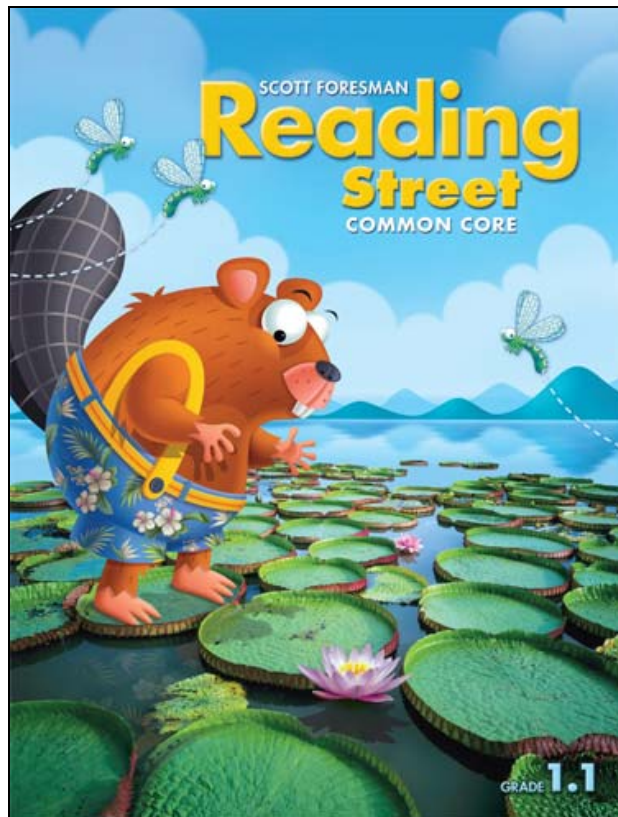


A Correlation of

**Scott Foresman
Reading Street
Common Core**

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To the

**Reading Standards for the
Archdiocese of Detroit
Grade 1**

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Introduction

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013* meets the Reading Standards for the Archdiocese of Detroit. Correlation references are to the Teacher's Edition and are cited by grade, unit and page reference. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages.

Scott Foresman Reading Street, Common Core is a comprehensive reading program 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 led in the creation and review of the Common Core State Standards. These 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. Students have numerous varied opportunities to meet each standard at each grade level. Among the instructions that 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.

The **Common Core State Standards for English Language Arts Publishers Criteria** guided the organization of the *Scott Foresman Reading Street Common Core Edition*. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

Writing instruction and research activities within *Reading Street* emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and that knowledge for various purposes.

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

Scott Foresman Reading Street Common Core State Standards-Based Assessment integrates the assessment with the standards. The Assessment Handbook, Weekly Tests, and Unit/End of Year Benchmark Tests assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

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

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. Students may proceed at their own pace, working as their schedule allows. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn!

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Reading Standards for the Archdiocese of Detroit	Scott Foresman Reading Street Common Core Edition, ©2013
Literature	
<i>Key Ideas and Details</i>	
R.L.1.1 Ask and answer questions about key details in a text	<p>SE R: EI•13, 28, 54, 80, 106, 132, 158 SE 1: 30, 58, 84, 112, 138 SE 2: 34, 66, 128 SE 3: 34, 74, 81, 115, 142, 208 SE 4: 44, 78, 182, 218 SE 5: 40, 78, 120, 232</p> <p>TE R: 18–19, 24–25, 27a, 28–29a, 44–45, 46–47, 48–49, 50–51, 52–53, 53a, 54–55, 70–71, 72–73, 78–79, 79a, 80–81, 81a, 96a, 96–97, 98–99, 100–101, 102–103, 104–105, 105a, 106–107, 122–123, 124–125, 126–127, 128–129, 131a, 132–133, 133a, 148–149, 152–153, 156–157, 157a, 159a, 162i, 162–163 TE 1: 20b, 20–21, 22–23, 24–25, 28–29, 29a, 30–31, 37b–37c, 57a, 58–59, 63a, 74–75, 76–77, 82–83, 83a, 84–85, 93b–96c, 117a, 125a, 132–133, 134–135, 136–137, 137a, 138–139, 145b–145c, 151a TE 2: 32–33, 33a, 33b, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 66–67, 83a, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 127a, 128–129, 199a TE 3: 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33a, 33b, 34h, 34–35, 49a–49b, 52b, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 74–75a, 80–81, 83b, 83c, 110–111, 112–113, 114–115, 115a, 123a–123b, 126b, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141b, 142–143, 143h, 155a, 187a–187b, 190b, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 207a, 208–209, 214–215</p>

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<p>(Continued) R.L.1.1 Ask and answer questions about key details in a text</p>	<p>(Continued) TE 4: 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43a, 44h, 44–45, 51b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 87b–87c, 110–111, 125a, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 181a, 182–183, 189c, 198b, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 217a, 218–219, 227b–227c TE 5: 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 39a, 40–41, 48–49, 49a, 51b–51c, 57a, 60b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 79a, 82i, 87a, 89b–89c, 210b, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a, 232–233, 233a, 238–239</p> <p>Writing to Sources: Unit R: 30–31, 32 Unit 1: 66–67, 68 Unit 3: 136–137, 138–139</p>

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<p>R.L.1.2 Retell stories, 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>
<p>R.L.1.3 Describe characters, settings, and major events in a story, using key details</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</p>

