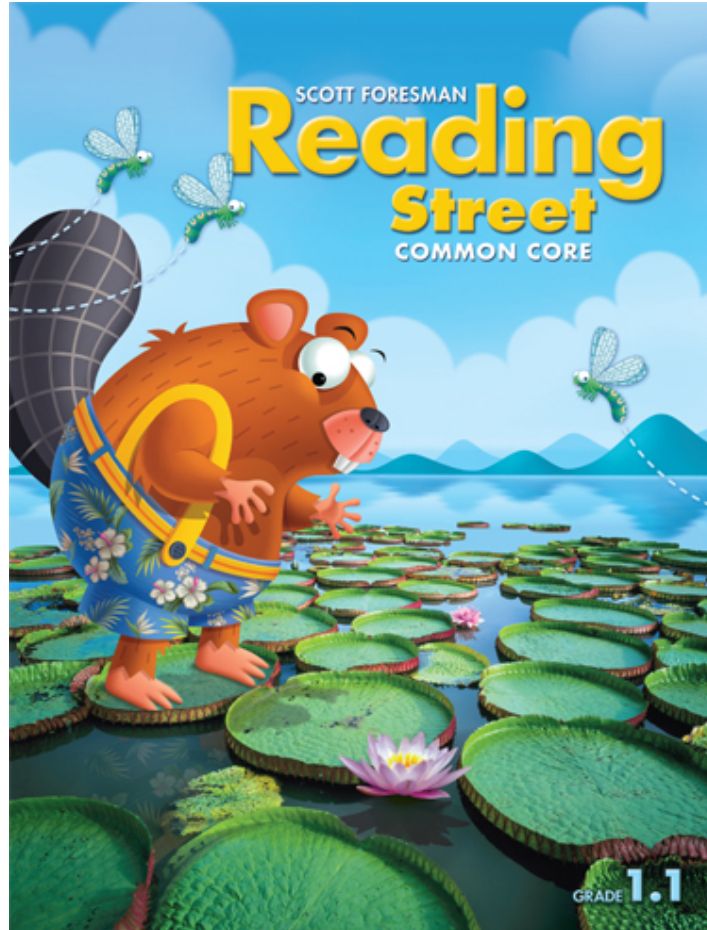


A Correlation of

Scott Foresman
Reading Street Common Core
Grade 1, ©2013



To the

Indiana Academic Standards
English/Language Arts (2014)
Grade 1

A Correlation of Scott Foresman Reading Street Common Core, ©2013 to the Indiana Academic Standards English/Language Arts, Grade 1

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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Table of Contents

READING: Foundations.....	4
READING: Literature	15
READING: Nonfiction.....	22
READING: Vocabulary	27
WRITING.....	30
SPEAKING AND LISTENING	41
MEDIA LITERACY.....	47

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
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Indiana Academic Standards English/Language Arts Grade 1	Scott Foresman Reading Street Common Core, ©2013
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	
GRADE 1	
1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	<p>SE R: 14–15, 16, 38–39, 40, 42, 64–65, 66, 68, 90–91, 92, 94, 116–117, 118, 120, 142–143, 144, 146</p> <p>SE 1: 14–15, 18, 40–41, 44, 68–69, 72, 96–97, 100, 122–123, 126, 148–149, 152</p> <p>SE 2: 14–15, 18, 46–47, 50, 80–81, 84, 106–107, 110, 140–141, 144, 172–173, 176</p> <p>SE 3: 14–15, 18, 46–47, 50, 86–87, 90, 120–121, 124, 152–153, 156, 184–185, 188</p> <p>SE 4: 14–15, 18, 54–55, 58, 90–91, 94, 122–123, 126, 156–157, 160, 192–193, 196</p> <p>SE 5: 14–15, 18, 54–55, 58, 92–93, 96, 130–131, 136, 168–169, 172, 204–205, 208</p> <p>TE R: 14–15, 15a–15c, 15d–15e, 15l, 15m, 15n–15p, 15q, 16c, 16d, 16e–16g, 16o, 16p, 16q–16s, 18a, 32c, 32d, 32e, 35a, 38–38, 39a–39c, 39d–39e, 40c, 40d, 40e–40g, 41a, 42c, 42d, 42e–42g, 42o, 42p, 42q–43a, 44a, 58c, 58d, 58e, 61a, 64–65, 65a–65c, 65d–65e, 66c, 66d, 66e–66g, 67a, 68c, 68d, 68e–68g, 68o, 68p, 68q–69a, 70a, 84c, 84d, 84e, 87a, 90–91, 91a–91c, 91d–91e, 92c, 92d, 92e–92g, 93a, 94c, 94d, 94e–94g, 94o, 94p, 94q–95a, 96a, 110c, 110d, 110e, 113a, 116–117, 117a–117c, 117d–117e, 118c, 118d, 118e–118g, 119a, 120c, 120d, 120e–120g, 120o, 120p, 120q–121a, 122a, 136c, 136d, 136e, 139a, 142–143, 143a–143c, 143d–143e, 144c, 144d, 144e–144g, 145a, 146c, 146d, 146e–146g, 146o, 146p, 146q–147a, 148a, 162c, 162d, 162e, 165a</p>

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<p align="center">Indiana Academic Standards English/Language Arts Grade 1</p>	<p align="center">Scott Foresman Reading Street Common Core, ©2013</p>
<p>(Continued) 1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.</p>	<p>(Continued) TE 1: 14–15, 15a–16a, 17a–17b, 18c, 18d–19a, 20a, 20b, 30c, 30d–30e, 30g, 30h, 31b, 34c, 34d, 35b, 36c, 37a, 37b, 40–41, 41a–42a, 43a–43b, 44a, 44d–45a, 46a, 46b, 58c, 58g, 58h, 59b, 62a, 62d, 63b, 64a, 65a, 65b, 68–69, 69a–70a, 71a–71b, 72c, 72d–73a, 74a, 74b, 84e, 84d–84e, 84g, 84h, 85b, 88c, 88d, 91a, 92c, 93a, 93b, 96–97, 97a–98a, 99a–99b, 100c, 100d–101a, 102a, 102b, 112c, 112d–112e, 112g, 112h, 113b, 116c, 116d, 117b, 118c, 119a, 119b, 122–123, 123a–124a, 125a–125b, 126c, 126d–127a, 128a, 128b, 138c, 138d–138e, 138g, 138h, 139b, 142c, 142d, 143b, 144c, 145a, 145b, 148–149, 149a–150a, 151a–151b, 152c, 152d–153a, 154a, 154b, 164c, 164d, 164e, 164g, 164h, 165b, 168c, 169b, 170c, 171a, 171b TE 2: 14–15, 15a–16a, 17a–17b, 18c, 18d–19a, 20a, 20b, 34c, 34d–34e, 34g, 34h, 35b, 38c, 38d, 41a, 42c, 43a, 43b, 46–47, 47a–48a, 49a–49b, 50c, 50d–51a, 52a, 52b, 66c, 66d–66e, 66g, 66h, 67b, 70c, 70d, 75b, 76c, 77a, 77b, 80–81, 81a–82a, 83a–83b, 84c, 84d–85a, 86a, 86b, 96c, 96d–96e, 96g, 96h, 97b, 100c, 100d, 101b, 102c, 103a, 103b, 106–107, 107a–108a, 109a–109b, 110c, 110d–111a, 112a, 112b, 128c, 128d–128e, 128g, 128h, 129b, 132c, 132d, 135a, 136c, 137a, 137b, 140–141, 141a–142a, 143a–143b, 144c, 144d–145a, 146a, 146b, 160c, 160d–160e, 160g, 160h, 161b, 164c, 164d, 167a, 168c, 169a, 169b, 172–173, 173a–174a, 175a–175b, 176c, 176d–177a, 178a, 178b, 194c, 194d–194e, 194g, 194h, 195b, 198c, 198d, 199b, 200c, 201a, 201b TE 3: 14–15, 15a–16a, 17a–17b, 18c, 18d–19a, 20a, 20b, 34c, 34d–34e, 34g, 34h, 35b, 38c, 38d, 41a, 42c, 43a, 43b, 46–47, 47a–48a, 49a–49b, 50c, 50d–51a, 52a, 52b, 74c, 74d–74e, 74g, 74h, 75b, 78c, 78d, 81a, 82c, 83a, 83b, 86–87, 87a–88a, 89a–89b, 90c, 90d–91a, 92a, 92b, 106c, 106d–106e, 106g, 106h, 107b, 110c, 110d, 115b, 116c, 117a, 117b, 120–121, 121a–122a, 123a–123b, 124c, 124d–125a, 126a, 126b, 142c, 142d–142e, 142g, 142h, 143b, 146c, 146d, 147b, 148c, 149a, 149b, 152–153, 153a–154a, 155a–155b, 156c, 156d–157a, 158a, 158b, 174c, 174d–174e, 174g, 174h, 175b, 178c, 178d, 179b, 180a, 181a, 181b, 184–185, 185a–186a, 187a–187b, 188c, 188d–189a, 190a, 190b, 208c, 208d–208e, 208g, 208h, 209b, 212c, 212d, 215a, 216c, 217a, 217b</p>

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<p>(Continued) 1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.</p>	<p>TE 4: 14–15, 15a–16a, 17a–17b, 18c, 18d–19a, 20a, 20b, 44c, 44d–44e, 44g, 44h, 45b, 48c, 48d, 49b, 50c, 51a, 51b, 54–55, 55a–56a, 57a–57b, 58c, 58d–59a, 60a, 60b, 78c, 78d–78e, 78g, 78h, 79b, 82c, 82d, 85a, 86c, 87a, 87b, 90–91, 91a–92a, 93a–93b, 94c, 94d–95a, 96a, 96b, 110c, 110d–110e, 110g, 110h, 111b, 114c–114d, 117a, 118c, 119a, 119b, 122–123, 123a–124a, 125a–125b, 126c, 126d–127a, 128a, 128b, 144c, 144d–144e, 144g, 144h, 145b, 148c, 148d, 151a, 152c, 153a, 153b, 156–157, 157a–158a, 159a–159b, 160c, 160d–161a, 162a, 162b, 182c, 182d–182e, 182g, 182h, 183b, 186c, 186d, 187b, 188c, 189a, 189b, 192–193, 193a–194a, 195a–195b, 196c, 196d–197a, 198a, 198b, 218c, 218d–218e, 218g, 218h, 219b, 222c, 222d, 225a, 226c, 227a, 227b</p> <p>TE 5: 14–15, 15a–16a, 17a–17b, 18c, 18d–19a, 20a, 20b, 40c, 40d–40e, 40g, 40h, 41b, 44a, 44d, 49b, 50c, 51a, 51b, 54–55, 55a–56c, 57a–57b, 58c, 58d–59a, 60a, 60b, 78c, 78d–78e, 78g, 78h, 79b, 82c, 82d, 87b, 88c, 89a, 89b, 92–93, 93a–94a, 95a–95b, 96c, 96d–97a, 98a, 98b, 120c, 120d–120e, 120g, 120h, 121b, 128c, 129a, 129b, 130–131, 131a–132a, 133a–133b, 136c, 136d–137a, 138a, 138b, 156c, 156d–156e, 156g, 156h, 157b, 160c, 160d, 163a, 164c, 165a, 165b, 168–169, 169a–170a, 171a–171b, 172c, 172d–173a, 174a, 174b, 194c, 194d–194e, 194g, 194h, 195b, 198c, 198d, 199b, 200c, 201a, 201b, 204–205, 205a–206a, 207a–207b, 208c, 208d–209a, 210a, 210b, 232c, 232d–232e, 232g, 232h, 233b, 236c, 236d, 239a, 240c, 241a, 241b</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>1.RF.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 1 offers students opportunities to build upon and continue applying concepts learned previously. See for example: TE 1: 151a–151b, 169a, 171b TE 2: 17a–17b, 95a, 137b</p>
<p>1.RF.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 1 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>1.RF.2.3: Recognize the components of a sentence (e.g., <i>capitalization, first word, ending punctuation</i>).</p>	<p>Scott Foresman Reading Street, Grade 1 offers students opportunities to build upon and continue applying concepts learned previously.</p>

