 328–329, 343, 344–345, 360–361, 406–407, 433, 434–435, 449, 450–451, 465, 535, 536–537, 551, 552–553, 568–569, 595, 606–607</p> <p>TE 2: 23, 39, 40–41, 94–95, 121, 137, 138–139, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 496–497, 523, 539, 540–541, 594–595</p> <p>TE 3: 23, 39, 40–41, 96–97, 123, 139, 140–141, 196–197, 223, 236–237, 239, 240–241, 294–295, 321, 337, 338–339, 394–395, 421, 437, 438–439, 492–493, 519, 535, 536–537, 545, 590–591</p> <p>TE 4: 23, 39, 40–41, 92–93, 119, 135, 136–137, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 596–597</p> <p>TE 5: 23, 39, 40–41, 94–95, 121, 137, 138–139, 195, 200–201, 227, 243, 244–245, 300–301, 327, 343, 344–345, 404–405, 431, 448–449, 485, 502–503, 529, 545, 546–547, 606–607</p> <p>TE 6: 23, 39, 40–41, 96–97, 123, 139, 140–141, 189, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 590–591</p>

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K.RF.4.5: Identify similarities and differences in words (e.g., <i>word endings, onset and rime</i>) when spoken or written.	<p>MSB 1: 116 MSB 3: 112 MSB 4: 32, 52, 56, 72, 112, 118 MSB 5: 112</p> <p>TE 1: 21, 325, 335, 341, 357, 392, 431, 447, 533, 549 TE 2: 28, 31, 45, 72, 86, 100, 172, 177, 334–335, 352, 436–437, 449, 454–455, 536–537, 577 TE 3: 36, 54–55, 136–137, 191, 236, 334–335, 429, 434, 452, 475, 532, 573, 599 TE 4: 35, 36, 87, 132, 150, 292, 334, 435, 436, 453, 454, 531, 532–533, 549, 550 TE 5: 36–37, 134, 152, 240, 287, 332, 340, 349, 358, 396, 410, 436, 444, 480, 494, 508, 542, 584 TE 6: 36, 136–137, 234, 252, 277, 352, 431, 436, 454, 585</p>
K.RF.4.6: <i>Standard begins at first grade.</i>	This standard begins at first grade according to the Indiana Academic Standards English/Language Arts.
RF.5: FLUENCY Demonstrate accuracy and fluency when reading	
K.RF.5: Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	<p>MSB 1: 18, 38, 58, 78, 98, 118 MSB 2: 18, 38, 58, 78, 98, 118 MSB 3: 18, 38, 58, 78, 98, 118 MSB 4: 18, 38, 58, 78, 98, 118 MSB 5: 18, 38, 58, 78, 98, 118 MSB 6: 18, 38, 58, 78, 98, 118</p> <p>TE 1: 40–41, 56–57, 142–143, 238–239, 344–345, 434–435, 450–451, 466–467, 536–537, 552–553 TE 2: 24–25, 40–41, 56–57, 122–123, 138–139, 154–155, 183, 222–223, 238–239, 254–255, 283, 322–323, 338–339, 424–425, 440–441, 456–457, 524–525, 540–541 TE 3: 24–25, 40–41, 56–57, 124–125, 140–141, 224–225, 240–241, 322–323, 338–339, 422–423, 438–439, 520–521, 536–537 TE 4: 24–25, 40–41, 120–121, 136–137, 222–223, 238–239, 322–323, 338–339, 424–425, 440–441, 520–521, 536–537 TE 5: 24–25, 40–41, 122–123, 138–139, 154–155, 228–229, 244–245, 328–329, 344–345, 432–433, 448–449, 464–465, 530–531, 546–547, 562–563 TE 6: 24–25, 40–41, 56–57, 124–125, 140–141, 156–157, 222–223, 238–239, 254–255, 322–323, 338–339, 354–355, 424–425, 440–441, 456–457, 520–521, 536–537, 552–553</p>

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<p>READING: Literature There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.</p>	
<p>In Reading: Literature, students are expected to do the following:</p>	
<p>RL.1: LEARNING OUTCOME FOR READING LITERATURE</p>	
<p>Read and comprehend a variety of literature independently and proficiently</p>	
<p>K.RL.1: Actively engage in group reading activities with purpose and understanding.</p>	<p>TE 1: 42–45, 58–75, 88–89, 100–101, 144–147, 160–171, 184–185, 240–243, 256–277, 290–291, 302–303, 346–349, 362–383, 396–397, 452–455, 468–485, 498–499, 608–609 TE 2: 96–97, 196–197, 296–297, 340–343, 356–373, 386–387, 398–399, 498–499, 542–545, 558–571, 584–585 TE 3: 142–145, 158–173, 186–187, 242–245, 258–271, 284–285, 340–343, 356–371, 384–385, 538–541, 554–567, 580–581 TE 4: 42–45, 138–141, 154–171, 184–185, 240–243, 256–271, 284–285, 340–343, 356–373, 386–387, 538–541, 554–573, 586–587 TE 5: 42–45, 58–71, 84–85, 346–349, 362–381, 394–395, 548–551, 564–583, 596–597 TE 6: 42–45, 58–73, 86–87, 142–145, 158–171, 184–185, 340–343, 356–373, 386–387, 442–445, 458–469, 482–483</p>