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R.L.1.4 Identify problem/solution, sequence of events, and sense of story (beginning, middle, end)	<p>TE R: 65d-65e, 67a, 70a, 70-71, 76-77, 78-79, 79a, 80-81, 98-99, 117d-117e, 119a, 126-127, 131a, 132-133</p> <p>TE 1: 29a, 30h, 43a-43b, 52-53, 58-59, 83a, 84h, 130-131, 134-135, 137a, 138-139, 139a</p> <p>TE 2: 17a-17b, 28-29, 33b, 58-59, 65a, 66h, 109a-109b, 114-115, 120-121, 127a, 128-129, 137b</p> <p>TE 3: 17a-17b, 24-25, 28-29, 32-33, 34-35, 43b, 72-73, 73a, 115a, 136-137, 142h, 200-201</p> <p>TE 4: 28-29, 77a, 162b, 164-165, 170-171, 174-174, 178-179, 180-181, 181a-181b, 182-183</p> <p>TE 5: 17a-17b, 26-27, 30-31, 36-37, 38-39, 39a-39b, 214-215, 224-225, 232h</p>
R.L.1.5 Activate prior knowledge.	<p>TE R: 18a, 18-19, 32i, 96b, 148a, 156-157, 157a, 162i</p> <p>TE 1: 74b</p> <p>TE 2: 20b, 112b</p> <p>TE 3: 78i, 110i, 126b, 190b, 192-193, 198-199, 208-209</p> <p>TE 4: 60b, 82i, 82-83, 162b</p> <p>TE 5: 44i, 60b, 64-65, 68-69, 74-75, 78-79, 82i, 210b</p>
R.L.1.6 Connect personal knowledge and experience to ideas in text.	<p>TE R: 96b, 98-99, 148a, 156-157, 157a, 162-163</p> <p>TE 1: 20-21, 46-47, 74b, 74-75, 128-129</p> <p>TE 2: 20-21, 52-53, 112b, 112-113, 128h</p> <p>TE 3: 20-21, 52-53, 126b, 126-127, 190b, 190-191, 192-193, 198-199, 208-209</p> <p>TE 4: 20-21, 60b, 60-61, 82i, 82-83, 162b, 162-163, 198-199</p> <p>TE 5: 20-21, 44i, 60b, 60-61, 64-65, 68-69, 74-75, 78-79, 210b, 210-211</p>

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R.L.1.7 Make text-to-self and text-to-text connections and comparisons.	<p>TE R: 28-29, 32-33, 58-59, 80-81, 84-85, 106-107, 110-111, 132-133, 136-137, 157a, 162-163</p> <p>TE 1: 30-31, 34-35, 35a, 58-59, 62-63, 63a, 84-85, 90-91, 137a, 138-139, 142-143, 143a</p> <p>TE 2: 34-35, 40-41, 65a, 66-67, 74-75, 75a, 134-135</p> <p>TE 3: 34-35, 40-41, 74-75, 80-81, 114-115, 115a, 146-147, 147a, 208-209, 214-215</p> <p>TE 4: 44-45, 48-49, 49a, 78-79, 84-85, 85a, 182-183, 218-219, 224-225</p> <p>TE 5: 48-49, 49i, 77b, 86-87, 87a, 232-233, 238-239</p>
<i>Craft and Structure</i>	
R.L.1.8 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	<p>SE 3: 213</p> <p>SE 4: 224</p> <p>SE 5: 80–81, 239</p> <p>TE 1: 17a, 137b</p> <p>TE 3: 73d–73e, 115a, 198–199, 212i–213, 217c</p> <p>TE 4: 43a, 113b, 168–169, 217a, 222–223, 224–225</p> <p>TE 5: 80–81, 210–211, 218–219, 236i, 236–237, 238–239</p>
R.L.1.9 Explain major differences between books that tell stories and books that give information, drawing on a wide range of reading text types	<p>SE 1: 116–117, 168–169</p> <p>SE 3: 78–81, 110–115, 212–215</p> <p>SE 5: 45</p> <p>TE R: 69c, 91d, 93a, 95c, 100–101, 121c, 162–163, 168–169</p> <p>TE 1: 90–91, 116i, 116–117</p> <p>TE 2: 127a, 137c</p> <p>TE 3: 38i, 105b, 173a, 215c</p> <p>TE 4: 109a, 143a</p> <p>TE 5: 44i, 201c, 231b</p> <p>Writing to Sources:</p> <p>Unit 1: 52–53, 56–57</p> <p>Unit 3: 128–129</p> <p>Unit 5: 196–197</p>

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R.L.1.10 Identify who is telling the story at various points in a text	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
R.L.1.11 Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literacy merit	TE R: 162i, 162-163 TE 1: 116i, 116-117, 117a, 128b, TE 3: 78i, 78-79, 80-81, 110i, 110-111, 112-113, 114-1115, 115a TE 4: 62b-77a, 82i, 82-83, 84-85, 85a TE 5: 44i, 44-45, 46-47, 48-49, 49a, 82i, 82-83, 84-85, 86-87, 87a
R.L.1.12 Identify and describe a variety of narrative genre including: realistic, fiction, fantasy, and folktale	TE R: 17c, 18a, 18b, 20-21, 27a, 32i, 32-33, 43d, 44a, 53a, 69c, 70a, 79a, 95c, 96a, 105a, 121c, 122a, 131a, 133a, 147c, 148a, 148b, 157a TE 1: 20b, 29a, 29b, 30h, 35a, 46b, 57a-57b, 83a, 83b, 84h, 116i, 128b, 137a, 138h TE 2: 20b, 33a, 34h, 52b, 65a, 66h, 112b, 127a-127b, 128h, 137c TE 3: 20b, 33a, 33b, 34h, 43c, 52b, 74h, 78i, 110i, 126b, 141a, 142h, 190b, 207a, 207b, 208h TE 4: 20b, 43a, 44h, 60b, 60c, 77a, 77b, 78h, 87c, 162b, 182h, 189c, 198b, 217a, 218h TE 5: 20b, 40h, 44i, 46-47, 51c, 60b, 77a, 77b, 78h, 82i, 82-83, 84-85, 86-87, 89c, 231a, 231b, 232h
R.L.1.13 Identify how authors/illustrators use illustrations to support story elements, and transitional words to indicate a sequence of events and sense of story	TE R: 18a, 18-19, 22-23, 46-47, 72-73, 96-97, 107a, 124-125, 148-149 TE 2: 52c TE 4: 30-31, 38-39, 44h, 62-63, 78h TE 5: 216-217, 222-223