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1.RF.2.4: Learn and apply knowledge of alphabetical order.	TE R: 68o, 94c, 94o, 110c, 120o TE 1: 46a, 50–51, 65a, 102a, 119a, 159g TE 3: 73g, 126a, 134–135, 158a, 158a, 162–163, 168–169, 181a TE 4: 143f, 162a, 168–169, 189a, 217f TE 5: 72–73, 77g, 231g
RF.3: PHONOLOGICAL AWARENESS Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds	
1.RF.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	Scott Foresman Reading Street , Grade 1 offers students opportunities to build upon and continue applying concepts learned previously. See for example: TE R: 14–15a, 42d, 58d, 84d, 94d, 94q–94r
1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words.	SE R: 68, 116, 120, 142 SE 1: 14, 40, 68, 122, 124, 148 SE 3: 18, 46, 86, 188 SE 4: 14, 54, 90, 122, 156, 192 SE 5: 14, 96, 204 TE R: 16p, 32d, 42p, 58d, 68p, 68, 110d, 120p, 146p TE 1: 14–15, 15a, 18c–18d, 30c–30d, 40–41, 41a, 44c–44d, 58d, 58e, 68–69, 69a, 72c–72d, 116c, 118c, 122–123, 123a, 124, 126c–126d, 126–127a, 138d, 138e, 144c, 148–149, 149a, 152c–152d, 164d, 168d TE 2: 14–15, 15a, 18c, 34c, 38c 42c, 50c, 70c, 84c, 110c, 140–141, 141a, 172–173, 173a, 176c TE 3: 14–15, 18c, 34c, 38c, 42c, 46–47, 74c, 78c, 82c, 86–87, 90c, 106c, 110c, 116c, 124c, 142c, 174c, 178c, 184–185 TE 4: 14–15, 15a, 18c–18d, 54–55, 58c, 78c, 86c, 90–91, 91a, 94c, 110c, 118c, 122–123, 123a, 126c, 144c, 148c, 152c, 156–157, 160c, 182c, 186c, 188c, 192–193, 196c, 218c, 222c, 226c TE 5: 14–15, 15a, 54–55, 55a, 58c, 78c, 124c, 132–133, 133a, 156c, 160c, 164c, 168–169, 169a, 172, 204–205, 205a, 208c
1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.	TE 3: 38c, 42c, 74c, 82c, 106c, 116c, 142c, 174c, 208c, 212c TE 4: 48c, 50c, 78c, 82c, 86c, 110c, 114c, 118c, 144c, 182c, 218c TE 5: 40c, 44c, 50c, 78c, 82c, 88c, 120c 124c, 128c, 160c, 164c, 198c, 200c, 236c, 240c

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<p>1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.</p>	<p>SE R: 14–15, 16–17, 38–39, 64–65, 90–91, 116–117, 120–121, 142–143 SE 1: 14, 40, 68, 96, 122, 148 SE 2: 14, 46, 80, 140, 172 SE 3: 86, 120, 152, 184 SE 4: 14, 54, 90, 156, 192 SE 5: 92</p> <p>TE R: 14–15, 15a, 15m, 16d, 16q–16r, 38–39a, 40d, 42p, 64–65a, 66d, 84d, 90–91a, 92d, 116–117, 118d, 120–121, 144d TE 1: 14–15, 15a, 18c–18d, 34c–34d, 40–41, 41a, 62c–62d, 68–69, 69a, 72c–72d, 84c–84d, 88c–88d, 92c, 100c–100d, 122–123, 123a, 126c–126d, 126–127a, 142c–142d, 144c, 149a, 152d, 168c–168d, 170c TE 2: 14–15, 15a, 47a, 50d, 80–81, 81a, 100c, 128c–128d, 132c–132d, 140–141, 141a, 164c–164d, 172–173, 173a, 198c–198d TE 3: 38c, 86–87, 90c, 116c, 120–121, 124c, 142c, 152–153, 156c, 188c, 208c TE 4: 14–15, 15a, 18c, 48c–48d, 50c, 54–55, 55a, 78c, 82c, 86c, 90–91, 91a, 94c, 110c, 114c, 118c, 156–157, 182c TE 5: 78c, 82c, 88c, 92–93, 93a, 120c, 164c, 240c</p>
<p>1.RF.3.5: Segment the individual sounds in one-syllable words.</p>	<p>SE 1: 40 SE 2: 14, 106 SE 3: 14, 86, 152, 184 SE 4: 14, 90, 122, 156, 192 SE 5: 14, 54, 92, 132, 168, 204</p> <p>TE R: 16p, 42p, 68p, 94p, 146p, 162d TE 1: 41a, 44c–44d, 62c–62d, 64c, 69a, 92c, 122–123, 123a, 126c–126d TE 2: 14–15, 15a, 18c, 106–107, 107a, 110c, 132c, 200c TE 3: 15a, 18c, 50c, 86–87, 90c, 110c, 152–153, 156c, 178c, 184–185, 188c, 212c TE 4: 14–15, 18c, 94c, 122–123, 126c, 152c, 156–157, 160c, 186c, 188c, 192–193, 196c TE 5: 14–15, 18c, 54–55, 92–93, 96c, 132–133, 136c, 168–169, 204–205, 205a, 208c</p>

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<p>RF.4: PHONICS Decode and read words by applying phonics and word analysis skills</p>	
<p>1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., <i>ai</i>) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., <i>cat, go, black, boat, her</i>), independent of context.</p>	<p>SE R: 16, 40, 42, 66, 68, 92, 94, 118, 120, 144, 146 SE 1: 16, 18, 42, 44, 70, 72, 124, 126, 150, 152 SE 2: 16, 18, 48, 50, 82, 84, 108, 110, 142, 174 SE 3: 16, 48, 90, 124, 154, 188 SE 4: 16, 56, 92, 94, 124, 126, 160, 196 SE 5: 16, 56, 94, 134, 170, 172, 208</p> <p>TE R: 15a–15c, 15n–15p, 16e–16g, 16q–16s, 39a–39c, 40e–40g, 42e–42g, 42–43a, 65a–65c, 66e–66g, 68e–68g, 68q–68s, 91a–91c, 92e–92g, 94e–94g, 94q–94s, 117a–117c, 118e–118g, 120e–120g, 120q–120s, 143a–143c, 144e–144g, 146e–146g, 146q–146s TE 1: 15a–16a, 18d–19a, 30d–30e, 34d, 36c, 41a–42a, 44d–45a, 58d–58e, 62d, 64c, 69a–70a, 72d–73a, 84d–84e, 88d, 92c, 116d, 123a–124a, 126d–127a, 138d–138e, 144c, 149a–150a, 152d–153a, 164d–164e, 168d, 170c TE 2: 15a–16a, 18d–19a, 34d–34e, 38d, 42c, 47a–48a, 50d–51a, 66d–66e, 70d, 76c, 81a–82a, 84d–85a, 96d–96e, 100d, 102c, 107a–108a, 128d–128e, 132d, 136c, 141a–142a, 160d–160e, 164d, 168c, 173a–174a, 194d–194e, 198d, 200c TE 3: 15a–16a, 30d–30e, 34d–34e, 38d, 42c, 47a–48a, 74d–74e, 78d, 82c, 90d–91a, 106d–106e, 110d, 116c, 124d–125a, 142d–142e, 146d, 148c, 153a–154a, 174d–174e, 178d, 180c, 188d–189a, 208d–208e, 212d, 216c TE 4: 15a–16a, 44d–44e, 48d, 50c, 55a–56a, 78d–78e, 82d, 86c, 91a–92a, 94d–95a, 110d–110e, 114d, 118c, 123a–124a, 126d–127a, 144d–144e, 148d, 152c, 160d–161a, 182d–182e, 186d, 188c, 196d–197a, 218d–218e, 222d, 226c TE 5: 15a–16a, 40d–40e, 44d, 50c, 55a–56a, 78d–78e, 82d, 88c, 93a–94a, 120d–120e, 124d, 128c, 133a–134a, 156d–156e, 160d, 164c, 169a–170a, 172d–173a, 194d–194e, 198d, 200c, 208d–209a, 232d–232e, 236d, 240c</p>

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<p>1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.</p>	<p>SE R: 16, 68, 94, 120 SE 1: 16, 42, 70, 124, 150 SE 2: 48, 82, 108, 142, 174, 176 SE 3: 18, 90, 124, 154 SE 4: 16, 56, 92, 124, 160, 196 SE 5: 16, 56, 58, 94, 134, 170, 172, 208</p> <p>TE R: 16q–16s, 68q–68s, 94q–94s, 120q–120s, 146e–146g TE 1: 15a–16a, 30d–30e, 34d, 36a, 41a–42a, 58d–58e, 62d, 64c, 69a–70a, 84d–84e, 88d, 92c, 116d, 123a–124a, 138d–138e, 144c, 149a–150a TE 2: 38d, 47a–48a, 66d–66e, 70d, 76c, 81a–82a, 99d–96e, 100d, 102c, 107a–108a, 125d–125e, 132d, 136c, 141a–142a, 160d–160e, 164d, 168c, 173a–174a, 176d–177a, 194d–194e, 198d, 200c TE 3: 18a–19a, 34d–34e, 38d, 42c, 78d–78e, 90d–91a, 106d–106e, 110d, 116c, 124d–125a, 142d–142e, 146d, 148c, 153a–154a, 174d–174e, 178d, 180c, 212d TE 4: 15a–16a, 44d–44e, 48d, 50c, 55a–56a, 78d–78e, 82d, 86c, 91a–92a, 110d–110e, 114d, 118c, 123a–124a, 144d–144e, 148d, 152c, 160d–161a, 182d–182e, 186d, 188c, 196d–197a, 218d–218e, 222d, 226c TE 5: 15a–16a, 40d–40e, 44d, 50c, 55a–56a, 58d–59a, 78d–78e, 82d, 88c, 93a–94a, 120d–120e, 124d, 128c, 133a–134a, 156d–156e, 160d, 164c, 169a–170a, 172d–173a, 194d–194e, 198d, 200c, 208–209a, 232d–232e, 236d, 240c</p>

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<p>1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.</p>	<p>SE 2: 48, 50, 82, 108, 111, 142, 174, 176 SE 4: 16, 56, 92, 94, 124 SE 5: 56</p> <p>TE 2: 38g, 47a, 48–48a, 48b, 50–51a, 51c, 51d, 66d, 66e, 70e–70f, 76c, 77d, 82–82a, 82b–82c, 85d, 96c–96d, 96e, 100d, 100e–100f, 100g, 103d, 107a, 108–108a, 108b–108c, 111, 111d, 128d, 128e, 132d, 132e–132f, 132g, 136c, 137d–137e, 141a, 142–142a, 142b–142c, 142d, 145b–145c, 145d, 160d, 160e, 164c–164d, 164e–164f, 168c, 169d–169e, 173a, 174–174a, 174b–174c, 177c, 177d, 194c–194d, 194e, 198d, 198e–198f, 198g, 200c, 201d–201e TE 3: 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 38d, 38e–38f, 78d TE 4: 15a, 16–16a, 16b–16c, 19d, 44d, 44e, 48e–48f, 50c, 51d, 55a, 56–56a, 56b–56c, 59d, 78d, 78e, 82c–82d, 82e–82f, 87d–87e, 91a, 92–92a, 92b–92c, 95d, 95, 110d, 110e, 114d, 114e–114f, 114g, 118c, 119d–119e, 123a, 124–124a, 124b–124c, 127b–127c, 127d, 144d, 144e, 148d, 148e–148f, 148g, 152c, 153d–153e, 158b–158c, 161b–161c, 186d, 186e–186f, 186g TE 5: 44g, 56–56a, 78d, 78e</p>