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<p>RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes</p>	
<p>K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.</p>	<p>MSB 1: 27, 47, 48–49, 67, 70–71, 87, 107, 110–111, 130–131 MSB 2: 30–31, 50–51, 70–71, 87, 90–91, 110–111, 127 MSB 3: 47, 50–51, 67, 87, 90–91, 110–111, 114–115, 127, 129 MSB 4: 27, 30–31, 47, 50–51, 67, 87, 90–91, 127 MSB 5: 27, 29, 30–31, 87, 90–91, 130–131 MSB 6: 47, 50–51, 70–71, 87, 110–111</p> <p>TE 1: 26–27, 44–45, 60–75, 88, 89, 146–147, 160, 161, 162–171, 174–175, 184–185, 242–243, 256, 258–277, 290, 291, 302–303, 304–305, 348–349, 364–383, 397, 454–455, 469–485, 499, 608–609 TE 2: 96–97, 196–197, 296–297, 340, 342, 358–373, 387, 398–399, 498–499, 544–545, 560–571, 585 TE 3: 144–145, 159–173, 187, 198–199, 244–245, 258–259, 260–271, 285, 298–299, 342–343, 357–371, 396–397, 494–495, 496–497, 522–523, 540–541, 545, 554, 556–567, 580, 594–595, 598 TE 4: 44–45, 59–69, 82, 83, 94–95, 140, 154, 156–171, 184–185, 196–197, 198–199, 242, 258–271, 277, 284, 285, 298–299, 342–343, 358–373, 398–399, 494–495, 496–497, 540–541, 555–573 TE 5: 44–45, 60–71, 96–97, 204–205, 234, 280–281, 304–305, 348–349, 362, 363–381, 406–407, 596, 608–609, 610–611 TE 6: 144–145, 160–171, 196–197, 296–297, 342–343, 358–373, 386, 387, 398–399, 494–495, 496–497, 594–595</p>

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<p>K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details.</p>	<p>MSB 1: 26, 46, 66, 86, 106</p> <p>TE 1: 42–43, 58, 60–75, 144–145, 160, 224–225, 240–241, 256, 258–277, 290, 291, 304–305, 346–347, 362, 454, 468, 503</p> <p>TE 2: 96–97, 196–197, 296–297, 340–341, 356, 542–543, 558</p> <p>TE 3: 142–143, 158, 242–243, 340–341, 356, 403, 538–539, 554</p> <p>TE 4: 26–27, 42–43, 58, 138–139, 154–155, 202, 224–225, 241, 256, 340–341, 356, 398–399, 538–539, 554</p> <p>TE 5: 42–43, 58–59, 346–347, 362, 608–609</p> <p>TE 6: 142–143, 158, 177, 296–297, 340–341, 356, 494–495</p> <p>Writing to Sources: Unit 6: 200–201</p>
<p>K.RL.2.3: Identify important elements of the text (e.g., <i>characters, settings, or events</i>).</p>	<p>MSB 1: 14–15, 27, 30, 34–35, 47, 54, 70, 94–95, 107, 110</p> <p>MSB 2: 34–35, 70, 89, 90, 129</p> <p>MSB 3: 34–35, 50, 74–75</p> <p>MSB 4: 74–75, 87, 90, 109, 114–115</p> <p>MSB 5: 50, 74–75, 128, 130</p> <p>MSB 6: 34–35, 47, 74–75, 89, 94–95, 107, 108–109, 129</p> <p>TE 1: 26–27, 42, 44, 58, 60–75, 88, 89, 100–101, 128–129, 144–145, 146, 160, 161, 162–171, 184–185, 198–199, 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>TE 2: 30, 124–125, 184, 196–197, 198–199, 203, 296–297, 298–299, 328, 358–373, 376–377, 386, 398–399, 500–501, 530, 560–571, 574–575, 585</p> <p>TE 3: 30, 76–77, 100–101, 126–127, 144, 158, 159–173, 186, 198–199, 200–201, 204, 205, 260–271, 324–325, 347, 356, 357–371, 384, 385, 396–397, 398–399, 402, 494–495, 496–497, 522–523, 545, 556–567, 580, 581, 585, 594–595</p> <p>TE 4: 26–27, 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</p>

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<p>(Continued) K.RL.2.3: Identify important elements of the text (e.g., <i>characters, settings, or events</i>).</p>	<p>(Continued) TE 5: 60–71, 84, 85, 190, 202–203, 204–205, 330–331, 334, 335, 348, 353, 362–381, 384–385, 394, 395, 399, 408–409, 412, 413, 536, 586–587, 608–609, 610–611 TE 6: 126–127, 144–145, 158, 160–171, 184, 185, 189, 198–199, 324–325, 328, 342, 347, 356, 358–373, 376–377, 386, 391, 398–399, 400–401, 404, 405, 426–427, 430, 431, 449, 472–473, 482, 494–495, 496–497, 526, 570–571</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 28–29, 30–31, 32, 33–35, 36–39 Unit 2: 54–55, 62–63 Unit 3: 82–83, 84–85, 90–91, 92–93, 102–103, 104, 105–107, 108, 109–111 Unit 4: 114–115, 118–119, 120–121, 126–127, 134–135 Unit 5: 150–151 Unit 6: 186–187, 190–191, 198–199, 202–203, 210–211, 213–215</p>
<p>K.RL.2.4: Make predictions about what will happen in a story.</p>	<p>TE 1: 42, 144, 240, 346, 452, 554 TE 2: 340, 542 TE 3: 142, 242, 340, 543 TE 4: 42, 138, 240, 340, 538 TE 5: 42, 167, 346, 548 TE 6: 42, 142, 340, 442</p>

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<p>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</p>	
<p>K.RL.3.1: Recognize familiar narrative text genres (e.g., <i>fairy tales, nursery rhymes, storybooks</i>).</p>	<p>MSB 1: 70–71, 130–131 MSB 2: 30–31, 50–51, 70–71, 74–75, 90–91, 110–111, 114–115 MSB 3: 30–31, 50–51, 90–91, 110–111 MSB 4: 30–31, 50–51, 90–91, 110–111, 129 MSB 5: 14–15, 30–31, 50–51, 90–91, 110–111 MSB 6: 50–51, 70–71, 110–111, 130–131</p> <p>TE 1: 42, 100–101, 144, 240, 302–303, 346, 608–609 TE 2: 96–97, 196–197, 296–297, 324–325, 340, 356–357, 375, 386, 398–399, 400–401, 498–499, 526–527, 542, 558, 598–599 TE 3: 98–99, 142, 186, 198–199, 242, 340, 396–397, 494–495, 538 TE 4: 42, 94–95, 138, 196–197, 240, 340, 398–399, 494–495, 526, 538, 576–577, 586, 587 TE 5: 26–27, 42, 58, 84, 96–97, 98–99, 202–203, 346, 406–407, 504–505, 608–609 TE 6: 142, 196–197, 296–297, 340, 482, 494–495, 592–593</p>
<p>K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the story.</p>	<p>MSB 4: 89 MSB 6: 108–109</p> <p>TE 1: 142, 238, 344, 552 TE 2: 40, 138, 154, 238, 256, 338, 354, 440, 456, 540, 556 TE 3: 40, 56, 140, 142, 240, 338, 354, 438, 454, 536, 552 TE 4: 40, 56, 136, 152, 238, 254, 328, 338, 340, 354, 376–377, 440, 456, 552 TE 5: 40, 138, 154, 244, 260, 309, 360, 448, 464, 546, 562 TE 6: 40, 56, 140, 156, 238, 254, 338, 354, 430, 456, 472–473, 536, 552</p>