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<i>Integration of Knowledge and Ideas</i>	
R.L.1.14 Use illustrations and details in a story to describe its characters, setting and events	<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, 217a TE 5: 20–21, 22–23, 26–27, 28–29, 30–31, 34–35, 36–37, 43b, 44i, 46–47, 48–49, 64–65, 68–69, 72–73, 77a, 84–85, 86–87, 210–211, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a</p> <p>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>

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R.L.1.15 Compare and contrast the adventures and experiences of characters in stories	<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>
R.L.1.16 Respond to multiple texts by discussing, drawing, and/or writing to reflect, make connections, take a position, and share understanding	<p>Objective is met throughout Reading Street. Refer to the following examples: TE R: 28-29, 54-55, 80-81, 106-107, 132-133 TE 1: 30-31, 58-59, 84-85, 138-139 TE 2: 34-35, 66-67, 128-129 TE 3: 34-35, 74-75, 142-143, 208-209 TE 4: 44-45, 78-79, 182-183, 218-219 TE 5: 40-41, 78-79, 232-233</p>
<i>Range of Reading and Level of Text Complexity</i>	
R.L.1.17 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<p>SE 1: 37, 65, 93</p> <p>TE R: 18b, 29a, 32i, 44b, 70b, 122b, 133a, 148b, 162i TE 1: 20c, 20–21, 22–23, 24–25, 26–27, 28–29, 34–35, 36–37a, 46c, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 62i, 62–63a, 64–65a, 74c, 85b, 91a, 92–93a, 116i, 128c, 168i, 168–169, 171c TE 2: 20c, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 52b, 198i TE 3: 20c, 52c, 74h, 126c, 190c, 212i–213, 214–215, 217c TE 4: 20c, 60c, 113b, 128c, 198c, 222i, 222–223, 224–225 TE 5: 20c, 60c, 236i, 236–237, 238–239</p>

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Informational Text	
<i>Key Ideas and Details</i>	
R.I.1.1 Ask and answer questions about key details in a text	<p>SE R: 58, 137 SE 1: 112, 164 SE 2: EI•13, 70–71, 72–73, 74–75, 96, 133, 134–135, 160, 178b, 182–183, 190–191, 193a, 194 SE 3: 39–41, 106, 147, 174 SE 4: 110, 114–117, 144 SE 5: 124–127, 156, 194</p> <p>TE R: 84–85, 136i, 136–137 TE 1: 90–91, 104–105, 106–107, 108–109, 110–111, 111a, 111b, 112–113, 143a, 154c, 154–155, 156–157, 158–159, 160–161, 162–163, 163a, 164–165 TE 2: 72–73, 74–75, 75a, 86–87, 88–89, 94–95, 95a, 95b, 96–97, 101a, 132i, 132–133, 134–135, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–159, 159a, 160–161, 178b, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195 TE 3: 40–41, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 105a, 105b, 106–107, 146i–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 173a, 174–175 TE 4: 49a, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 109a, 110–111, 114–115, 116–117, 128b, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 143a, 144–145, 150–151, 187a TE 5: 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 119a, 120–121, 124i, 124–125, 126–127, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 155a, 156–157, 160i, 162–163, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195, 199a</p> <p>Writing to Sources: Unit 2: 102–103, 104 Unit 4: 174–175, 176–177 Unit 5: 210–211, 212–213</p>

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R.I.1.2 Identify the main topic and retell key details of a text	<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>
R.I.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text	<p>SE 1: 143 SE 2: EI•4, 194</p> <p>TE 1: 142–143 TE 2: 146–147, 148–149, 152–153, 160h, 175a, 178b–178c, 180–181, 182–183, 184–185, 186–187, 193a TE 3: 89a–89b, 94–95, 100–101, 102–103, 106h, 117c, 158b, 158–159, 162–163, 164–165, 166–167, 170–171, 172–173, 173a, 174–175, 181c TE 4: 104–105, 108–109, 109a, 132–133, 136–137, 144h TE 5: 95a–95b, 100–101, 102–103, 114–115, 116–117, 118–119, 129b, 152–153, 156h, 171a–171b, 184–185</p>
R.I.1.4 Discuss informational text patterns: sequential, enumerative	<p>TE 1: 154b, 158-159, 164-165, 165a TE 2: 146b, 188-189 TE 3: 146-147, 147a, 149c, 158b, 158c, 162-163, 164-165, 170-171, 174h, 174-175, 175a TE 4: 48i, 48-49, 186-187 TE 5: 98c, 124-125, 171a-171b, 174b, 174c, 176-177, 180-181, 182-183, 184-185, 188-189, 190-191, 192-193, 194-195</p>