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<p>1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., <i>have, said</i>).</p>	<p>SE R: 17, 41, 43, 69, 93, 95, 119, 121, 145, 147 SE 1: 17, 19, 43, 45, 71, 73, 99, 101, 125, 127, 150–151, 152–153</p> <p>TE R: 16h, 17a–17b, 17, 32f, 32g–32h, 35b, 41, 42h, 43b–43c, 43, 58f, 58g–58h, 61b, 67, 68h, 69a–69b, 69, 84f, 84g–84h, 87b, 93, 94h, 95a–95b, 95, 110g–110h, 113b, 119, 120h, 121a–121b, 121, 130–131, 136f, 136g–136h, 139b, 145, 146h, 147a–147b, 147, 162f, 162g–162h, 165b</p> <p>TE 1: 16b–16c, 17, 19b–19c, 30g, 34e–34f, 37b, 37d–37e, 42b–42c, 43, 45b–45c, 45, 58g, 62e–62f, 65b, 65e, 70b–70c, 71, 73, 84g, 88e–88f, 93b, 93d–93e, 99, 101, 112g, 119b, 119d–119e, 124b–124c, 125, 127, 138g, 145d–145e, 151, 153, 164g, 168e–168f, 171b, 171d–171e</p> <p>TE 2: 16b–16c, 17, 19b–19c, 19, 34g, 38f, 43b, 43d, 48b–48c, 51b–51c, 51, 66g, 70e–70f, 77b, 77d, 82b–82c, 83, 85, 96g, 100e–100f, 100g, 103b, 103d, 108c, 108d, 111b–111c, 111, 128g, 132f, 132g, 137b, 137d, 142b–142c, 142d–143, 145b–145c, 145, 154–155, 156–157, 160g, 164g, 169b, 169d–169e, 174b–174c, 175, 177b–177c, 194g, 198e–198f, 198g–198h, 201b, 201d–201e</p> <p>TE 3: 16b–16c, 17, 19b–19c, 19, 34g, 38g, 43b, 43d–43e, 48b–48c, 49, 51b–51c, 51, 52a, 74g, 78e–78f, 78g, 83b, 83d–83e, 88b–88c, 89, 91b–91c, 106g, 110e–110f, 117b, 117d–117e, 122b–122c, 123, 125b–125c, 125, 142g, 146e–146f, 146g, 149b, 149d–149f, 154b–154c, 155, 157b–157c, 157, 178e–178f, 181b, 181d–181f, 186b–186c, 186d, 189b–189c, 189, 208g, 212e–212f, 212g, 217b, 217d–217f</p> <p>TE 4: 16b–16c, 17, 19b–19c, 19, 44g, 48e–48f, 48g, 51b, 51d–51e, 56b–56c, 57, 59b–59c, 78g, 82e–82f, 82g, 87b, 87d–87e, 92c, 93, 95b–95c, 95, 110g, 114e–114f, 119b, 119d–119e, 124b–124c, 125, 127b–127c, 144g, 148e–148f, 148g, 153b, 153d–153e, 158b–158c, 159, 161b–161c, 161, 182e, 182g, 186e–186f, 186g, 189b, 189d–189e, 194b–194c, 197b–197c, 197, 218g, 222f, 222g, 227b, 227d–227e</p> <p>TE 5: 16b–16c, 17, 19b–19c, 19, 40g, 44e–44f, 44g, 51b, 51d–51e, 56b–56c, 57, 59c, 59, 78g, 82e–82f, 89b, 89d–89e, 94b–94c, 95, 97b–97c, 97, 120e, 120g, 124e–124f, 129b, 129d–129e, 134b–134c, 135, 137b–137c, 137, 156e, 156g, 160e–160f, 165b, 165d–165e, 170b–170c, 171, 173b–173c, 173, 194e, 194g, 198f, 201b, 201d–201e, 206b–206c, 207, 209b–209c, 209, 232e, 232g, 236e–36f, 241b, 241d–241e</p>

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<p>1.RF.4.5: Read words in common word families (e.g., <i>-at, -ate</i>).</p>	<p>SE R: 16, 68, 70, 94, 120, 146 SE 1: 15, 70, 124, 150 SE 2: 48, 82, 108, 142 TE R: 16q–16s, 17a–17b, 32e, 32g–32h, 43b–43c, 58e, 68q–68s, 69a–69b, 70a, 70b–70c, 73d, 84d–84e, 84g–84h, 92c, 93d–93e, 94q–94s, 95a–95b, 110e, 110g–110h, 116d, 120q–120s, 121a–121b, 127d, 136e, 136g–136h, 146e–146g, 153d, 162e, 162g–162h TE 1: 15a, 16a, 16b–16c, 19d, 30d–30e, 34e–34f, 34g, 36c, 37d–37e, 41a, 42a, 42b–42c, 45d, 58d–58e, 62d, 62e–62f, 62g, 64c, 65d–65e, 69a, 73d, 88d, 88g, 123a, 124a, 124b–124c, 127d, 138d–138e, 142e–142f, 144c, 145d–145f, 149a, 150a, 150b–150c, 151f, 153d, 164d–164e, 168d, 168e–168f, 170c, 171d–171f TE 2: 38d, 47a, 48a, 48b–48c, 51d, 66d–66e, 70e–70f, 76c, 77d–77f, 81a, 82a, 82b–82c, 85d, 96d–96e, 100d, 100e–100f, 102c, 103d–103f, 107a, 108a, 108b–108c, 111d, 128d–128e, 132d, 132e–132f, 136c, 137d–137f, 141a, 142a, 142b–142c, 145d, 160d–160e, 164d, 164e–164f, 168c, 169d–169f, 198d</p>
<p>1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., <i>look, -ed, -ing, -s, -er, -est</i>), and simple compound words (e.g., <i>cupcake</i>) and contractions (e.g., <i>isn't</i>).</p>	<p>SE 1: 98, 100 SE 2: 144 SE 3: 88, 91, 122, 125, 186, 189 SE 4: 58 SE 5: 96</p> <p>TE 1: 97a, 98–98a, 98b–98c, 100d, 100–101a, 101b–101c, 101d–101e, 102a, 112c–112d, 112e, 116e–116f, 118c, 119d–119e, 142d TE 2: 110d, 110, 111a, 111b–111c, 128d–128e, 132e–132f, 136c, 137d–137f, 144d, 144–145a, 145b–145c, 160e, 164d, 164e–164f, 168c, 169d–169e, 198d, 198g TE 3: 49c, 50d, 50, 51a, 51b–51c, 73g, 74d–74e, 78e–78f, 82c, 83d–83f, 87a, 88–88a, 88b–88c, 91d–91e, 106d–106e, 106f, 110d, 110e–110f, 116c, 117d–117e, 121a, 122–122a, 122b–122c, 125d, 126a, 142d, 146d, 146e–146f, 146g, 148c, 149d–149f, 156d, 156, 157a, 157b–157c, 174d–174e, 178d, 178e–178f, 178g, 180c, 181d–181f, 185a, 186–186a, 186b–186c, 189d, 212d, 216c TE 4: 19d, 48d, 48g, 58–59a, 59b–59c, 82e–82f, 86c, 114d, 157a, 158, 158a, 158b–158c, 161d, 182d–182e, 186e–186f, 188c, 189d–189f, 222d TE 5: 44g, 96d, 96–97a, 97b–97c, 120d, 120e, 124e–124f, 128c, 129d–129e, 134b–134c, 160d, 160g, 188–189</p>

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<p>RF.5: FLUENCY Demonstrate accuracy and fluency when reading</p>	
<p>1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p>SE 3: 149, 181, 217 SE 4: 51, 119, 153, 227</p> <p>TE 1: 45c, 45, 59b, 63b, 65a, 85b, 91a, 113b, 117b, 119a, 139b, 143b, 145a, 165b, 171a TE 2: 35b, 67b, 75b, 77a, 97b, 101b, 102–103a, 129b, 135a, 137a, 161b, 167a, 169a, 195b, 199b, 201a TE 3: 35b, 41a, 43a, 75b, 81a, 82–83, 107b, 115b, 117a, 143b, 145b, 149a, 175b, 179b, 181a, 209b, 215a, 217a TE 4: 45b, 49b, 51a, 79b, 85a, 87a, 111b, 113b, 117a, 119a, 145b, 151a, 153a, 187b, 219b, 225a, 227a TE 5: 41b, 49b, 51a, 79b, 87b, 89a, 127a, 129a, 157b, 163a, 165a, 195b, 199b, 201a, 233b, 239a, 241a</p>

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<p>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 Read and comprehend a variety of literature independently and proficiently</p>	
<p>1.RL.1: With support, read and comprehend literature that is grade-level appropriate.</p>	<p>SE R: 18–27, 32–33, 44–53, 70–79, 96–105, 122–131, 148–157, 162–163 SE 1: 20–29, 34–39, 46–57, 62–63, 74–83, 116–117, 128–137, 168–169 SE 2: 20–33, 52–65, 112–127, 198–199 SE 3: 20–33, 52–73, 78–81, 110–115, 126–141, 190–207, 212–215 SE 4: 20–43, 60–77, 82–85, 162–181, 198–217, 222–225 SE 5: 20–39, 44–49, 60–77, 82–87, 98–119, 210–231, 236–239</p> <p>TE R: 18a–18b, 27a, 28–29, 29a, 32i, 44a–44b, 53a, 54–55, 55a, 70a–70b, 79a, 80–81, 81a, 96a–96b, 105a, 106–107, 107a, 122a–122b, 131a, 132–133, 133a, 148a–148b, 157a, 158–159, 159a, 162i TE 1: 20b–20c, 29a, 30h, 30–31, 31a, 34i, 35a, 46b–46c, 57a, 58h, 58–59, 59a, 62i, 63a, 74b–74c, 83a, 84h, 84–85, 85a, 116i, 117a, 128b–128c, 137a, 138–139, 139a, 168i, 169a TE 2: 20b–20c, 33a, 34–35, 35a, 52b–52c, 65a, 66–67, 67a, 112b–112c, 127a, 128–129, 129a, 198i, 199a TE 3: 20b–20c, 33a, 34–35, 35a, 52b–52c, 73a, 74–75, 75a, 78i, 110i, 115a, 126b–126c, 141a, 142–143, 143a, 190b–190c, 207a, 208–209, 209a, 212i TE 4: 20b–20c, 43a, 44–45, 45c, 60b–60c, 77a, 78–79, 79a, 82i, 162b–162c, 181a, 182–183, 183a, 198b–198c, 217a, 218–219, 219a, 222i TE 5: 20b–20c, 39a, 40–41, 41a, 44i, 49a, 60b–60c, 77a, 78–79, 79a, 82i, 87a, 98b–98c, 119a, 120–121, 121a, 210b–210c, 231a, 232–233, 233a, 236i</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>1.RL.2.1: Ask and answer questions about main idea and key details in a text.</p>	<p>SE R: 28, 54, 80, 106, 132, 158 SE 1: 30, 58, 84, 112, 138 SE 2: 34, 66, 128 SE 3: 34, 74, 81, 115, 142, 208 SE 4: 44, 78, 182, 218 SE 5: 40, 78, 120, 232</p> <p>TE R: 18–19, 24–25, 27a, 28–29a, 44–45, 46–47, 48–49, 50–51, 52–53, 53a, 54–55, 70–71, 72–73, 78–79, 79a, 80–81, 81a, 96a, 96–97, 98–99, 100–101, 102–103, 104–105, 105a, 106–107, 122–123, 124–125, 126–127, 128–129, 131a, 132–133, 133a, 148–149, 152–153, 156–157, 157a, 159a, 162i, 162–163 TE 1: 20b, 20–21, 22–23, 24–25, 28–29, 29a, 30–31, 37b–37c, 57a, 58–59, 63a, 74–75, 76–77, 82–83, 83a, 84–85, 93b–96c, 117a, 125a, 132–133, 134–135, 136–137, 137a, 138–139, 145b–145c, 151a TE 2: 32–33, 33a, 33b, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 66–67, 83a, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 127a, 128–129, 199a TE 3: 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33a, 33b, 34h, 34–35, 49a–49b, 52b, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 74–75a, 80–81, 83b, 83c, 110–111, 112–113, 114–115, 115a, 123a–123b, 126b, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141b, 142–143, 143h, 155a, 187a–187b, 190b, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 207a, 208–209, 214–215 TE 4: 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43a, 44h, 44–45, 51b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 87b–87c, 110–111, 125a, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 181a, 182–183, 189c, 198b, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 217a, 218–219, 227b–227c</p>