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<p>RL.4: CONNECTION OF IDEAS Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning</p>	
<p>K.RL.4.1: With support, describe the relationship between illustrations and the story in which they appear.</p>	<p>MSB 1: 110–111 MSB 6: 90–91</p> <p>TE 1: 42–43, 56–57, 62–75, 144–145, 158–159, 162–171, 258–277, 330–331, 346–347, 364–383, 469–485 TE 2: 124–125, 340–341, 356, 358–373, 542–543, 560–571 TE 3: 142–143, 159–173, 242–243, 260–271, 340–341, 357–371, 538–539, 556–567 TE 4: 42–43, 59–69, 138, 156–171, 240, 258–271, 340–341, 358–373, 538–539, 555–573 TE 5: 42–43, 60–71, 346–347, 362, 363–381 TE 6: 142–143, 160–171, 184, 340–341, 358–373, 398–399</p> <p>Writing to Sources: Unit 1: 20–21 Unit 2: 44–45 Unit 3: 86–87 Unit 5: 172–173, 174–175, 176, 177–179, 180, 181–183</p>
<p>K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>MSB 2: 14–15 MSB 3: 27, 30, 67 MSB 5: 54–55, 67, 87, 90 MSB 6: 27, 87</p> <p>TE 1: 330, 372, 469 TE 2: 97, 98–99, 203 TE 3: 100–101, 285, 384, 385, 389, 598 TE 4: 82, 475 TE 5: 89, 304, 348 TE 6: 49, 79, 202, 289, 303, 342</p> <p>Writing to Sources: Unit 1: 16–17 Unit 3: 84–85, 98–99 Unit 4: 116–117, 120–121, 128–129 Unit 5: 152–153, 164–165 Unit 6: 192–193</p>

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READING: Nonfiction	
There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Features and Structure, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.	
In Reading: Nonfiction, students are expected to do the following:	
RN.1: LEARNING OUTCOME FOR READING NONFICTION	
Read and comprehend a variety of nonfiction independently and proficiently	
K.RN.1: Actively engage in group reading activities with purpose and understanding.	TE 1: 196–197, 408–409, 510–511 TE 2: 42–45, 58–71, 84–85, 140–142, 156–171, 184–185, 240–243, 256–271, 284–285, 442–445, 458–473, 486–487, 596–597 TE 3: 42–45, 58–73, 86–87, 296–297, 440–443, 456–469, 482–483, 592–593 TE 4: 296–297, 442–445, 458–469, 482–483, 598–599 TE 5: 140–143, 156–177, 190–191, 246–249, 262–277, 290–291, 302–303, 450–453, 466–479, 492–493 TE 6: 98–99, 240–243, 256–271, 284–285, 398–399, 538–541, 554–567, 580–581
RN.2: KEY IDEAS AND TEXTUAL SUPPORT	
Extract and construct meaning from nonfiction texts using a range of comprehension skills	
K.RN.2.1: With support, ask and answer questions about important elements of a text (e.g., <i>events, topics, concepts</i>).	MSB 1: 50, 90, 126 MSB 2: 27, 47, 67, 107, 130 MSB 3: 27, 70, 94–95, 107, 130 MSB 4: 70, 107, 130 MSB 5: 47, 66, 68, 107, 114–115, 127 MSB 6: 27, 30, 67, 106–107, 114–115, 127 TE 1: 196–197, 408–409, 556, 572–583 TE 2: 44, 60–71, 85, 142, 156, 158–171, 185, 242, 256, 258–271, 285, 444, 459–473 TE 3: 44, 60–73, 296–297, 424–425, 442, 456, 458–469, 482, 500, 592–593 TE 4: 296–297, 444, 458, 459–469, 598–599 TE 5: 142, 158–177, 191, 208, 248, 264–277, 290, 291, 302–303, 452, 468–479, 492, 532–533, 550, 564, 566–583, 614 TE 6: 26–27, 59–73, 86, 98–99, 100–101, 242, 257–271, 298–299, 444, 458, 459–469, 483, 522–523, 540, 554, 556–557, 580, 598

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<p>K.RN.2.2: With support, retell the main idea and key details of a text.</p>	<p>MSB 1: 50, 126 MSB 2: 26, 46, 54–55, 66, 106, 130 MSB 3: 26, 70, 106, 114–115, 130 MSB 4: 106, 130 MSB 5: 46, 66, 70, 94–95, 106, 126 MSB 6: 26, 30, 54–55, 66, 106, 126</p> <p>TE 1: 196–197, 408–409, 554–555, 570, 572–583 TE 2: 42–43, 58, 140–141, 224–225, 240–241, 256–257, 277, 284, 426–427, 442–443, 458, 596–597 TE 3: 42–43, 75, 86, 87, 296–297, 440–441, 456, 592–593 TE 4: 296–297, 442–443, 458, 482, 483, 487, 598–599 TE 5: 140–141, 156, 246–247, 262, 302–303, 434–435, 450–451, 466–467, 492, 506–507, 510, 548–549, 564, 596 TE 6: 42–43, 98–99, 224–225, 240–241, 242, 256, 277, 284, 298–299, 302, 442–443, 458, 538–539, 554</p> <p>Writing to Sources: Unit 1: 26–27</p>
<p>K.RN.2.3: With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>MSB 1: 50 MSB 2: 14–15, 94–95, 107 MSB 3: 14–15, 54–55 MSB 5: 34–35, 54–55 MSB 6: 14</p> <p>TE 1: 196–197 TE 2: 26–27, 44, 49, 58–59, 61, 67, 68, 84, 202, 284, 289, 426–427, 444, 458, 486, 504 TE 3: 26–27, 44, 58, 65, 73, 86, 226–227, 284, 297, 442, 447, 456, 458–469, 481, 483, 500 TE 4: 122–123 TE 5: 124–125, 142, 156, 160, 190, 191, 208, 230–231, 248, 262, 265, 266, 275, 290, 308, 471, 472, 475, 476 TE 6: 26–27, 44, 58, 61, 62, 64, 66, 68, 72, 86, 98–99, 100–101, 104, 284, 562, 564, 580</p> <p>Writing to Sources: Unit 2: 50–51 Unit 3: 94–95 Unit 5: 158–159</p>