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R.I.1.5 Respond to multiple texts by discussing, drawing, and/or writing to reflect, make connections, take a position, and share understanding	Objective is met throughout Reading Street . Refer to the following examples: TE R: 58-59, 84-85, 90-91, 110-111, 116-117, 117a, 136-137 TE 1: 142-143, 143a, 164-165, 168-169, 169a TE 2: 40-41, 74-75, 75a, 96-97, 100-101, 101a, 134-135, 194-195 TE 3: 40-41, 106-107, 114-115, 115a, 146-147, 147a, 174-175 TE 4: 48-49, 49a, 116-117, 110-111, 144-145 TE 5: 120-121, 126-127, 156-157, 162-163, 194-195
R.I.1.6 Activate prior knowledge.	TE R: 58i, 84i, 110i, 136i TE 1: 88i, 102b, 112h, 142i TE 2: 38i, 70i, 100i, 132i, 146b, 150-151, 156-157, 158-159, 160-161, 164i TE 3: 38i, 146i, 178i TE 4: 48i, 96b, 114i, 148i, 186i TE 5: 124i, 138b, 160i, 198i
R.I.1.7 Connect personal knowledge and experience to ideas in text.	TE R: 58i, 84i, 110i, 136i TE 1: 88i, 102b, 102-103, 112h, 112-113, 142i, 154-155 TE 2: 38i, 70i, 86-87, 100i, 132i, 146b, 146-147, 150-151, 156-157, 158-159, 160-161, 164i, 178-179 TE 3: 38i, 92-93, 146i, 158-159, 178i TE 4: 48i, 96b, 96-97, 114i, 128-129, 148i, 186i TE 5: 98-99, 124i, 138b, 138-139, 160i, 174-175, 198i, 199a
R.I.1.8 Make text-to-self and text-to-text connections and comparisons.	TE R: 58-59, 84-85, 110-111, 136-137 TE 1: 90-91, 116-117, 117a, 142-143, 143a, 164-165, 168-169, 169a TE 2: 40-41, 74-75, 75a, 100-101, 101a, 134-135, 159a, 160-161, 164i, 166-167, 194-195, 198-199, 199a TE 3: 38-39, 40-41, 105b, 114-115, 115a, 144-145, 146-147, 147a, 173a, 174-175 TE 4: 48-49, 49a, 116-117, 150-151 TE 5: 126-127, 156-157, 162-163, 192-193

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<i>Craft and Structure</i>	
R.I.1.9 Ask and answer questions to help determine or clarify the meaning of words and phrases in a 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
R.I.1.10 Know and use various text features to locate key facts or information in a text	SE R: 85 SE 1: 88–91 SE 2: 164–167 SE 3: 178–179 SE 5: 194, 198–199 TE R: 31b, 57b, 58i, 84i, 85 TE 1: 33c, 83g, 87c, 88i, 88–91, 154b TE 2: 33g, 37c, 38i, 43c, 77c, 95g, 159g, 164i, 164–165, 166–167, 169c, 193f TE 3: 73g, 109c, 141f, 145c, 170–171, 178i–179, 179a, 207g TE 4: 48i, 48–49, 96–97, 143f, 181f, 186i, 186–187, 187a TE 5: 81c, 119g, 123b–123c, 155b, 155g, 165c, 176–177, 182–183, 186–187, 193f, 194–195, 195a, 197c, 198i, 198–199, 199a, 231g Writing to Sources: Unit 2: 88–89 Unit 3: 132–133 Unit 4: 164–165

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<p>R.I.1.11 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</p>	<p>SE R: 58–59, 110–111 SE 1: 88–91, 142–143 SE 2: 72–73 SE 5: 162, 198–199</p> <p>TE R: 58–59, 110i, 110–111 TE 1: 88i, 88–91, 93c, 110–111, 142i, 160–161 TE 2: 70i, 70–71, 72–73, 74–75, 94–95 TE 3: 96–97, 98–99, 149c TE 4: 96–99, 119c, 138–139, 148i, 148–149 TE 5: 102–103, 129c, 146–147, 150–151, 155b, 160i, 162–163, 165c, 198i, 198–199, 199a</p> <p>Writing to Sources: Unit 2: 88–89, 102–103, 104 Unit 5: 198–199</p>
<p>R.I.1.12 Identify and describe a variety of informational genre: simple how-to books, science and social studies magazines</p>	<p>TE R: 58i, 69c, 84i, 110i, 121c TE 1: 88i, 93c, 102b, 111a, 111b, 112h, 142i, 145c, 154b, 163a, 163b, 164h TE 2: 38i, 40-41, 43c, 77c, 86b, 95a, 95b, 96h, 100i, 100-101, 103c, 132i, 134-135, 137c, 146b, 159a, 160h, 164i, 164-165, 166-167, 169c, 178b, 178c, 194h TE 3: 38i, 92b, 92c, 105a, 105b, 106h, 146i, 146-147, 149c, 158b, 158c, 173a, 174h, 178i, 181c TE 4: 48i, 48-49, 51c, 96b, 109a, 110h, 114i, 116-117, 119c, 128b, 128c, 143a-143b, 143a, 144h, 148i, 150-151, 153c TE 5: 119a, 119b, 120h, 124i, 126-127, 129c, 138b, 155a, 156h, 160i, 162-163, 165c, 193a, 174b, 174c, 193a, 194h, 198-199, 201c</p>