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<p>(Continued) 1.RL.2.1: Ask and answer questions about main idea and key details in a text.</p>	<p>(Continued) TE 5: 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 39a, 40–41, 48–49, 49a, 51b–51c, 57a, 60b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 79a, 82i, 87a, 89b–89c, 210b, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a, 232–233, 233a, 238–239</p> <p>Writing to Sources: Unit R: 30–31, 32 Unit 1: 66–67, 68 Unit 3: 136–137, 138–139</p>
<p>1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>SE R: 28, 54, 80, 106, 132, 145e, 158 SE 1: 30, 58, 84, 138 SE 2: 34, 66, 128 SE 3: 34, 74, 142, 208 SE 4: 44, 78, 182, 218 SE 5: 40, 78, 232</p> <p>TE R: 28–29a, 54–55a, 80–81a, 106–107a, 126–127, 132–133a, 158–159a TE 1: 30–31a, 52–53, 58–59a, 84–85a, 138–139a TE 2: 34–35a, 66–67a, 128–129a TE 3: 20b, 22–23, 30–31, 33b, 34–35a, 74–75a, 117c, 142–143a, 207a, 208–209a TE 4: 44–45a, 57a, 60c, 78–79a, 159a, 180–181, 182–183a, 189c, 218–219a TE 5: 38–39, 40h, 40–41a, 78–79a, 207a–207b, 210b–210c, 226–227, 230–231, 231a, 222–233a, 241c</p> <p>Writing to Sources: Unit R: 14–15, 22–23 Unit 1: 42–43, 46–47, 50–51 Unit 2: 90–91</p>

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<p>1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.</p>	<p>SE R: 28, 33, 137 SE 1: 30, 58, 117 SE 4: 83–85 SE 5: 40, 45, 83–87</p> <p>TE R: 15d–15e, 15q, 17c, 18a, 20–21, 22–23, 27a, 28–29, 32–33, 39d–39e, 41a, 43d, 44a, 46–47, 48–49, 53a, 54–55, 65d–65e, 67a, 70a, 70–71, 72–73, 76–77, 79a, 80–81, 95c, 96a–96b, 98–99, 104–105, 105a, 106–107, 117d–117e, 119a, 128–129, 132, 136–137, 143d–143e, 152–153 TE 1: 17a–17b, 22–23, 24–25, 28–29, 29a–29b, 30h, 30–31, 35a, 37b, 43a–43b, 46b, 48–49, 52–53, 56–57, 58h, 58–59, 65c, 71a–71b, 74b, 74–75, 76–77, 78–79, 80–81, 84h, 116i, 117, 119c, 128b, 130–131, 132–133, 134–135, 136–137, 137a, 138h TE 2: 17a, 20b, 24–25, 26–27, 28–29, 33a, 33b, 34–35, 49a, 54–55, 60–61, 62–63, 64–65, 65a, 65b, 66h, 67a, 109a, 112b, 114–115, 118–119, 120–121, 122–123, 124–125, 127a, 128h, 128–129, 137c TE 3: 17a–17b, 28–29, 30–31, 33b, 34–35a, 43b, 43c, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 73b, 74h, 74–75a, 112–113, 114–115, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141a–141b, 142h, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 207a, 208h TE 4: 17a, 22–23, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 40–41, 43a, 57a, 64–65, 66–67, 68–69, 70–71, 74–75, 76–77, 77a, 82i, 82–83, 84–85, 162b, 164–165, 166–167, 170–171, 174–175, 176–177, 178–179, 181a, 182h, 189b–189c, 195a, 198–199, 200–201, 204–205, 206–207, 208–209, 210–211, 214–215, 216–217, 218h, 227b–227c TE 5: 17a, 22–23, 26–27, 30–31, 32–33, 36–37, 38–39, 39a, 40–41, 41a, 44i, 44–45, 46–47, 51b, 57a–57b, 62–63, 64–65, 68–69, 74–75, 76–77, 77b, 82i, 82–83, 84–85, 86–87, 87a, 89c, 207a–207b, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 224–225, 226–227, 230–231, 231a, 232h</p>

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<p>(Continued) 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.</p>	<p>(Continued) Writing to Sources: Unit R: 6–7, 10–11, 14–15, 18–19, 22–23, 28–29, 30–31, 32, 33–35, 36 Unit 1: 42–43, 46–47, 50–51, 58–59, 62–63, 66–67, 68, 69–71, 72, 73–75 Unit 2: 78–79, 82–83 Unit 3: 142–145 Unit 4: 154–155, 166–167 Unit 5: 186–187, 190–191, 194–195</p>
<p>1.RL.2.4: Make and confirm predictions about what will happen next in a story.</p>	<p>TE R: 18a, 27a, 32i, 44a, 53a, 70a, 79a, 96a, 105a, 122a, 131a, 148a, 157a TE 1: 20b, 29a, 34i, 46b, 57a, 62i, 62–63, 63a, 74b, 83a, 116i, 128b, 137a, 168i, 169a TE 2: 20b, 33a, 52b, 65a, 75a, 101a, 112b, 127a, 198i, 199a TE 3: 20b, 33a, 52b, 73a, 78i, 110i, 115a, 126b, 141i, 147a, 190b, 207a, 212i TE 4: 20b, 43a, 49a, 60b, 77a, 82i, 162a, 181i, 198b, 217a, 222 TE 5: 20b, 39a, 44i, 49a, 60b, 77a, 82i, 87a, 98b, 119a, 199a, 210b, 231a, 236i</p>
<p>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</p>	
<p>1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., <i>fairy tales, nursery rhymes, storybooks</i>).</p>	<p>SE R: 18, 32, 44, 71, 96, 122, 148, 162 SE 1: 21, 34, 46, 62, 74, 116, 128, 168 SE 2: 20, 52, 112 SE 3: 21, 53, 78, 110, 127, 190 SE 4: 20, 60, 82, 162, 198, 222 SE 5: 20, 44, 60, 82, 99, 210, 236</p> <p>TE R: 17a, 18a, 27a, 32i, 32–33, 43d, 44a, 53a, 69c, 70a, 79a, 95c, 96a, 105a, 121c, 122a, 131a, 147c, 148a, 157a, 162i TE 1: 20b, 29a, 34i, 34–35, 35a, 37c, 46b, 57a, 62i, 65c, 74b, 83a, 116i, 119c, 128b, 137a, 168i, 171c TE 2: 20b, 33a, 52b, 65a, 112b, 127a, 198i, 201c TE 3: 20b, 33a, 43c, 52b, 73a, 78i, 80–81, 83c, 110i, 112–113, 117c, 126b, 141a, 190b, 207a, 212i, 214–215, 217c TE 4: 20b, 43a, 60b, 77a, 82i, 84–85, 87c, 162b, 181a, 189c, 198a, 217a, 222i, 222–223, 224–225, 227c TE 5: 20b, 39a, 44i, 46–47, 51c, 60b, 77a, 82i, 82–83, 84–85, 86–87, 89c, 98b, 119a, 210b, 231a, 236i, 241c, 238–239</p>

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<p>1.RL.3.2: Identify who is telling the story at various points in a text.</p>	<p>TE 1: 22–23 TE 2: 58–59 TE 3: 73b, 143b, 207a, 207b, 209b, 212i TE 4: 36–37, 45b, 62–63, 109b, 219b TE 5: 121b</p>
<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>1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>SE R: 32–33 SE 1: 62–63 SE 3: 76, 79–81, 142 SE 5: 82–85</p> <p>TE R: 15d–15e, 20–21, 22–23, 32–33, 32i, 39d–39e, 44–45, 46–47, 48–49, 50–51, 52–53, 53a, 65d, 70–71, 72–73, 78–79, 79a, 98–99, 122–123, 148a, 148–149, 150–151, 152–153, 156–157, 157a, 162i TE 1: 20–21, 24–25, 34i, 46–47, 50–51, 62i, 62–63, 74b, 74–75, 78–79, 82–83, 128–129, 136–137 TE 2: 20–21, 22–23, 24–25, 28–29, 52–53, 58–59, 60–61, 62–63, 65b, 112b, 112–113, 116–117, 120–121, 124–125, 127a TE 3: 20–21, 26–27, 30–31, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 76–77a, 78i, 78–79, 112–113, 114–115, 115a, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141b, 142–143, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205 TE 4: 20–21, 26–27, 28–29, 30–31, 32–33, 36–37, 38–39, 40–41, 43a, 66–67, 68–69, 74–75, 76–77, 77a, 82i, 82–83, 84–85, 162–163, 166–167, 170–171, 172–173, 174–175, 176–177, 178–179, 181a, 198–199, 200–201, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 217^a TE 5: 20–21, 22–23, 26–27, 28–29, 30–31, 34–35, 36–37, 43b, 44i, 46–47, 48–49, 64–65, 68–69, 72–73, 77a, 84–85, 86–87, 210–211, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a</p>

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<p>(Continued) 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>(Continued) Writing to Sources: Unit R: 6–7, 10–11, 14–15, 18–19, 22–23, 26–27, 28–29, 30–31, 32, 33–35, 36 Unit 1: 42–43, 46–47, 50–51, 58–59, 62–63, 66–67, 68, 69–71, 72, 73–75 Unit 2: 78–79, 82–83 Unit 3: 118–119, 142–145 Unit 4: 154–155, 166–167 Unit 5: 186–187, 190–191, 194–195</p>
<p>1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.</p>	<p>SE 1: 35, 58, 91, 117, 143, 169 SE 2: 41, 65b SE 3: 74, 81, 115 SE 4: 85 SE 5: 49, 87</p> <p>TE 1: 29b, 34–35a, 58–59, 65c, 90–91, 116–117a, 142–143a, 168–169a TE 2: 40–41, 65b, 201b TE 3: 49a–49b, 64–65, 68–69, 73a, 78–79, 80–81, 115a, 141a–141b, 208h TE 4: 77a, 82–83, 84–85 TE 5: 28–29, 34–35, 44–45, 48–49, 49a, 84–85, 86–87, 87a</p> <p>Writing to Sources: Unit R: 8–9 Unit 1: 44–45, 48–49 Unit 3: 120–121, 124–125, 126–127 Unit 5: 188–189, 192–193</p>