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RN.3: FEATURES AND STRUCTURES Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective	
K.RN.3.1: Identify text features of a nonfiction text (e.g., <i>title, author, illustrations</i>) and describe the relationship between those features and the text in which they appear.	MSB 1: 50 MSB 2: 130 MSB 3: 70 MSB 5: 70–71 TE 1: 150, 196–197, 408–409, 554–555, 570, 572–583 TE 2: 42–43, 60–71, 140–141, 158–171, 224–225, 238, 240–241, 258–271, 442–443, 459–473, 540 TE 3: 42–43, 60–73, 296–297, 440–441, 458–469 TE 4: 140, 338, 442–443, 458, 459–469 TE 5: 140–141, 158–177, 246–247, 262, 264–277, 302–303, 309, 450–451, 468–479, 548–549, 564, 566–583 TE 6: 42–43, 59–73, 98–99, 240–241, 256, 257–271, 442–443, 458, 459–469, 538–539, 554, 556–557 Writing to Sources: Unit 2: 42–43, 44–45, 66–67, 69–71, 73–75 Unit 4: 130–131, 136–137, 166–167 Unit 6: 194–195
K.RN.3.2: Recognize that a nonfiction text can be structured to describe a topic.	TE 2: 26–27, 45, 58, 61, 64, 67, 68, 84, 184, 224–225, 243, 256, 284, 298–299, 426–427, 445, 458, 466, 468, 473, 500–501 TE 3: 45, 58, 65, 73, 86, 482 TE 4: 143, 156, 158, 165, 170, 171, 176, 190 TE 5: 249, 262, 265, 266, 275, 290, 434–435, 453, 466, 473, 492, 506–507 TE 6: 243, 256, 284, 562, 564, 580
K.RN.3.3: <i>Standard begins at second grade</i>	This standard begins at second grade according to the Indiana Academic Standards English/Language Arts.

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<p align="center">Indiana Academic Standards English/Language Arts Kindergarten</p>	<p align="center">Scott Foresman Reading Street Common Core, ©2013</p>
<p>RN.4: CONNECTION OF IDEAS Build understanding of nonfiction texts by verifying points and making connections between topics and ideas</p>	
<p>K.RN.4.1: With support, identify the reasons an author gives to support points in a text.</p>	<p>TE 2: 85, 185, 285, 487 TE 3: 87, 483 TE 4: 483 TE 5: 191, 291, 493, 597 TE 6: 87, 285, 483, 581</p>
<p>K.RN.4.2: With support, identify basic similarities in and differences between two texts on the same topic.</p>	<p>MSB 2: 127 MSB 6: 27, 127</p> <p>TE 2: 87, 176, 276, 444, 478 TE 3: 78, 474 TE 4: 247, 474, 500 TE 5: 182, 250, 282, 484, 588 TE 6: 44, 78, 276, 289, 303, 474, 540, 572</p>
<p>K.RN.4.3: <i>Standard begins at sixth grade.</i></p>	<p>This standard begins at sixth grade according to the Indiana Academic Standards English/Language Arts.</p>

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<p>READING: Vocabulary There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary and Literary and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.</p>	
<p>In Reading: Vocabulary, students are expected to do the following:</p>	
<p>RV.1: LEARNING OUTCOME FOR READING VOCABULARY Build and apply vocabulary using various strategies and sources</p>	
<p>K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>	<p>MSB 1: 28, 48, 68, 88, 108, 128 MSB 2: 28, 48, 68, 88, 108, 128 MSB 3: 28, 48, 68, 88, 108, 128 MSB 4: 28, 48, 68, 88, 108, 128 MSB 5: 28, 48, 68, 88, 108, 128</p> <p>TE 1: 33, 47, 51, 83, 135, 149, 153, 179, 231, 249, 285, 337, 351, 355, 391, 400, 443, 457, 493, 545, 559, 563, 591 TE 2: 33, 47, 51, 79, 131, 145, 149, 179, 188, 231, 245, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 481, 533, 547, 551, 578, 586, 588 TE 3: 33, 47, 51, 81, 90, 133, 147, 151, 181, 190, 233, 247, 251, 279, 331, 345, 349, 379, 388, 431, 445, 449, 477, 486, 529, 543, 547, 575, 584 TE 4: 33, 47, 51, 77, 86, 129, 143, 147, 179, 188, 231, 245, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 451, 477, 486, 529, 543, 547, 581, 590, 604, 605 TE 5: 33, 47, 51, 79, 88, 131, 145, 149, 185, 194, 237, 251, 255, 285, 294, 337, 351, 355, 389, 398, 439, 441, 455, 459, 487, 496, 539, 553, 557, 591, 600 TE 6: 33, 47, 51, 81, 90, 133, 147, 151, 179, 188, 231, 246, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 451, 477, 486, 529, 543, 547, 575, 584</p>