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<i>Integration of Knowledge and Ideas</i>	
R.I.1.13 Use the illustrations and details in a text to describe its key ideas	<p>SE R: 58–59, 84–85, 110–111, 136–137 SE 1: 88–91 SE 2: 70–75, 100–101, 164–167 SE 3: 146–147 SE 4: 48–49, 148–149, 150–151 SE 5: 124–125, 126–127, 160–163, 198–199</p> <p>TE R: 58c, 58–59, 84i, 84–85, 109b, 110i, 110–111, 136–137 TE 1: 87c, 88i, 88–91, 93c, 102–103, 106–107, 111a, 111b, 154–155, 158–159 TE 2: 43c, 70i, 70–75, 86b, 90–91, 92–93, 94–95, 95g, 100i, 100–101, 101a, 103c, 146–147, 159a, 159b, 164i, 164–165, 178–179, 182–183, 186–187, 190–191, 193a, 195a TE 3: 92–93, 105a, 106–107, 141f, 146–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 181c TE 4: 48i, 48–49, 49a, 51c, 100–101, 102–103, 106–107, 108–109, 109a, 109g, 114–115, 116–117, 132–133, 136–137, 138–139, 140–141, 143a, 148i, 148–149, 150–151, 153c, 185b, 221b TE 5: 98–99, 102–103, 119a, 119b, 123b, 124i, 124–125, 126–127, 129c, 138–139, 140–141, 142–143, 146–147, 148–149, 150–151, 155a, 155b, 160i, 160–161, 162–163, 165c, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 193a, 198i, 198–199, 199a</p> <p>Writing to Sources: Unit 1: 54–55 Unit 2: 86–87, 102–103, 104 Unit 4: 158–159, 162–163</p>
R.I.1.14 Identify the reasons an author gives to support points in a text	<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>

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<p>R.I.1.15 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>
<i>Range of Reading and Level of Text Complexity</i>	
<p>R.I.1.16 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>SE R: 58–59, 84–85 SE 1: 102–111, 154–163 SE 2: 86–95, 146–159, 178–193 SE 3: 92–105, 158–173 SE 4: 96–109, 128–143 SE 5: 98–119, 138–155, 174–193</p> <p>TE R: 58i, 84i TE 1: 102c, 102–111, 154b–154c, 154–163, 164h TE 2: 38i, 38–41, 86c, 86–95, 146c, 146–159, 178–193 TE 3: 92c, 92–105, 149c, 158c, 158–173 TE 4: 96c, 96–109, 128c, 128–143 TE 5: 98c, 98–119, 138c, 138–155, 174–193</p>
<p>R.I.1.17 Self-monitor comprehension when reading familiar grade level text.</p>	<p>TE R: 136–137, TE 2: 70–71, 72–73, 74–75 TE 3: 92b, 96–97, 98–99, 102–103, 106–107, 107a TE 5: 98b, 102–103, 106–107, 110–111, 114–115, 120–121, 121a</p>

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R.I.1.18 Use simple fix-up strategies to increase comprehension.	TE R: 84-85, 110-111 TE 1: 88-89, 90-91, 106-107, 110-111, 142-143, 158-159, 162-163, TE 2: 90-91, 94-95, 152-153, 158-159, 159a, 160h, 182-183, 190-191, 192-193 TE 3: 102-103, 104-105, 170-171, 172-173 TE 4: 98-99, 106-107, 108-109, 114-115, 130-131, 134-135, 136-137, 138-139, 142-143 TE 5: 102-103, 118-119, 140-141, 144-145, 148-149, 154-155, 188-189, 192-193
Foundational Skills	
<i>Print Concepts</i>	
R.F.1.1 Demonstrate understanding of the organization and basic features of print	
R.F.1.1a Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)	TE R: 91f, 91h, 93b, 94i, 117h, 143f, 144c, 145b, 146c, 146i, 146o, 162c TE 1: 17c, 29c, 32a, 35c, 37g, 99c, 111c, 114a, 117c, 119g, 125c, 137c, 140a, 143c, 145g, 151c, 163c, 166a, 169c, 171g TE 5: 17c, 49c
<i>Phonological Awareness</i>	
R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	
R.F.1.2a Distinguish long from short vowel sounds in spoken single-syllable words	SE 1: 14 SE 2: 46, 80, 106, 140, 172 SE 4: 14, 54 TE 1: 14–15, 15a TE 2: 46–47, 76c, 80–81, 102c, 106–107, 136c, 140–141, 141a, 164c–164d, 168c, 172–173, 173a, 200c TE 4: 14–15, 15a, 54–55, 55a

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<p>R.F.1.2b Orally produce single-syllable words by blending sounds including consonant blends</p>	<p>SE R: 68, 116, 120, 142 SE 1: 14, 40, 68, 122, 124, 148 SE 3: 18, 46, 86, 188 SE 4: 14, 54, 90, 122, 156, 192 SE 5: 14, 96, 204</p> <p>TE R: 16p, 32d, 42p, 58d, 68p, 68, 110d, 120p, 146p TE 1: 14–15, 15a, 18c–18d, 30c–30d, 40–41, 41a, 44c–44d, 58d, 58e, 68–69, 69a, 72c–72d, 116c, 118c, 122–123, 123a, 124, 126c–126d, 126–127a, 138d, 138e, 144c, 148–149, 149a, 152c–152d, 164d, 168d TE 2: 14–15, 15a, 18c, 34c, 38c 42c, 50c, 70c, 84c, 110c, 140–141, 141a, 172–173, 173a, 176c TE 3: 14–15, 18c, 34c, 38c, 42c, 46–47, 74c, 82c, 86–87, 90c, 106c, 110c, 116c, 124c, 142c, 174c, 178c TE 4: 14–15, 15a, 18c–18d, 54–55, 58c, 78c, 86c, 90–91, 91a, 94c, 110c, 118c, 122–123, 123a, 126c, 144c, 148c, 152c, 156–157, 160c, 182c, 186c, 188c, 192–193, 196c, 218c, 222c, 226c TE 5: 14–15, 15a, 54–55, 55a, 58c, 78c, 124c, 132–133, 133a, 156c, 160c, 164c, 168–169, 169a, 204–205, 205a, 208c</p>