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<p>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.</p>	
<p>In Reading: Nonfiction, students are expected to do the following:</p>	
<p>RN.1: LEARNING OUTCOME FOR READING NONFICTION Read and comprehend a variety of nonfiction independently and proficiently</p>	
<p>1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.</p>	<p>SE R: 58–59, 84–85 SE 1: 88–91, 102–111, 142–143, 154–163 SE 2: 38–41, 70–75, 86–95, 100–101, 132–135, 146–159, 164–167, 178–193 SE 3: 38–41, 70–75, 92–105, 132–135, 146–147, 158–173, 178–179 SE 4: 48–49, 96–109, 114–117, 128–143, 148–151 SE 5: 98–119, 124–127, 138–155, 160–163, 174–193, 198–199</p> <p>TE R: 58i, 84i TE 1: 88i, 102b–102c, 111a, 112h, 112–113, 113a, 142i, 143a, 154b–154c, 163a, 164h, 164–165, 165a TE 2: 38i, 70i, 75a, 86b–86c, 95a, 96h, 96–97, 97a, 100i, 101a, 132i, 146b–146c, 159a, 160h, 160–161, 161a, 164i, 178b–178c, 193a, 194h, 194–195, 195a TE 3: 38i, 92b–92c, 105a, 106h, 106–107, 107a, 146i, 147a, 158b–158c, 173a, 174h, 174–175, 175a, 178i, 179a TE 4: 48i, 49a, 96b–96c, 109a, 110h, 110–111, 111a, 114i, 128b–128c, 143a, 144h, 144–145, 145a, 148i TE 5: 124i, 138b–138c, 155a, 156h, 156–157, 157a, 160i, 174b–174c, 193a, 194h, 194–195, 195a, 198i, 199a</p>

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<p>RN.2: KEY IDEAS AND TEXTUAL SUPPORT Extract and construct meaning from nonfiction texts using a range of comprehension skills</p>	
<p>1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.</p>	<p>SE R: 58, 137 SE 1: 112, 164 SE 2: 70–71, 72–73, 74–75, 96, 133, 134–135, 160, 178b, 182–183, 190–191, 193a, 194 SE 3: 39–41, 106, 147, 174 SE 4: 110, 114–117, 144 SE 5: 124–127, 156, 194</p> <p>TE R: 84–85, 136i, 136–137 TE 1: 90–91, 104–105, 106–107, 108–109, 110–111, 111a, 111b, 112–113, 143a, 154c, 154–155, 156–157, 158–159, 160–161, 162–163, 163a, 164–165 TE 2: 72–73, 74–75, 75a, 86–87, 88–89, 94–95, 95a, 95b, 96–97, 101a, 132i, 132–133, 134–135, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–159, 159a, 160–161, 178b, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195 TE 3: 40–41, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 105a, 105b, 106–107, 146i–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 173a, 174–175 TE 4: 49a, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 109a, 110–111, 114–115, 116–117, 128b, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 143a, 144–145, 150–151, 187a TE 5: 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 119a, 120–121, 124i, 124–125, 126–127, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 155a, 156–157, 160i, 162–163, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195, 199a</p> <p>Writing to Sources: Unit 2: 102–103, 104 Unit 4: 174–175, 176–177 Unit 5: 210–211, 212–213</p>

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<p>1.RN.2.2: Retell main ideas and key details of a text.</p>	<p>SE 1: 112, 164 SE 2: 96, 135, 160, 194 SE 4: 110, 144 SE 5: 120, 156, 163, 194</p> <p>TE 1: 99a, 102b, 104–105, 106–107, 108–109, 111a, 112–113a, 142–143a, 163a, 164h, 165a TE 2: 75a, 86b, 90–91, 96h, 96–97, 97a, 103b, 132i, 143a, 152–153, 159b, 160–161a, 169b, 186–187, 190–191, 194–195a TE 3: 38–39, 105a, 175a TE 4: 93a, 98–99, 100–101, 102–103, 104–105, 108–109, 110h, 110–111, 111a, 119b, 130–131, 132–133, 134–135, 140–141, 144–145a, 153b TE 5: 102–103, 108–109, 119a, 121a, 135a–135b, 138b–138c, 142–143, 146–147, 150–151, 152–153, 154–155, 156–157a, 160i, 160–161, 162–163, 165b–165c, 188–189, 194h, 194–195, 195a</p>
<p>1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>SE 1: 143 SE 2: 194</p> <p>TE 1: 142–143 TE 2: 146–147, 148–149, 152–153, 160h, 175a, 178b–178c, 180–181, 182–183, 184–185, 186–187, 193a TE 3: 89a–89b, 94–95, 100–101, 102–103, 106h, 117c, 158b, 158–159, 162–163, 164–165, 166–167, 170–171, 172–173, 173a, 174–175, 181c TE 4: 104–105, 108–109, 109a, 132–133, 136–137, 144h TE 5: 95a–95b, 100–101, 102–103, 114–115, 116–117, 118–119, 129b, 152–153, 156h, 171a–171b, 184–185</p>

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RN.3: FEATURES AND STRUCTURES Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective	
1.RN.3.1: Know and use various text features (e.g., <i>table of contents, glossary, illustrations</i>) to locate and describe key facts or information in a text.	<p>SE R: 85, 110–111 SE 1: 88–91 SE 2: 100–101, 164–167 SE 3: 178–179 SE 4: 148–151 SE 5: 194, 198–199</p> <p>TE R: 31b, 57b, 58i, 58–59, 84i, 84–85, 110i, 136i, 136–137 TE 1: 33c, 83g, 87c, 88i, 88–91, 93c, 154b, 156–157 TE 2: 33g, 37c, 38i, 43c, 77c, 95g, 100i, 159g, 164i, 164–165, 166–167, 169c, 193f TE 3: 73g, 109c, 141f, 145c, 170–171, 178i, 179a, 207g TE 4: 48i, 48–49, 96–97, 143f, 119c, 181f, 148i, 186i, 186–187, 187a TE 5: 81c, 119g, 123b–123c, 155b, 155g, 165c, 176–177, 182–183, 186–187, 193f, 194–195, 195a, 197c, 198i, 198–199, 199a, 231g</p> <p>Writing to Sources: Unit 2: 88–89 Unit 3: 132–133 Unit 4: 164–165</p>
1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., <i>sequential</i>) or to explain a simple cause and effect relationship.	<p>SE 1: 142–143 SE 3: 146–147 SE 4: 48–49, 96–97 SE 5: 124–127, 176, 182, 186</p> <p>TE 1: 142i, 143a, 154b, 158–159, 160–161, 164–165 TE 2: 38–39, 40–41, 70–71, 72–73, 74–75, 95a, 150–151, 160h, 193a TE 3: 40–41, 105a, 146i, 147a, 158b, 162–163, 164–165, 170–171, 174h, 174–175 TE 4: 48i, 49a, 109a, 134–135 TE 5: 124i, 155a, 171a–171b, 174b, 176–177, 180–181, 182–183, 184–185, 188–189, 190–191, 192–193, 194h, 194–195</p>
1.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>RN.4: CONNECTION OF IDEAS Build understanding of nonfiction texts by verifying points and making connections between topics and ideas</p>	
<p>1.RN.4.1: Identify the reasons the author gives to support points in a text.</p>	<p>SE 1: 164 SE 2: 75, 96, 160</p> <p>TE 1: 164, 171b TE 2: 70i, 74–75, 96–97, 97a, 103b, 132–133, 143a, 148–149, 154–155, 161a, 164–165, 169b, 194h</p>
<p>1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.</p>	<p>SE 1: 91 SE 2: 135, 167, 199 SE 3: 41, 105b, 115, 215 SE 4: 117 SE 5: 162–163</p> <p>TE 1: 90–91, 163b TE 2: 132i, 134–135, 164i, 166–167, 198–199, 199a TE 3: 115a, 147a TE 4: 116–117 TE 5: 162–163, 190–191</p> <p>Writing to Sources: Unit 2: 88–89, 96–97 Unit 4: 160–161 Unit 5: 200–201, 204–205, 214–217, 218–219</p>
<p>1.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>1.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>TE R: 18a, 44a, 70a, 96a, 122a TE 1: 18a, 18b, 30a, 30b, 34a, 34b, 44a, 44b, 58a, 58b, 62a, 62b, 72a, 72b, 84a, 84b, 88a, 88b, 95b, 100b, 112b, 116b, 126a, 126b, 138a, 138b, 142a, 142b, 152a, 152b, 164a, 164b, 168a, 168b TE 2: 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 66a, 66b, 70a, 70b, 84a, 84b, 96a, 96b, 100a, 100b, 110a, 110b, 128a, 128b, 132a, 132b, 144a, 144b, 160a, 160b, 164a, 164b, 176a, 176b, 194a, 194b, 198a, 198b TE 3: 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 74a, 74b, 78a, 78b, 90a, 90b, 105g, 106a, 106b, 110a, 110b, 124a, 124b, 142a, 142b, 146a, 146b, 156a, 156b, 174a, 174b, 178a, 178b, 188a, 188b, 208a, 208b, 212a, 212b TE 4: 18a, 18b, 44a, 44b, 48a, 48b, 58a, 58b, 78a, 78b, 82a, 82b, 86–87, 94a, 94b, 110a, 110b, 114a–114b, 126a, 126b, 144a, 144b, 148a, 148b, 160a, 160b, 182a, 182b, 186a, 186b, 196a, 196b, 200–201, 204–205, 206–207, 208–209, 214–215, 216–217, 218a, 218b, 222a–222b, 227b TE 5: 18a, 18b, 40a, 40b, 44a, 44b, 58a, 58b, 78a, 78b, 82a, 82b, 96a, 96b, 120a, 120b, 124a, 124b, 136a, 136b, 156a, 156b, 160a, 160b, 172a–172b, 194a–194b, 198a, 198b, 208a, 208b, 232a, 232b, 236a, 236b</p>

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<p>RV.2: VOCABULARY BUILDING Use strategies to determine and clarify words and understand their relationships</p>	
<p>1.RV.2.1: Demonstrate understanding that context clues (e.g., <i>words and sentence clues</i>) and text features (e.g., <i>glossaries, illustrations</i>) may be used to help understand unknown words.</p>	<p>SE R: 85, 110–111 SE 1: 88–91 SE 2: 100–101, 164–167, 169 SE 3: 178–179, 217 SE 4: 148–151, 153 SE 5: 165, 194, 198–199</p> <p>TE R: 31b, 57b, 58i, 58–59, 84i, 84–85, 110i, 136i, 136–137 TE 1: 33c, 83g, 87c, 88i, 88–91, 93c, 154b, 156–157 TE 2: 33g, 37c, 38i, 43c, 77c, 95g, 100i, 146a, 150–151, 159g, 164i, 164–165, 166–167, 168–169a 169c, 193f TE 3: 73g, 109c, 141f, 145c, 170–171, 178i, 179a, 190a, 194–195, 198–199, 206–207, 207g, 216–217a TE 4: 44–45, 48i, 48–49, 96–97, 128a, 143f, 119c, 152–153a, 181f, 148i, 186i, 186–187, 187a TE 5: 81c, 112–113, 119g, 123b–123c, 138a, 146–147, 155b, 155g, 164–165a, 165c, 176–177, 182–183, 186–187, 193f, 194–195, 195a, 197c, 198i, 198–199, 199a, 231g</p> <p>Writing to Sources: Unit 2: 88–89 Unit 3: 132–133 Unit 4: 164–165</p>
<p>1.RV.2.2: Define and sort words into categories (e.g., <i>antonyms, living things, synonyms</i>).</p>	<p>SE R: 31, 35, 87, 113, 165 SE 1: 145 SE 2: 43, 137 SE 4: 119 SE 5: 129</p> <p>TE R: 15f, 15h, 15q, 31, 31a, 35a, 67a, 86–87a, 93a, 112–113a, 145a, 164–165a TE 1: 20a, 74a, 78–79, 93a, 128a, 132–133, 144–145a, 154a, 160–161, 171a TE 2: 20a, 42–43a, 112a, 114–115, 136–137a, 160–161, 178a, 192–193, 193b, 201a TE 3: 20a, 26–27, 43a, 52a, 68–69, 83a, 105g TE 4: 96a, 108–109, 118–119a TE 5: 20a, 24–25, 30–31, 51a, 98a, 108–109, 128–129a</p>
<p>1.RV.2.3: <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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1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.	SE 1: 98, 100 SE 2: 144 SE 3: 88, 122 TE 1: 97a, 98, 100, 101b–101c, 101d–101e, 112c–112d, 112e, 112f, 116e–116f TE 2: 144d, 144, 164e–164f TE 3: 87a, 88–88a, 91d, 122, 125d, 178d, 185a TE 4: 114d, 193a, 195c, 197e TE 5: 44d, 136d, 160d, 198d, 205a, 206–206a, 206c, 209d–209e
1.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.
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	
1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	SE 3: 213 SE 4: 224 SE 5: 80–81, 239 TE 1: 17a, 137b TE 3: 73d–73e, 115a, 198–199, 212i–213, 217c TE 4: 43a, 113b, 168–169, 217a, 222–223, 224–225 TE 5: 80–81, 210–211, 218–219, 236i, 236–237, 238–239
1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	TE 2: 72–73, 74–75, 178b TE 3: 92b TE 4: 128b, 134–135, 138–139, 140–141 TE 5: 112–113, 178–179, 186–187, 188–189, 190–191
1.RV.3.3: <i>Standard begins at third grade.</i>	This standard begins at third grade according to the Indiana Academic Standards English/Language Arts.