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RV.2: VOCABULARY BUILDING Use strategies to determine and clarify words and understand their relationships	
K.RV.2.1: <i>Standard begins at first grade.</i>	This standard begins at first grade according to the Indiana Academic Standards English/Language Arts.
K.RV.2.2: Identify and sort pictures of objects into categories (e.g., <i>colors, shapes, opposites</i>).	<p>MSB 1: 48, 68, 74–75, 114–115, 127, 128 MSB 2: 28, 48 MSB 3: 28 MSB 4: 94–95</p> <p>TE 1: 47, 81, 149, 188, 245, 294, 330–331, 349, 351, 362, 389, 396, 410–411, 415, 538–539, 543, 557, 561, 570, 596, 601, 610–611, 614 TE 2: 47, 84, 85, 89, 129, 289, 329, 345, 390, 447, 486, 549 TE 3: 47, 90, 147, 190, 247, 287, 302, 429 TE 4: 177, 245, 277, 288, 303, 391, 405, 426–427, 431, 475, 482, 500, 543, 579, 590 TE 5: 47, 88, 102, 103, 129, 235, 251, 294, 308, 335, 351, 398, 413, 497, 553, 600 TE 6: 47, 79, 90, 147, 149, 177, 188, 245, 277, 288, 345, 390, 500, 543, 573, 584</p> <p>Writing to Sources: Unit 2: 46–47, 60–61</p>
K.RV.2.3: <i>Standard begins at sixth grade.</i>	This standard begins at sixth grade according to the Indiana Academic Standards English/Language Arts.
K.RV.2.4: Recognize frequently occurring inflections (e.g., <i>look, looks</i>).	<p>TE 2: 28, 31, 45, 86, 100, 172, 176, 177, 488 TE 3: 128, 145, 188, 202, 228, 231, 245, 272, 286, 300, 372, 377 TE 5: 332, 349, 396, 410, 480 TE 6: 74</p>
K.RV.2.5: <i>Standard begins at second grade.</i>	This standard begins at second grade according to the Indiana Academic Standards English/Language Arts.

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<p>RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses</p>	
<p>K.RV.3.1: With support, ask and answer questions about unknown words in stories, poems, or songs.</p>	<p>MSB 1: 28, 88</p> <p>TE 1: 62, 66, 149, 188, 245, 294, 351, 378, 400</p> <p>TE 2: 358, 566, 567</p> <p>TE 3: 160, 557, 558</p> <p>TE 4: 61, 63, 65, 67, 68, 560, 565, 568, 573</p> <p>TE 5: 65</p> <p>TE 6: 347, 362, 364</p>
<p>K.RV.3.2: With support, ask and answer questions about unknown words in a nonfiction text.</p>	<p>TE 1: 579, 581</p> <p>TE 2: 60, 62, 63, 67, 68, 71, 158, 169, 258, 259, 260, 261, 263, 265, 266, 267, 269, 271, 468</p> <p>TE 3: 64, 465, 466</p> <p>TE 4: 462</p> <p>TE 5: 158, 164, 165, 270, 272, 273, 275, 276, 473, 474, 566, 572</p> <p>TE 6: 60, 61, 64, 65, 258, 266, 459, 461, 463, 465, 467, 556, 566, 567</p>
<p>K.RV.3.3: <i>Standard begins at third grade.</i></p>	<p>This standard begins at third grade according to the Indiana Academic Standards English/Language Arts.</p>

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WRITING	
WRITING: There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
Note: the teaching of cursive writing that is included in this section is to be taught at the discretion of local decision. The Indiana Department of Education recommends the teaching of cursive writing to students in grades 3 and 4, not only for the purpose of allowing students to use the form of writing most appropriate to them and the setting, but for the more important purpose of being able to <u>read</u> cursive writing. Students need to be able to read cursive writing as they utilize primary documents (e.g., <i>historical documents, letters, etc.</i>).	
In Writing, students are expected to do the following:	
W.1: LEARNING OUTCOME FOR WRITING Write effectively for a variety of tasks, purposes, and audiences	
K.W.1: Write for specific purposes and audiences.	TE 1: 29, 46, 77, 91, 105, 131, 148, 173, 187, 201, 227, 244, 279, 293, 307, 333, 350, 385, 399, 413, 439, 456, 487, 501, 515, 541, 558, 585, 599, 613 TE 2: 29, 46, 73, 87, 101, 127, 144, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 475, 489, 503, 529, 546, 573, 587, 601 TE 3: 29, 46, 75, 89, 103, 129, 146, 175, 189, 203, 229, 246, 273, 287, 301, 327, 344, 373, 387, 401, 427, 444, 471, 484, 499, 525, 542, 569, 583, 597 TE 4: 29, 46, 71, 85, 99, 125, 142, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499 TE 5: 29, 46, 73, 87, 101, 127, 144, 179, 193, 207, 233, 250, 279, 293, 307, 333, 350, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 599, 613 TE 6: 29, 46, 75, 89, 103, 129, 146, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499, 525, 542, 569, 583, 597 Writing to Sources: Unit 1: 6–39 Unit 2: 42–75 Unit 3: 78–111 Unit 4: 114–147 Unit 5: 150–183 Unit 6: 186–219

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W.2: HANDWRITING	
Demonstrate the ability to write legibly	
K.W.2.1: Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	<p>TE 1: 22, 29, 38, 46, 77, 91, 124, 131, 140, 147, 148, 173, 187, 200, 201, 220, 227, 236, 244, 279, 307, 326, 333, 342, 350, 385, 399, 413, 415, 432, 439, 448, 456, 487, 501, 534, 550</p> <p>TE 2: 22, 29, 38, 46, 73, 87, 101, 120, 127, 136, 144, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 475, 489, 503, 522, 538</p> <p>TE 3: 22, 29, 38, 46, 75, 89, 103, 122, 138, 146, 175, 189, 203, 222, 229, 238, 246, 273, 287, 301, 320, 327, 336, 344, 373, 387, 401, 427, 436, 444, 471, 485, 499, 518, 534</p> <p>TE 4: 22, 29, 38, 46, 71, 85, 118, 125, 134, 142, 173, 187, 201, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534</p> <p>TE 5: 22, 29, 38, 46, 73, 87, 101, 120, 127, 136, 144, 179, 193, 207, 226, 233, 242, 250, 279, 293, 307, 326, 333, 342, 350, 383, 387, 397, 411, 430, 437, 446, 454, 481, 495, 509, 528, 544</p> <p>TE 6: 22, 29, 38, 46, 75, 89, 103, 122, 129, 138, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534</p>
K.W.2.2: Write by moving from left to right and top to bottom.	<p>TE 1: 29, 46, 77, 91, 105, 131, 148, 173, 187, 201, 227, 244, 279, 293, 307, 333, 350, 385, 399, 413, 439, 456, 487, 501, 515</p> <p>TE 2: 29, 46, 73, 87, 101, 127, 144, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 475, 489, 503</p> <p>TE 3: 29, 46, 75, 89, 103, 129, 146, 175, 189, 203, 229, 246, 273, 287, 301, 327, 344, 373, 387, 401, 427, 444, 471, 484, 499</p> <p>TE 4: 29, 46, 71, 85, 99, 125, 142, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499</p> <p>TE 5: 29, 46, 73, 87, 101, 127, 144, 179, 193, 207, 233, 250, 279, 293, 307, 333, 350, 383, 397, 411, 437, 454, 481, 495, 509</p> <p>TE 6: 29, 46, 75, 89, 103, 129, 143, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499</p>