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R.F.1.2c Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words	<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>
R.F.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds	<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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<i>Phonics and Word Recognition</i>	
R.F.1.3 Know and apply grade level phonics and word analysis skills in decoding words	
R.F.1.3a Know the spelling-sound correspondence for common consonant digraphs	<p>SE 1: 18, 126 SE 2: 16, 84 SE 3: 48</p> <p>TE 1: 30d, 30e, 37d–37e, 62d, 62g, 126–127a TE 2: 15a, 16–16a, 16b–16c, 19d, 34c, 34e, 38e–38f, 42c, 43d, 70d, 70g, 84d, 84–85a, 96d, 96e, 100e–100f, 102c, 103d, 132d TE 3: 47a, 48, 48a, 48b–48c, 51d, 74d, 110g</p>
R.F.1.3b Decode regularly spelled one-syllable words	<p>SE R: 16, 42, 66, 68, 92, 94, 118, 120, 144 SE 1: 16, 18, 42, 44, 70, 72, 98, 124, 126, 150, 152 SE 2: 16, 18, 48, 50, 82, 84, 108, 110, 142, 144, 174 SE 3: 16, 18, 48, 90, 124, 154 SE 4: 16, 56, 92, 94, 124, 126, 160, 196 SE 5: 94, 96, 134, 170, 208</p> <p>TE R: 16, 17a–17b, 32g–32h, 42–43a, 43b–43c, 66e–66f, 66, 66g, 68e–68f, 68g, 68q–68r, 68, 69a–69b, 74–75, 92, 94r, 94, 95a–95b, 113b, 118e–118f, 118, 120e–120f, 120, 121a–121b, 144, 146, 146g, 147a–147b, 154–155, 162g–162h TE 1: 16–16a, 16b–16c, 18–19a, 19b–19c, 19d, 34e–34f, 36c–36d, 37d–37e, 42–42a, 42b–42c, 44–45a, 45b–45c, 58e, 65d–65e, 68–69, 69a, 70–70a, 70b–70c, 72d, 72–73a, 73b–73c, 84d, 88e–88f, 92c, 93d–93e, 98, 98b–98c, 119d–119e, 124–124a, 124b–124c, 126–127a, 127b–127c, 127d, 142e–142f, 145d–145e, 150a, 150b–150c, 152–153a, 153b–153c, 153d, 164e, 170c, 171d–171e TE 2: 16–16a, 16c, 18d, 18–19a, 19b–19c, 19d, 38c, 38e–38f, 38g, 42c, 43d, 48a, 48b–48c, 51a, 51b–51c, 51d, 66d, 70e–70f, 77d, 82–82a, 82b–82c, 84–85a, 85d, 100e–100f, 108–108a, 108b–108c, 110–111a, 111b–111c, 111d, 128e, 132e–132f, 142–142a, 142b–142c, 144–145a, 145b–45c, 174–174a, 174b–174c, 177b–177c, 177d, 198e–198f</p>

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<p>(Continued) R.F.1.3b Decode regularly spelled one-syllable words</p>	<p>(Continued) TE 3: 16b–16c, 18–19a, 19b–19c, 19d, 38e–38f, 43d–43e, 48–48a, 48b–48c, 51d, 78e–78f, 83d–83e, 110e–110f, 117d–117e, 142e, 146e–146f, 149d–149f, 154–154a, 154b–154c, 157b–157c, 178e–178f, 181d–181f, 186b–186c, 188–189a, 189b–189c, 212d, 212e–212f, 217d–217e TE 4: 16b–16c, 18–19a, 19b–19c, 48e–48f, 51d–51e, 56b–56c, 59b–59c, 59d, 82e–82f, 87d–87e, 92–92a, 92b–92c, 94c–94d, 94–95a, 95b–95c, 114e–114f, 119d–119e, 124b–124c, 126–127a, 127b–127c, 148e–148f, 153d–153e, 158b–158c, 186e–186f, 196–197a, 198a, 222e–222f, 226c TE 5: 16–16a, 19d, 40d–40e, 44e–44f, 51d–51e, 56–56a, 56b–56c, 78d–78e, 82d, 82e–82f, 82g, 89d–89e, 94–94a, 94b–94c, 97d, 124d, 124e–124f, 129d–129e, 134–134a, 134b–134c, 137d, 156c–156d, 160e–160f, 170–170a, 170b–170c, 173d, 194e, 198e–198f, 206b–206c, 208–209a, 209b–209c, 236e–236f, 236g</p>