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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	
1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.	<p>SE 1: 32–33, 60–61, 86–87, 114–115, 140–141, 166–167</p> <p>SE 2: 36–37, 68–69, 98–99, 130–131, 162–163, 196–197</p> <p>SE 3: 36–37, 76–77, 108–109, 144–145, 176–177, 210–211</p> <p>SE 4: 46–47, 80–81, 112–113, 146–147, 184–185, 220–221</p> <p>SE 5: 42–43, 80–81, 122–123, 158–159, 196–197, 234–235</p> <p>TE 1: 17d–17e, 29d–29e, 33a, 35d–35e, 37h–37i, 43d–43e, 57c–57d, 61a, 63d–63e, 65h–65i, 71d–71e, 83d–83e, 87a, 91c–91d, 93h–93i, 99d–99e, 111d–111e, 115a, 117d–117e, 119h–119i, 125d–125e, 137d–137e, 141a, 143d–143e, 145h–145i, 151d–151e, 163d–163e, 167a, 169d–169e, 171h–171i</p> <p>TE 2: 17c–17e, 33d–33e, 37a, 41c–41d, 43h–43i, 49d–49e, 65d–65e, 69a, 75d–75e, 77h–77i, 83d–83e, 95d–95e, 99a, 101d–101e, 103h–103i, 109d–109e, 127c–127d, 131a, 135c–135d, 137h–137i, 143d–143e, 159d–159e, 163a, 167c–167d, 169h–169i, 175d–175e, 193c–193d, 197a, 199d–199e, 201h–201i, WP•1–WP•10</p> <p>TE 3: 17d–17e, 33d–33e, 37a, 41c–41d, 43h–43i, 49d–49e, 73d–73e, 77a, 81c–81d, 83h–83i, 89d–89e, 105d–105e, 109a, 115d–115e, 117h, 117i, 123d–123e, 141c–141d, 145a, 147d–147e, 149h–149i, 155d–155e, 173c–173d, 177a, 179d–179e, 181h–181i, 187d–187e, 207d–207e, 211a, 215c–215d, 217h–217i, WP•1–WP•10</p>

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Indiana Academic Standards English/Language Arts Grade 1	Scott Foresman Reading Street Common Core, ©2013
<p>(Continued) 1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.</p>	<p>(Continued) TE 4: 17d–17e, 43c–43d, 47a, 49d–49e, 51h–51i, 57d–57e, 77d–77e, 81a, 85c–85d, 87h–87i, 93d–93e, 109d–109e, 113a, 117c–117d, 119h–119i, 125d–125e, 143c–143d, 147a, 151c–151d, 153h–153i, 159d–159e, 181c–181d, 185a, 187d–187e, 189h–189i, 195c–195d, 217c–217d, 221a, 225c–225d, 227h–227i, WP•1–WP•10 TE 5: 17d–17e, 39c–39d, 43a, 49d–49e, 51h–51i, 57d–57e, 77d–77e, 81a, 87d–87e, 89h–89i, 95d–95e, 119d–119e, 123a, 127c–127d, 129h–129i, 135d–135e, 155d–155e, 159a, 163c–163d, 165h–165i, 171d–171e, 193c–193d, 197a, 199d–199e, 201h–201i, 207d–207e, 231d–231e, 235a, 239c–239d, 241h–241i, WP•1–WP•10</p>
<p>W.2: HANDWRITING Demonstrate the ability to write legibly</p>	
<p>1.W.2.1.: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p>	<p>SE R: 35, 61, 87, 138–139, 164–165 TE R: 15a, 15g, 15n, 15s, 16e, 16j, 16q, 31c, 35a, 39a, 39g, 40e, 41c, 42e, 42j, 57c, 61, 61a, 65a, 65g, 66e, 7c, 68e, 68j, 68q, 83c, 86–87a, 91g, 92e, 93c, 94j, 94q, 109c, 113a, 117a, 117g, 118e, 119c, 120e, 120j, 120q, 135c, 138–139a, 143g, 145c, 146e, 146j, 146q, 161c, 164–165a TE 1: 29f, 57e, 65g, 83f, 111f, 137f, 163f TE 2: 33f, 65f, 95f, 127e, 159f, 193e TE 3: 33f, 73f, 105f, 141e, 173e, 207f TE 4: 43e, 77f, 109f, 143e, 181e, 217e TE 5: 39e, 77f, 119f, 155f, 193e, 231f</p>
<p>1.W.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 1 offers students opportunities to build upon and continue applying concepts learned previously. See for example: TE R: 15g, 15e, 16j, 39g, 41c, 42j</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
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PERSUASIVE	
W.3: WRITING GENRES Develop writing skills by writing for different purposes and to specific audiences or people	
<ul style="list-style-type: none"> • 1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g., a <i>parent, classmate, etc.</i>) and give reasons why the proposal should be considered. 	<p>SE 3: 76–77 SE 4: 184–185 SE 5: 80–81</p> <p>TE 2: 17e, 33d TE 3: 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i TE 4: 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i TE 5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i</p> <p>Writing to Sources: Unit 1: 222–223, 224–225, 226–227 Unit 3: 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–145, 146–147 Unit 2: 228–229, 230–231, 232–233 Unit 3: 234–235, 236–237 Unit 4: 238–239, 240–241, 242–243 Unit 5: 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–217, 218–219, 244–245, 246–247</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
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<p align="center">Indiana Academic Standards English/Language Arts Grade 1</p>	<p align="center">Scott Foresman Reading Street Common Core, ©2013</p>
<p>INFORMATIVE</p>	
<p>• 1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.</p>	<p>SE 1: 112, 166–167 SE 2: 36–37, 68–69, 98–99, 162–163, 196–197 SE 3: 108–109, 144–145, 176–177 SE 4: 80–81, 112–113, 220–221 SE 5: 80–81, 196–197</p> <p>TE 1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h TE 2: 33d–33e, 36–37a, 41c, 41d, 43h–43i, 49d, 49e, 65d–65e, 68–69, 69a, 75d, 75e, 77h–77i, 83d, 83e, 95d–95e, 98–99, 99a, 101d, 103h–103i, 143d, 143e, 159d–159e, 162–163, 163a, 167c, 167d, 169h–169i, 175d, 175e, 193c–193d, 196–197, 197a, 199d, 199e, 201h–201i TE 3: 89d, 89e, 105d–105e, 108–109a, 115d, 115e, 117h–117i, 123d, 123e, 141c–141d, 144–145a, 147d, 149h–149i, 155d, 155e, 173c–173d, 176–177a, 179d, 179e, 181h–181i TE 4: 57d–57e, 77d–77e, 80–81a, 85c, 85d, 87h–87i, 93d, 93e, 109d–109e, 112–113a, 117c, 117d, 119h–119i, 195d, 195e, 217c–217d, 220–221, 225c, 225d, 227h–227i TE 5: 57d, 57e, 77d–77e, 81a, 89h–89i, 123a, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p> <p>Writing to Sources: Unit 2: 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104, 105–107, 108, 109–111 Unit 4: 150–151, 152–153, 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–181, 182–183</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
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<p align="center">Indiana Academic Standards English/Language Arts Grade 1</p>	<p align="center">Scott Foresman Reading Street Common Core, ©2013</p>
<p>NARRATIVE</p>	
<p>1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.</p>	<p>SE 1: 60–61, 114–115, 132, 140–141 SE 3: 36–37, 210–211 SE 4: 146–147 SE 5: 42–43, 196–197</p> <p>TE 1: 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 115a, 117d, 117f, 119h–119i, 125d, 125e, 137d–137e, 140–141a, 143d, 143e, 145h–145i TE 2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i TE 3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d TE 4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e TE 5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p> <p>Writing to Sources: Unit R: 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32, 33–35, 36, 37–39 Unit 1: 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68, 69–71, 72, 73–75, 248–249 Unit 2: 250–251 Unit 3: 252–253, 254–255 Unit 4: 256–257 Unit 5: 258–259</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
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Indiana Academic Standards English/Language Arts Grade 1	Scott Foresman Reading Street Common Core, ©2013
W.4: THE WRITING PROCESS Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others	
<p>1.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., <i>sentence structure</i>); edit writing for format and conventions (e.g., <i>correct spelling of frequently used words, basic capitalization, end punctuation</i>); and provide feedback to other writers. 	<p>SE 1: 32–33, 60–61, 86–87, 114–115, 140–141, 166–167 SE 2: 36–37, 68–69, 98–99, 130–131, 162–163, 196–197 SE 3: 36–37, 76–77, 108–109, 144–145, 176–177, 210–211 SE 4: 46–47, 80–81, 112–113, 146–147, 184–185, 220–221 SE 5: 42–43, 80–81, 122–123, 158–159, 196–197, 234–235</p> <p>TE 1: 29d, 33a, 35d–35e, 37h–37i, 57c, 61a, 63d–63e, 65h–65i, 83d, 87a, 91c–91d, 93h–93i, 111d, 115a, 117d–117e, 119h–119i, 137d, 141a, 143d–143e, 145h–145i, 163d, 167a, 169d–169e, 171h–171i TE 2: 33d, 37a, 41c–41d, 43h–43i, 65d, 69a, 75d–75e, 77h–77i, 95d, 99a, 101d–101e, 103h–103i, 127c, 131a, 135c–135d, 137h–137i, 159d, 163a, 167c–167d, 169h–169i, 193c, 197a, 199d–199e, 201h–201i, WP•2–WP•9 TE 3: 33d, 37a, 41c–41d, 43h–43i, 73d, 77a, 81c–81d, 83h–83i, 105d, 109a, 115d–115e, 117h, 117i, 141c, 145a, 147d–147e, 149h–149i, 173c, 177a, 179d–179e, 181h–181i, 207d, 211a, 215c–215d, 217h, 217i, WP•2–WP•9 TE 4: 43c, 47a, 49d–49e, 51h–51i, 77d, 81a, 85c–85d, 87h–87i, 109d, 113a, 117c–117d, 119h–119i, 143c, 147a, 151c–151d, 153h–153i, 181c, 185a, 187d–187e, 189h–189i, 217c, 221a, 225c–225d, 227h–227i, WP•2–WP•9 TE 5: 39c, 43a, 49d–49e, 51h–51i, 77d, 81a, 87d–87e, 89h–89i, 119d, 123a, 127c–127d, 129h–129i, 155d, 159a, 163c–163d, 165h–165i, 193c, 197a, 199d–199e, 201h–201i, 231d, 235a, 239c–239d, 241h–241i, WP•2–WP•9</p>
<ul style="list-style-type: none"> • Use available technology to publish legible documents. 	<p>TE 1: 37i, 65i, 93i, 119i, 145i TE 2: 43i, 77i, 103i, 137i, 169i, 193f TE 3: 43i, 83i, 149i, 181j, 217i TE 4: 87i, 119i, 186i, 186–187, 189i, 227i TE 5: 51i, 89i, 165i, 193f, 241i</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 73–75, 226–227 Unit 2: 109–111, 230–231 Unit 3: 146–147 Unit 4: 256–257 Unit 5: 218–219</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
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Indiana Academic Standards English/Language Arts Grade 1	Scott Foresman Reading Street Common Core, ©2013
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	
1.W.5: With support, conduct simple research on a topic.	TE 1: 17f, 29g, 33c, 35f, 37j, 43f, 57f, 61c, 63f, 65j, 71f, 83g, 87c, 91e, 93j, 99f, 111g, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 151f, 169f TE 2: 41e, 43j, 49f, 65g, 69c, 77j, 83f, 99c, 101f, 103j, 109f, 135e, 137j, 143f, 175f, 199f, 201j TE 3: 17f, 73g, 81e, 147f, 217j TE 4: 181f TE 5: 51j Writing to Sources: Unit 2: 94–95, 96–97, 98–99 Unit 4: 158–159, 160–161, 174–175, 176–177, 182–183
<ul style="list-style-type: none"> Identify several sources of information and indicate the sources. 	SE 2: 164–167 TE 1: 33c, 57f, 61c, 87c, 115c, 141c, 163g, 167c TE 2: 37c, 69c, 99c, 109f, 127f, 131c, 164i, 163c, 169c, 197c TE 3: 37c, 77c, 109c, 145c, 177c, 211c TE 4: 47c, 81c, 113c, 147c, 185c, 221c TE 5: 39f, 43c, 81c, 123c, 159c, 197c, 231g, 235c
<ul style="list-style-type: none"> Organize information, using graphic organizers or other aids. 	TE 1: 33c, 61c, 87c, 115c, 141c, 163g, 167c TE 2: 37c, 69c, 99c, 131c, 163c, 197c TE 3: 37c, 77c, 109c, 145c, 177c, 211c TE 4: 47c, 81c, 113c, 147c, 185c, 221c TE 5: 39f, 43c, 81c, 123c, 159c, 197c, 235c
<ul style="list-style-type: none"> Make informal presentations on information gathered. 	TE 1: 37j, 65j, 93j, 119j, 145j, 171j TE 2: 43j, 77j, 103j, 137j, 169j, 201j TE 3: 43j, 83j, 117j, 149j, 181j, 217j TE 4: 51j, 87j, 119j, 153j, 189j, 227j TE 5: 51j, 89j, 129j, 165j, 201j, 241j