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PERSUASIVE	
W.3: WRITING GENRES Develop writing skills by writing for different purposes and to specific audiences or people	
<p>• K.W.3.1: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.</p>	<p>TE 1: 29, 413, 541, 558, 585 TE 2: 29, 127, 244 TE 3: 29, 189, 501 TE 4: 29, 125, 446, 471, 485 TE 5: 29, 127, 383 TE 6: 29, 129, 146, 446</p> <p>Writing to Sources: Unit 1: 222–223, 224–225, 226–227 Unit 2: 228–229, 230–231, 232–233, 234–235 Unit 3: 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104, 105–107, 108, 109–111, 236–237, 238–239, 240–241 Unit 4: 242–243, 244–245, 246–247, 248–249 Unit 5: 150–151, 152–153, 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176, 177–179, 180, 181–183, 250–251, 252–253, 254–255, 256–257 Unit 6: 258–259, 260–261, 262–263, 264–265</p>
INFORMATIVE	
<p>• K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.</p>	<p>TE 1: 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501 TE 2: 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475 TE 3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499 TE 4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603 TE 5: 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613 TE 6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597</p> <p>Writing to Sources: Unit 2: 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68, 69–71, 72, 73–75 Unit 4: 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140, 141–143, 144, 145–147</p>

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<p>NARRATIVE</p>	
<p>K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.</p>	<p>TE 1: 148, 244, 279, 293, 307, 456, 541, 558, 613 TE 2: 101, 327, 429, 489, 503, 529, 546, 601 TE 3: 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597 TE 4: 85, 125, 187, 201, 327, 389, 471 TE 5: 101, 127, 333, 350 TE 6: 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32, 33–35, 36, 37–39, 266–267, 268–269, 270–271 Unit 2: 272–273, 274–275 Unit 3: 276–277, 278–279, 280–281 Unit 4: 282–283, 284–285 Unit 5: 286–287, 288–289 Unit 6: 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212, 213–215, 216, 217–219, 290–291, 292–293</p>

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<p>W.4: THE WRITING PROCESS Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</p>	
<p>K.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., <i>correct spelling of simple words, capitalization of the first word of the sentence</i>). 	<p>TE 1: 599, 613 TE 2: 573, 587 TE 3: 569, 583 TE 4: 589, 603 TE 5: 599, 613 TE 6: 583, 597</p> <p>Writing to Sources: Unit 1: 223, 225, 227, 229, 231, 233 Unit 2: 235, 237, 239, 241, 243, 245 Unit 3: 247, 249, 251, 253, 255, 257 Unit 4: 259, 261, 263, 265, 267, 269 Unit 5: 271, 273, 275, 277, 279, 281 Unit 6: 283, 285, 287, 289, 291, 293</p>
<ul style="list-style-type: none"> • Use available technology to produce and publish writing. 	<p>TE 1: 558, 585, 599, 613 TE 2: 546, 573, 587, 601 TE 3: 542, 569, 583, 597 TE 4: 575, 589, 603 TE 5: 585, 599, 613 TE 6: 569, 583, 597</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>

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FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION	
STANDARD 5: THE RESEARCH PROCESS W.5: Build knowledge about the research process and the topic under study by conducting short research	
K.W.5: With support, build understanding of a topic using various sources.	<p>TE 1: 201, 227, 279, 333, 413, 541, 558, 585, 599, 613 TE 2: 87, 101, 173, 201, 273, 327, 375, 475, 529, 546, 573, 587, 601 TE 3: 75, 89, 103, 189, 203, 287, 301, 327, 401, 471, 485, 499, 525, 542, 569, 583, 597 TE 4: 71, 85, 99, 173, 187, 227, 244, 273, 287, 301, 327, 375, 471, 485, 499, 525, 542, 575, 589, 603 TE 5: 73, 101, 179, 233, 279, 293, 307, 333, 411, 481, 495, 508, 552, 585, 599, 613 TE 6: 75, 89, 103, 173, 187, 201, 227, 273, 287, 301, 327, 375, 389, 403, 471, 485, 499, 525, 542, 569, 583, 597</p> <p>Writing to Sources: Unit 4: 138–139, 140, 141–143, 144, 145–147</p> <p>MSB 4: 108</p>
<ul style="list-style-type: none"> Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic. 	<p>TE 1: 93, 196–197, 335, 408–409, 510–511 TE 2: 42–45, 58–71, 84–85, 140–142, 156–171, 184–185, 240–243, 256–271, 284–285, 289, 442–445, 458–473, 486–487, 531, 596–597 TE 3: 42–45, 58–73, 86–87, 296–297, 440–443, 456–469, 482–483, 592–593 TE 4: 87, 101, 229, 296–297, 442–445, 447, 458–469, 482–483, 486, 598–599 TE 5: 49, 140–143, 156–177, 190–191, 209, 246–249, 262–277, 283, 290–291, 302–303, 450–453, 466–479, 492–493, 552, 585, 601, 615 TE 6: 98–99, 240–243, 256–271, 284–285, 398–399, 538–541, 554–567, 580–581</p>