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<p>R.F.1.3c Know final –e and common vowel team conventions for representing long vowel sounds</p>	<p>SE 2: 48, 50, 82, 108, 111, 142, 174, 176 SE 4: 16, 56, 92, 94, 124 SE 5: 56</p> <p>TE 2: 38g, 47a, 48–48a, 48b, 50–51a, 51c, 51d, 66d, 66e, 70e–70f, 76c, 77d, 82–82a, 82b–82c, 85d, 96c–96d, 96e, 100d, 100e–100f, 100g, 103d, 107a, 108–108a, 108b–108c, 111, 111d, 128d, 128e, 132d, 132e–132f, 132g, 136c, 137d–137e, 141a, 142–142a, 142b–142c, 142d, 145b–145c, 145d, 160d, 160e, 164c–164d, 164e–164f, 168c, 169d–169e, 173a, 174–174a, 174b–174c, 177c, 177d, 194c–194d, 194e, 198d, 198e–198f, 198g, 200c, 201d–201e TE 3: 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 38d, 38e–38f, 78d TE 4: 15a, 16–16a, 16b–16c, 19d, 44d, 44e, 48e–48f, 50c, 51d, 55a, 56–56a, 56b–56c, 59d, 78d, 78e, 82c–82d, 82e–82f, 87d–87e, 91a, 92–92a, 92b–92c, 95d, 95, 110d, 110e, 114d, 114e–114f, 114g, 118c, 119d–119e, 123a, 124–124a, 124b–124c, 127b–127c, 127d, 144d, 144e, 148d, 148e–148f, 148g, 152c, 153d–153e, 158b–158c, 161b–161c, 186d, 186e–186f, 186g TE 5: 44g, 56–56a, 78d, 78e</p>
<p>R.F.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a word</p>	<p>SE 2: 176</p> <p>TE R: 68d, 136d, 146d TE 1: 112c TE 2: 176c, 176d, 176, 177a, 200c TE 3: 110c, 146c, 178c TE 4: 148c, 152c, 186c, 188c, 222c, 226c TE 5: 58d, 58–59a, 96c</p>

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R.F.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables	<p>SE 2: 176 SE 3: 50 SE 4: 194 SE 5: 18, 58, 172</p> <p>TE 2: 176d, 176–177a, 177b–177c, 194e, 198e–198f, 200c, 201d, 201e TE 3: 38d, 50–51a, 51b–51c, 74d TE 4: 194–194a, 194b–194c TE 5: 18c–18d, 18–19a, 19b–19c, 40e, 44e–44f, 50c, 58c–58d, 58–59a, 59b–59c, 59d, 78c–78d, 78e, 82d, 82e–82f, 88c, 124d, 124g, 172–173a, 173b–173c, 236d</p>
R.F.1.3f Read words with inflectional endings	<p>SE 1: 98, 100 SE 2: 144 SE 3: 88, 91, 122, 125, 186, 189 SE 4: 58 SE 5: 96</p> <p>TE 1: 97a, 98–98a, 98b–98c, 100d, 100–101a, 101b–101c, 101d–101e, 102a, 112c–112d, 112e, 116e–116f, 118c, 119d–119e, 142d TE 2: 144d, 144–145a, 145b–145c, 160e, 164e–164f, 168c, 169d–169e, 198d, 198g TE 3: 49c, 87a, 88–88a, 88b–88c, 91d–91e, 106d–106e, 106f, 110e–110f, 116c, 117d–117e, 121a, 122–122a, 122b–122c, 125d, 126a, 142d, 146d, 146e–146f, 146g, 148c, 149d–149f, 178d, 178g, 185a, 186–186a, 186b–186c, 189d, 216c TE 4: 19d, 48d, 48g, 58–59a, 59b–59c, 82e–82f, 86c, 114d TE 5: 44g, 96d, 96–97a, 97b–97c, 120d, 120e, 124e–124f, 128c, 129d–129e, 134b–134c, 160d, 160g</p>

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<p>R.F.1.3g Recognize and read grade-appropriate irregular words</p>	<p>SE R: 17, 41, 43, 69, 93, 95, 119, 121, 145, 147 SE 1: 17, 19, 43, 45, 71, 73, 99, 101, 125, 127, 150–151, 152–153</p> <p>TE R: 16h, 17a–17b, 17, 32f, 32g–32h, 35b, 41, 42h, 43b–43c, 43, 58f, 58g–58h, 61b, 67, 68h, 69a–69b, 69, 84f, 84g–84h, 87b, 93, 94h, 95a–95b, 95, 110g–110h, 113b, 119, 120h, 121a–121b, 121, 130–131, 136f, 136g–136h, 139b, 145, 146h, 147a–147b, 147, 162f, 162g–162h, 165b</p> <p>TE 1: 16b–16c, 17, 19b–19c, 30g, 34e–34f, 37b, 37d–37e, 42b–42c, 43, 45b–45c, 45, 58g, 62e–62f, 65b, 65e, 70b–70c, 71, 73, 84g, 88e–88f, 93b, 93d–93e, 99, 101, 112g, 119b, 119d–119e, 124b–124c, 125, 127, 138g, 145d–145e, 151, 153, 164g, 168e–168f, 171b, 171d–171e</p> <p>TE 2: 16b–16c, 17, 19b–19c, 19, 34g, 38f, 43b, 43d, 48b–48c, 51b–51c, 51, 66g, 70e–70f, 77b, 77d, 82b–82c, 83, 85, 96g, 100e–100f, 100g, 103b, 103d, 108c, 108d, 111b–111c, 111, 128g, 132f, 132g, 137b, 137d, 142b–142c, 142d–143, 145b–145c, 145, 154–155, 156–157, 160g, 164g, 169b, 169d–169e, 174b–174c, 175, 177b–177c, 194g, 198e–198f, 198g–198h, 201b, 201d–201e</p> <p>TE 3: 16b–16c, 17, 19b–19c, 19, 34g, 38g, 43b, 43d–43e, 48b–48c, 49, 51b–51c, 51, 52a, 74g, 78e–78f, 78g, 83b, 83d–83e, 88b–88c, 89, 91b–91c, 106g, 110e–110f, 117b, 117d–117e, 122b–122c, 123, 125b–125c, 125, 142g, 146e–146f, 146g, 149b, 149d–149f, 154b–154c, 155, 157b–157c, 157, 178e–178f, 181b, 181d–181f, 186b–186c, 186d, 189b–189c, 189, 208g, 212e–212f, 212g, 217b, 217d–217f</p> <p>TE 4: 16b–16c, 17, 19b–19c, 19, 44g, 48e–48f, 48g, 51b, 51d–51e, 56b–56c, 57, 59b–59c, 78g, 82e–82f, 82g, 87b, 87d–87e, 92c, 93, 95b–95c, 95, 110g, 114e–114f, 119b, 119d–119e, 124b–124c, 125, 127b–127c, 144g, 148e–148f, 148g, 153b, 153d–153e, 158b–158c, 159, 161b–161c, 161, 182e, 182g, 186e–186f, 186g, 189b, 189d–189e, 194b–194c, 197b–197c, 197, 218g, 222f, 222g, 227b, 227d–227e</p>