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
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Indiana Academic Standards English/Language Arts Grade 1	Scott Foresman Reading Street Common Core, ©2013
GRAMMAR AND USAGE	
W.6: CONVENTIONS OF STANDARD ENGLISH	
Demonstrate command of the conventions of standard English	
1.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<p>SE R: 108, 134–135, 161 SE 1: 60–61, 115 SE 2: 68–69, 98–99, 130–131 SE 3: 108–109, 210–211 SE 4: 46–47, 80–81, 112–113, 146–147, 184–185, 220–221 SE 5: 196–197, 234–235</p> <p>TE R: 15t, 16k, 41d, 42k, 67d, 68k, 87d, 91f, 93b, 93d, 94i, 94k, 108–109, 109a, 113d, 117f, 117h, 119b, 119d, 120i, 134–135, 139d, 143f, 143h, 145d, 146i TE 1: 17c–17d, 29c, 32a, 57b, 61a, 63c, 65g, 83c, 99c, 111c, 114a, 114–115, 119g, 125c, 137c, 140a, 145g, 163c, 166a, 171g TE 2: 43g, 49c–49d, 65c, 68a, 75c, 77g, 83c, 95c, 95d–95e, 98a, 99a, 101c, 103g, 109c, 127b, 130a, 130–131, 131a, 135b, 137g, 137h–137i, 196a, 199c TE 3: 89c, 105c, 108–109a, 115c, 115e, 141c–141d, 181g, 187c, 207c, 210–211a, 215b, 215e, 217g TE 4: 43b, 46a, 46–47, 49c, 51g, 57c, 77c, 80a, 80–81, 85b, 87g, 93c, 109c, 112a, 112–113, 117b, 119g, 125c, 146a, 146–147, 147a, 151b, 153g, 159c, 181b, 184a, 187c, 189g, 195c, 217b, 220a, 220–221, 225b, 227g TE 5: 17c, 39b, 42a, 49c, 51g, 57c, 80a, 89g, 95c, 119c, 122a, 127b–127c, 129g, 155c, 165g, 171c, 193b, 196a, 196–197, 197a, 199c, 201g, 207c, 231c, 234–234a, 235a, 239b, 241g</p> <p>Writing to Sources: Unit R: 6–7, 10–11, 14–15, 18–19, 22–23, 26–27 Unit 1: 42–43, 46–47, 50–51, 54–55, 58–59, 62–63 Unit 2: 78–79, 82–83, 86–87, 90–91, 94–95, 98–99 Unit 3: 114–115, 118–119, 122–123, 126–127, 130–131, 134–135 Unit 4: 150–151, 154–155, 158–159, 162–163, 166–167, 170–171 Unit 5: 186–187, 191–191, 194–195, 198–199, 202–203, 206–207</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013
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Indiana Academic Standards English/Language Arts Grade 1	Scott Foresman Reading Street Common Core, ©2013
1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.	SE R: 30–31, 56, 57 SE 2: 36–37, 68–69, 130–131 SE 5: 80–81, 122–123, 158–159 TE R: 15f, 15r, 16i, 31a, 35d, 39f, 41b, 42i, 57a, 61d TE 2: 17c, 33c, 36a, 41b, 43g, 49c, 65c, 68a, 75c, 77g, 109c, 127b, 130a, 135b, 137g TE 5: 57c, 77c, 80a, 87c, 89g, 95c, 119c, 122a, 127b, 127g, 135c, 155c, 158a, 163b, 166g
1.W.6.1b: Verbs – Writing sentences using verbs to convey a sense of past, present, and future.	SE R: 82–83 SE 3: 37, 77, 109, 145, 177 TE 3: 33c, 36a, 36–37, 41b, 43g, 49c, 73c, 77a, 81b, 83g, 89c, 105c, 108a, 115c, 117g, 123c, 141b, 144a, 145a, 147c, 149g, 149h–149i, 155c, 173b, 176a, 177a, 179c, 181g, 181h–181i
1.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.
1.W.6.1d: Prepositions – <i>Standard begins at fourth grade.</i>	This standard begins at fourth grade according to the Indiana Academic Standards English/Language Arts.
1.W.6.1e: Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	SE R: 108, 160–161 SE 1: 86–87, 115, 141, 167 SE 4: 147 SE 5: 43, 197 TE R: 91f, 91h, 93b, 93d, 94i, 94k, 108–109a, 113d, 119d, 120k, 145d, 146k, 160–161, 165d TE 1: 43c, 57b, 60a, 63c, 71c, 83c, 83e, 86a, 86–87, 87a, 91b, 93g, 93h, 99c, 111c, 114a, 114–115, 117c, 119g, 125c, 137c, 140a, 140–141a, 143c, 145g, 151c, 163c, 166a, 166–167, 169c, 171g TE 2: 65d–65e, 69a, 131a TE 3: 207d–207e TE 4: 147a, 151c TE 5: 17c, 39b, 42a, 43a, 49c, 51g, 51h–51i, 95c–95d, 95e, 119d–119e, 122–123, 123a, 127c, 127d, 129h–129i, 197a, 201h–201i, 231d–231e

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CAPITALIZATION, PUNCTUATION, AND SPELLING	
1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	<p>SE R: 108–109, 161 SE 1: 32–33, 61, 115, 141 SE 2: 99 SE 4: 185</p> <p>TE R: 35d, 61d, 91h, 108–109a, 117h, 134–135, 143f, 145b, 160–161, 161a, 165d TE 1: 32–33, 35c, 37g, 37h–37i, 43c, 61, 61a, 63c, 63e, 93g, 119h, 145h, 169c, 171h TE 2: 37a, 43h–43i, 77h–77i, 98–99, 103h, 137h TE 3: 43h–43i, 83h–83i, 117h–117i, 149h–149i, 181h–181i, 217h–217i TE 4: 51h–51i, 87h–87i, 119h–119i, 181d, 184–185, 185a, 187c, 189h–189i, 227h–227i TE 5: 51h–51i, 89h–89i, 127b–127c, 129h–129i, 165h–165i, 201h–201i, 241h–241i</p> <p>Writing to Sources: Unit R: 6–7, 10–11, 14–15, 18–19, 22–23, 26–27 Unit 1: 42–43, 46–47, 50–51, 54–55, 58–59, 62–63 Unit 2: 78–79, 82–83, 86–87, 90–91, 94–95, 98–99 Unit 3: 114–115, 118–119, 122–123, 126–127, 130–131, 134–135 Unit 4: 150–151, 154–155, 158–159, 162–163, 166–167, 170–171 Unit 5: 186–187, 191–191, 194–195, 198–199, 202–203, 206–207</p>
1.W.6.2a: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun <i>I</i> .	<p>SE 1: 32–33, 114–115 SE 2: 69, 99, 131</p> <p>TE 1: 17c, 29c, 32a, 33a, 35c, 37g, 99c, 111c, 114a, 115a, 117c, 119g TE 2: 49c, 65c, 68a, 68–69a, 75c, 77g, 77h–77i, 83c, 95c, 98a, 99a, 101c, 103g, 103h, 109c, 127b, 130a, 130–131a, 135b, 137g, 137h</p>

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<p>1.W.6.2b: Punctuation – Correctly using a period, question mark, and exclamation mark at the end of a sentence.</p>	<p>SE R: 108–109, 161 SE 1: 32–33, 115, 141, 167 SE 5: 234–235</p> <p>TE R: 91f, 91h, 108–109a, 113d, 143f, 143h, 145d, 146i, 146k, 160–161, 165d TE 1: 17c–17d, 29c, 32a, 32–33, 35c, 37g, 37h–37i, 99c, 114a, 114–115, 119h, 125c, 137c, 140a, 145g, 145h, 151c, 163c, 166a, 169c, 171g, 171h TE 3: 217h–217i TE 4: 51h–51i, 119h–119i, 189h–189i TE 5: 51h–51i, 235a</p>
<ul style="list-style-type: none"> Using commas in dates and to separate items in a series. 	<p>TE 2: 33e, 37a, 103h, 137h TE 4: 181d</p>
<p>1.W.6.2c: Spelling –Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>TE 1: 16d, 19e, 30f, 34h, 36d, 42d, 45e, 58f, 62h, 64d, 70d, 73e, 84f, 88h, 92d, 124d, 127e, 138f, 142h, 144d, 150d, 153e, 164f, 168h, 170d TE 2: 16d, 19e, 34f, 38h, 42d, 48d, 51e, 66f, 70h, 76d, 82d, 85e, 96f, 100h, 102d, 108d, 111e, 128f, 132h, 136d, 142d, 145e, 160f, 164h, 168d, 174d, 177e, 194f, 198h, 200d TE 3: 16d, 19e, 34f, 38h, 42d, 48d, 51e, 74f, 78h, 82d, 154d, 157e, 174f, 178h, 180d TE 4: 16d, 19e, 44f, 48h, 50d, 56d, 59e, 78f, 82h, 86d, 92d, 95e, 110f, 114h, 118d, 124d, 127e, 144f, 148h, 152d TE 5: 16d, 19e, 40f, 44h, 50d, 55d, 59c, 78f, 82h, 88d, 94d, 97e, 120f, 124h, 128d, 134d, 137e, 156f, 160h, 164c, 170d, 173e, 194f, 198h, 200d</p>
<ul style="list-style-type: none"> Correctly spelling words with common spelling patterns. 	<p>TE 1: 16d, 19e, 30f, 34h, 36d, 42d, 45e, 58f, 62h, 64d, 70d, 73e, 84f, 88h, 92d, 124d, 127e, 138f, 142h, 144d, 150d, 153e, 164f, 168h, 170d TE 2: 48d, 51e, 66f, 70h, 76d, 82d, 85e, 96f, 100h, 102d, 108d, 111e, 128f, 132h, 136d, 142d, 145e, 160f, 164h, 168d, 174d, 177e, 194f, 198h, 200d TE 3: 16d, 19e, 34f, 38h, 42d, 154d, 157e, 174f, 178h, 180d TE 4: 16d, 19e, 44f, 48h, 50d, 56d, 59e, 78f, 82h, 86d, 92d, 95e, 110f, 114h, 118d, 124d, 127e, 144f, 148h, 152d TE 5: 16d, 19e, 40f, 44h, 50d, 55d, 59c, 78f, 82h, 88d, 94d, 97e, 120f, 124h, 128d, 134d, 137e, 156f, 160h, 164c, 170d, 173e, 194f, 198h, 200d</p>