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GRAMMAR AND USAGE	
W.6: CONVENTIONS OF STANDARD ENGLISH	
Demonstrate command of the conventions of standard English	
K.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<p>TE 1: 615</p> <p>TE 2: 126, 129, 143, 186, 200, 226, 243, 272, 277, 286, 300, 326, 343, 347, 374, 379, 388, 402, 474, 528, 545, 586, 600</p> <p>TE 3: 28, 45, 74, 88, 102, 174, 326, 343, 386, 400, 426, 429, 443, 470, 484, 498, 501, 524, 541, 568, 582, 596</p> <p>TE 4: 28, 31, 45, 70, 84, 98, 124, 141, 172, 186, 200, 226, 243, 272, 286, 300, 326, 343, 374, 388, 402, 470, 524, 541, 588, 602</p> <p>TE 5: 72, 232, 249, 292, 306, 332, 349, 382, 396, 410, 436, 453, 480, 494, 508, 534, 551, 584, 598, 612</p> <p>TE 6: 28, 45, 49, 74, 88, 91, 102, 128, 145, 172, 186, 200, 226, 243, 272, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596</p> <p>Writing to Sources:</p> <p>Unit 1: 6–7, 10–11, 14–15, 18–19, 22–23, 26–27</p> <p>Unit 2: 42–43, 46–47, 50–51, 54–55, 58–59, 62–63</p> <p>Unit 3: 78–79, 82–83, 86–87, 90–91, 94–95, 98–99</p> <p>Unit 4: 114–115, 118–119, 122–123, 126–127, 130–131, 134–135</p> <p>Unit 5: 150–151, 154–155, 158–159, 162–163, 166–167, 169–170</p> <p>Unit 6: 186–187, 190–191, 194–195, 198–199, 202–203, 206–207</p>
K.W.6.1a: Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., <i>dog/dogs, cat/cats</i>).	<p>TE 2: 28, 31, 45, 72, 86, 100, 172, 177</p> <p>TE 5: 332, 349, 396, 410, 436, 480, 494, 508, 584</p>
K.W.6.1b: Verbs – Writing sentences that include verbs.	<p>TE 1: 332, 335, 349, 398, 401, 412, 486, 491</p> <p>TE 3: 28, 30, 31, 45, 49, 88, 90, 91, 102, 128, 145, 149, 174, 188, 202, 272, 276, 326, 329, 343, 386, 400, 470, 475</p> <p>TE 5: 534, 551, 555, 598, 601, 612</p> <p>TE 6: 74</p>
K.W.6.1c: Adjectives/ Adverbs – <i>Standard begins at second grade.</i>	This standard begins at second grade according to the Indiana Academic Standards English/Language Arts.

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K.W.6.1d: Prepositions – <i>Standard begins at fourth grade.</i>	TE 1: 309 TE 3: 205, 247, 248, 288 TE 5: 232, 249, 292, 306, 382 TE 6: 128, 145, 186, 200, 272
K.W.6.1e: Usage – Recognizing that there are different kinds of sentences (e.g., <i>sentences that tell something, sentences that ask something, etc.</i>).	TE 4: 326, 329, 343, 388, 391, 402, 470 K.5: 28, 30, 45, 86, 100, 126, 143, 178, 183, 192, 206, 278 TE 6: 226, 229, 243, 247, 286, 300, 326, 329, 343, 374, 388, 402, 428, 445, 470, 489, 498, 568
CAPITALIZATION, PUNCTUATION, AND SPELLING	
K.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	TE 1: 130, 147, 200 TE 2: 126, 143, 186, 200, 272 TE 3: 524, 541, 582, 585, 596 TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602 TE 5: 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278 TE 6: 28, 45, 88, 102, 172, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596
K.W.6.2a: Capitalization – Capitalizing the first word in a sentence and the pronoun I.	TE 3: 524, 541, 582, 583, 596 TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602 TE 5: 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278 TE 6: 28, 45, 88, 102, 172, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596
• K.W.6.2b: Punctuation – Recognizing and naming end punctuation.	TE 3: 524, 541, 582, 596 TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 379, 388, 402, 428, 445, 470, 484, 498, 574 TE 5: 28, 45, 86, 100, 126, 143, 178, 192, 206, 278 TE 6: 226, 243, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596
K.W.6.2c: Spelling – Spelling simple words phonetically, drawing on phonemic awareness.	TE 2: 182, 282, 384, 484, 582 TE 3: 84, 179, 184, 191, 282, 347, 382, 480, 578 TE 4: 80, 87, 182, 282, 384, 480, 584 TE 5: 82, 188, 288, 392, 490, 594 TE 6: 84, 182, 189, 282, 289, 379, 384, 480, 578, 585, 599

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SPEAKING AND LISTENING	
SPEAKING AND LISTENING: There are five key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
In Speaking and Listening, students are expected to do the following:	
SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING Develop and apply effective communication skills through speaking and active listening	
K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes.	TE 1: 30, 78–79, 132, 174–175, 228, 280–281, 334, 386–387, 440, 488–489, 542, 586–587 TE 2: 30, 74–75, 128, 174–175, 228, 274–275, 328, 376–377, 430, 476–477 TE 3: 30, 76–77, 130, 176–177, 230, 274–275, 328, 374–375, 428, 472–473, 526, 570–571 TE 4: 30, 72–73, 126, 174–175, 228, 274–275, 328, 376–377, 430, 472–473, 526, 576–577 TE 5: 30, 74–75, 128, 180–181, 234, 280–281, 334, 384–385, 438, 482–483, 536, 586–587 TE 6: 30, 76–77, 130, 174–175, 228, 274–275, 328, 376–377, 430, 472–473, 526, 570–571
SL.2: DISCUSSION AND COLLABORATION Develop and apply reciprocal communication skills by participating in a range of collaborative discussions	
K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	MSB 1: 47, 49, 67, 87, 107 MSB 2: 27, 47, 69 MSB 3: 49 MSB 4: 69, 89 MSB 5: 49, 89, 109 TE 1: 29, 30, 32–33, 50–51, 132, 178, 201, 226, 227, 230, 293, 309, 334, 336, 352, 353, 386–387, 492, 503, 542 TE 2: 44, 88, 103, 128, 174–175, 177, 230, 405, 432 TE 3: 32, 76–77, 130, 132, 176–177, 180, 274–275, 303, 330, 430, 448, 487, 570–571 TE 4: 32, 126, 174–175, 228, 274–275, 328, 376–377, 450, 501, 528, 605 TE 5: 32, 50, 128, 130, 180–181, 234, 236, 280–281, 334, 336, 384–385, 438, 440, 482–483, 511, 615 TE 6: 177, 203, 228, 274–275, 328, 376–377, 449, 599 Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219