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<ul style="list-style-type: none"> • Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words. 	<p>TE 1: 17, 30h, 43, 58f, 71, 84f, 99, 112f, 125, 138f, 151, 164f TE 2: 17, 34f, 49, 66f, 83, 96f, 109, 128f, 143, 160f, 175, 194f TE 3: 17, 34f, 49, 74f, 89, 106f, 123, 142f, 155, 174f, 187, 208f TE 4: 17, 44f, 57, 78f, 93, 110f, 125, 144f, 159, 182f, 195, 218f TE 5: 17, 40f, 57, 78f, 95, 120f, 132, 156f, 171, 194f, 207, 232f</p>
<p>SPEAKING AND LISTENING</p>	
<p>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.</p>	
<p>In Speaking and Listening, students are expected to do the following:</p>	
<p>SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING Develop and apply effective communication skills through speaking and active listening</p>	
<p>1.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.</p>	<p>SE R: 34, 60, 86, 112, 138, 164 SE 1: 36, 64, 92, 118, 144, 170 SE 2: 42, 76, 102, 136, 168, 200 SE 3: 42, 82, 116, 148, 180, 216 SE 4: 50, 86, 118 SE 5: 88</p> <p>TE R: 15i, 15u, 16l, 34–35, 39i, 41e, 42l, 60–61, 65i, 67e, 68l, 86–87, 91i, 93e, 94l, 112–113, 117i, 119e, 120l, 138–139, 143i, 145e, 146l, 164–165 TE 1: 33b, 36–37, 37j, 61b, 64–65, 65j, 87b, 92–93, 93j, 115b, 118–119, 119j, 141b, 144–145, 145j, 167b, 170–171, 171j TE 2: 37b, 42–43, 43j, 69b, 76–77, 77j, 99b, 102–103, 103j, 131b, 136–137, 137j, 163b, 168–169, 169j, 197b, 200–201, 201j TE 3: 37b, 42–43, 43j, 77b, 82–83, 83j, 109b, 116–117, 117j, 145b, 148–149, 149j, 177b, 180–181, 181j, 211b, 216–217, 217j TE 4: 47b, 50–51, 51j, 81b, 86–87, 87j, 113b, 118–119, 119j, 153j, 189j, 227j TE 5: 51j, 81b, 88–89, 89j, 129j, 165j, 201j, 241j</p>

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<p>SL.2: DISCUSSION AND COLLABORATION Develop and apply reciprocal communication skills by participating in a range of collaborative discussions</p>	
<p>1.SL.2.1.: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<p>SE R: 34, 112 SE 1: 38, 64, 66, 94, 120 SE 2: 102, 136 SE 3: 118, 150, 182</p> <p>TE R: 34–35, 91i, 93e, 112–113, 113d, 139d TE 1: 37j, 61b, 64–65, 65k, 66–67, 119j, 170–171 TE 2: 43j, 66a, 69b, 70a, 77j, 99b, 102–103, 131b, 136–137, 169j, 201j TE 3: 43j, 83j, 117j, 118–119, 149j, 150–151, 181j, 182–183, 187f TE 4: 51j, 87j, 119j, 147b, 153j, 185b, 189j, 227j TE 5: 43b, 51j, 129j, 165j, 201j, 241j</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 74–75 Unit 2: 109–111 Unit 3: 138–139, 146–147 Unit 4: 174–175, 182–183 Unit 5: 210–211, 218–219</p>
<p>1.SL.2.2: <i>Standard begins in 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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<p>1.SL.2.3: Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p>	<p>SE R: 34, 60, 112 SE 1: 64, 118 SE 2: 76, 136, 168, 200 SE 3: 12, 82, 180, 216 SE 4: 86, 88 SE 5: 12, 52, 88, 130</p> <p>TE R: 15i, 15u, 16l, 34–35, 39i, 41e, 42l, 60–61, 65c, 65i, 93e, 94l, 112–113 TE 1: 64–65, 115b, 118–119, 167b, 171j TE 2: 42–43, 76–77, 103j, 131b, 137j, 163b, 168–169, 200–201 TE 3: 77b, 82–83, 83j, 117j, 149j, 177b, 180–181, 211b, 216–217, 217j TE 4: 81b, 86–87, 87j, 88–89, 119j, 189j TE 5: 12–13, 52–53, 81b, 88–89, 89j, 130–131, 159b, 201j, 241j</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 74–75 Unit 2: 109–111 Unit 3: 146–147 Unit 4: 182–183 Unit 5: 218–219</p>
<p>1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.</p>	<p>SE R: 138 SE 1: 36</p> <p>TE R: 117i, 138–139, 143i TE 1: 33b, 36–37, 171j TE 2: 43j, 102–103, 137j, 201j TE 3: 43j, 109b, 117j, 149j, 181j, 211b TE 4: 50–51, 153j, 189j, 227j TE 5: 51j, 89j, 128–129, 164–165</p>

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<p>1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>SE 1: 118 SE 2: 104, 136 SE 3: 180 SE 5: 88, 90, 164, 166</p> <p>TE R: 15i, 16l TE 1: 115b, 118–119 TE 2: 37b, 104, 131b, 136–137 TE 3: 77b, 82–83, 180–181 TE 4: 51j, 81b TE 5: 81b, 88–89, 90–91, 164–165, 165j, 166–167</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 74–75 Unit 2: 109–111, Unit 3: 138–139, 146–147 Unit 4: 174–175 Unit 5: 210–211, 218–219</p>

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<p>SL.3: COMPREHENSION Develop and apply active listening and interpretation skills using various strategies</p>	
<p>1.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>SE R: 138 SE 1: 36, 170 SE 4: 152 SE 5: 164</p> <p>TE R: 15j–15k, 16a–16b, 16m–16n, 37a–37b, 40a–40b, 41e, 42a–42b, 42l, 42m–42n, 61e, 63a–63b, 66a–66b, 67e, 68a–68b, 68l, 68m–68n, 86–87, 89a–89b, 92a–92b, 94a–94b, 94m–94n, 112–113, 115a–115b, 118a–118b, 119e, 120a–120b, 120l, 120m–120n, 138–139, 141a–141b, 144a–144b, 145e, 146a–146b, 146m–146n, 161b</p> <p>TE 1: 18a–18b, 30a–30b, 33b, 34a–34b, 36–37, 44a–44b, 58a–58b, 62a–62b, 72a–72b, 84a–84b, 88a–88b, 100a–100b, 112a–112b, 116a, 126a, 138a–138b, 142a–142b, 152a–152b, 164a–164b, 168a–168b</p> <p>TE 2: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 84a–84b, 96a–96b, 100a–100b, 110a–110b, 128a–128b, 132a–132b, 144a–144b, 160a–160b, 164a–164b, 176a–176b, 194a–194b, 197b, 198a–198b</p> <p>TE 3: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 74a–74b, 78a–78b, 90a–90b, 106a–106b, 110a–110b, 124a–124b, 142a–142b, 146a–146b, 156a–156b, 174a–174b, 178a–178b, 188a–188b, 208a–208b, 212a–212b</p> <p>TE 4: 18a–18b, 44a–44b, 48a–48b, 58a–58b, 78a–78b, 82a–82b, 94a–94b, 110a–110b, 114a–114b, 126a–126b, 144a–144b, 148a–148b, 160a–160b, 182a–182b, 186a–186b, 196a–196b, 218a–218b, 222a–222b</p> <p>TE 5: 18a–18b, 40a–40b, 44a–44b, 58a–58b, 78a–78b, 82a–82b, 96a–96b, 120a–120b, 124a–124b, 136a–136b, 156a–156b, 159b, 160a–160b, 164–165, 172a–172b, 194a–194b, 197b, 198a–198b, 208a–208b, 232a–232b, 236a–236b</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 74–75 Unit 2: 109–111 Unit 3: 146–147 Unit 4: 182–183 Unit 5: 218–219</p>

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1.SL.3.2: Ask and answer questions about what a speaker says to clarify something that is not understood.	<p>SE R: 138 SE 1: 36, 118 SE 2: 168 SE 4: 188</p> <p>TE R: 42l, 60–61, 117i, 138–139, 143i TE 1: 33b, 65j, 118–119, 145j, 171j TE 2: 37b, 43j, 102–103, 137j, 168–169 TE 3: 42–43, 82–83, 149j, 177b, 180–181, 211b, 216–217 TE 4: 50–51, 87j, 188–189, 227j TE 5: 89j, 128–129, 241j</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 74–75 Unit 2: 109–111 Unit 3: 146–147 Unit 4: 182–183 Unit 5: 218–219</p>
SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS Develop and apply speaking skills to communicate ideas effectively in a variety of situations	
1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	<p>SE 1: 34–35 SE 3: 116, 148 SE 4: 50, 118</p> <p>TE R: 145e TE 1: 37c, 137b TE 3: 109b, 145b, 148–149, 207b TE 4: 47b, 50–51, 113b, 118–119, 217b</p>
1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	<p>SE 1: 60–61, 91 SE 3: 176–177 SE 5: 200, 240</p> <p>TE 1: 60–61a, 65j, 91, 93j, 119j TE 2: 103j, 169j, 201j TE 3: 43j, 117j, 149j, 177a TE 4: 51j, 119j, 153j, 189j TE 5: 51j, 129j, 165j, 235b, 240–241</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 74–75 Unit 2: 109–111</p>
1.SL.4.3: Give and follow three- and four-step directions.	<p>TE R: 41e, 42l, 67e, 68l, 93e, 94l, 120i, 167b, 170–171 TE 1: 167b, 170–171 TE 2: 197b, 200–201</p>

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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	
1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	SE 2: 164–167 SE 4: 152, 188, 226 SE 5: 50, 128, 165, 200, 240 TE 1: 57f, 61c, 115c TE 2: 99c, 131c, 164–167, 169c TE 4: 147b, 152–153, 185b, 188–189, 221b, 226–227 TE 5: 43b, 43c, 50–51, 123b, 128–129, 159b, 164–165, 197b, 197c, 200–201, 235b, 240–241
ML.2: MEDIA LITERACY Recognize the purposes of media and the ways in which media can have influences	
1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	SE 4: 50, 226 SE 5: 164, 240 TE 1: 57f, 61a, 115c TE 2: 99c, 131c, 169c TE 4: 147b, 121b, 226–227 TE 5: 43c, 159c, 197c
1.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.