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K.SL.2.2: <i>Standard begins in third grade.</i>	This standard begins at third grade according to the Indiana Academic Standards English/Language Arts.
K.SL.2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.	<p>MSB 1: 29, 49, 69, 89, 109, 129 MSB 2: 29, 49, 69 MSB 3: 89, 109 MSB 4: 29 MSB 5: 29, 69, 89, 109 MSB 6: 29, 49</p> <p>TE 1: 29, 30, 45, 78–79, 104, 132, 152, 174–175, 228, 248, 280–281, 334, 354, 440, 460, 488–489, 542, 544, 586–597 TE 2: 30, 50, 74–75, 128, 174–175, 177, 228, 248, 274–275, 328, 348, 376–377, 430, 476–477, 530, 550, 574–575 TE 3: 30, 76–77, 130, 176–177, 230, 274–275, 328, 374–375, 428, 472–473, 487, 546, 570–571 TE 4: 30, 72–73, 126, 174–175, 228, 274–275, 328, 376–377, 430, 472–473, 526, 576–577 TE 5: 30, 74–75, 88, 128, 180–181, 234, 280–281, 334, 384–385, 438, 482–483, 536, 586–587 TE 6: 30, 76–77, 130, 174–175, 228, 274–275, 328, 376–377, 430, 472–473, 526, 570–571</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>
K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood.	<p>TE 1: 28, 30, 78–79 TE 2: 30, 74–75, 128, 174–175, 228, 328, 530, 574–575 TE 3: 249, 297, 374–375, 487, 570–571 TE 4: 174–175, 472–473, 545, 576–577 TE 5: 30, 74–75, 234, 280–281 TE 6: 91, 99, 130, 174–175, 274–275, 376–377</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>

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K.SL.2.5: Continue a conversation through multiple exchanges.	MSB 2: 69 MSB 6: 89 TE 1: 353, 389, 491, 542, 561 TE 2: 129, 228, 274–275, 479 TE 3: 130, 289, 429, 585 TE 4: 87, 101, 145, 203, 247, 289, 405, 430, 472–473, 475, 527, 545 TE 5: 74–75, 77, 128, 129, 180–181, 183, 209, 235, 283, 511, 537, 601 TE 6: 105, 149, 203, 229, 247, 303, 329, 405, 475, 501, 527
SL.3: COMPREHENSION	
Develop and apply active listening and interpretation skills using various strategies	
K.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	MSB 1: 30, 50, 70, 90 MSB 2: 28–29, 48–49, 88–89 MSB 3: 48–49, 108–109 MSB 4: 70, 108, 130 MSB 5: 70, 128 MSB 6: 68–69, 90 TE 1: 48, 101, 134, 146–147, 196–197, 242–243, 284, 303, 308, 348–349, 353, 408–409, 454–455, 556, 560, 562, 588, 590 TE 2: 30, 74–75, 78, 102, 128, 130, 146, 148, 174–175, 176, 188, 246, 247, 276, 278, 346, 376–377, 378, 380, 404, 430, 448, 478, 480, 530, 532, 548, 574–575, 576, 578, 588, 602 TE 3: 48, 50, 78, 80, 104, 130, 148, 150, 176–177, 178, 248, 250, 276, 278, 346, 348, 376, 378, 428, 446, 472–473, 474, 476, 528, 544, 572, 574 TE 4: 48, 50, 76, 101, 128, 144, 146, 176, 178, 229, 230, 246, 248, 276, 278, 296–297, 330, 346, 348, 378, 380, 432, 448, 474, 476, 544, 546, 578, 580, 590, 598–599 TE 5: 48, 76, 78, 148, 182, 184, 194, 252, 254, 282, 284, 302–303, 352, 354, 386, 388, 456, 458, 484, 486, 538, 554, 556, 588, 590 TE 6: 32, 48, 50, 78, 80, 132, 148, 150, 176, 178, 228, 230, 246, 248, 274–275, 276, 278, 330, 348, 378, 380, 398–399, 432, 448, 450, 474, 476, 528, 544, 546, 572, 574
K.SL.3.2: Ask appropriate questions about what a speaker says.	TE 1: 30, 78–79 TE 2: 128, 174–175, 228, 328, 530, 574–575 TE 3: 374–375, 526, 570–571 TE 4: 174–175, 472–473 TE 5: 30, 74–75, 280–281 TE 6: 130, 174–175, 274–275, 376–377

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SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS Develop and apply speaking skills to communicate ideas effectively in a variety of situations	
K.SL.4.1: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.	TE 1: 228, 280–281, 334, 386–387 TE 2: 228, 274–275, 430, 476–477 TE 3: 98–99, 230, 274–275 TE 4: 494–495 TE 5: 379, 381, 438, 482–483 TE 6: 30, 76–77
K.SL.4.2: <i>Standard begins in first grade.</i>	This standard begins at first grade according to the Indiana Academic Standards English/Language Arts.
K.SL.4.3: Give, restate, and follow simple two-step directions.	TE 1: 30, 78–79 TE 2: 128, 174–175, 177 TE 4: 30, 72–73
MEDIA LITERACY	
MEDIA LITERACY: By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
In Media Literacy, students are expected to do the following:	
ML.1: LEARNING OUTCOME FOR MEDIA LITERACY Develop an understanding of media and the roles and purposes of media	
K.ML.1: Recognize various types of media.	
ML.2: MEDIA LITERACY Recognize the purposes of media and the ways in which media can have influences	
K.ML.2.1: Recognize common signs and logos and identify commercials or advertisements.	TE 1: 510–511 TE 4: 302–303 TE 6: 228, 274–275, 398–399
K.ML.2.2: <i>Standard begins in fifth grade.</i>	This standard begins at fifth grade according to the Indiana Academic Standards English/Language Arts.