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<p>(Continued) R.F.1.3g Recognize and read grade-appropriate irregular words</p>	<p>(Continued) 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>
<p>R.F.1.4 Use structural cues to recognize one-syllable words, blends, and consonant diagraphs</p>	
<p>a. Letter/sound</p>	<p>TE R: 15a-15c, 15n-15p, 16e-16g, 16p, 16q-16s, SG4, SG6, 39a-39c, 40e-40g, 42e-42g, 42-43a, 50-51, SG21, SG25, 65a-65c, 66e-66g, 68e-68g, 68q-68s, SG39, SG43, 91a-91c, 92e-92g, 94e-94g, 94q-94s, 102-103, SG57, SG61, 117a-117c, 118e-118g, 120e-120g, 120q-120s, 130-131, SG75, SG79, 143a-143c, 144e-144g, 146e-146g, 146q-146s, 154-155, SG93 TE 1: 15a-15c, 18d-19c, 30d-30e, 34d-34f, 36c, 41a-42c, 43d-45c, 64c, 69a-70c, 72d-73c, 88d-88f, 92c, 116d, 123a-124c, 127d, 149a-150c, 153d, 164e, 168d-168f TE 2: 18d-19c, 38d-38f, 47a-48c, 50d-51c, 76c, 81a-82c, 85d, 100d, 102c, 107a-108c, 111d, 132d, 141a-142c, 145d, 164d, 168c, 173a-174c, 177d, 198d, 200c TE 3: 15a-16c, 19d, 38d-38f, 42c, 78d TE 5: 208d-209c</p>
<p>b. Onset and rime</p>	<p>TE R: 32d, 110d TE 1: 116c, 118c, 144c, 170c</p>

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c. Whole word chunks	<p>TE R: 13a, 15k, 16b, 37a, 42b, 42n, 63a, 66b, 68b, 89a, 92b, 94b, 115a, 118b, 120n, 141a, 144b, 146n</p> <p>TE 1: 13a, 18b, 30b, 39a, 58b, 67a, 72b, 84b, 95a, 112b, 121a, 147a, 152b, 168b,</p> <p>TE 2: 50b, 66b, 79a, 105a, 139a, 144b, 164b, 171a, 198b</p> <p>TE 3: 18b, 34b, 45a, 50b, 74b, 85a, 89a, 90b, 106b, 119a, 142b, 151a, 156b, 183a, 212b</p> <p>TE 4: 13a, 18b, 53a, 78b, 110b, 121a, 126b, 144b, 155a, 160b, 182b, 186b, 191a, 196b, 218b, 222b</p> <p>TE 5: 13a, 40b, 53a, 91a, 96b, 120b, 136b, 156b, 160b, 167a, 172b</p>
d. Word families	<p>TE R: 120d</p> <p>TE 1: 30c, 37c, 84c, 164d, 171c</p> <p>TE 2: 66c</p> <p>TE 3: 118h, 148c</p> <p>TE 5: 232</p>
e. Diagraphs th, ch, sh	<p>TE 2: 15a-16c, 19d, 34e, 42c, SG2, SG7, SG12, 70d, 84d-85c, 102c, SG37, SG42, 132d</p> <p>TE 3: 51d</p>
<i>Fluency</i>	
R.F.1.5 Read with sufficient accuracy and fluency to support comprehension	
R.F.1.5a Read on-level text with purpose and understanding	<p>TE R: 18a, 27a, 44a, 53a, 70a–79a, 96a–105a, 122a–131a, 148a, 157b</p> <p>TE 1: 20b–29a, 46b–57a, 74–83a, 102b–111a, 128b–137a, 154b–163a</p> <p>TE 2: 20b–33a, 52b–65a, 86b–95a, 112b–127a, 146b–159a, 178b–193a</p> <p>TE 3: 20b–33a, 52b–73a, 92b–105a, 126b–141a, 158b–173a, 190b–207a</p> <p>TE 4: 20b–43a, 60b–77a, 96b–109a, 128b–143a, 162b–181a, 198b–217a</p> <p>TE 5: 20b–39a, 60b–77a, 98b–119a, 138b–155a, 174b–193a, 210b–231a</p>

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<p>R.F.1.5b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>Appropriate Phrasing: SE 1: 65, 145, 171 SE 2: 77, 103, 169 SE 3: 83, 117 SE 5: 51, 89, 241</p> <p>Expression and Intonation: SE 3: 149, 181, 217 SE 4: 51, 119, 153, 227</p> <p>TE 1: 45c, 45, 59b, 63b, 65a, 85b, 91a, 113b, 117b, 119a, 139b, 143b, 145a, 165b, 171a TE 2: 35b, 67b, 75b, 77a, 97b, 101b, 102–103a, 129b, 135a, 137a, 161b, 167a, 169a, 195b, 199b, 201a TE 3: 35b, 41a, 43a, 75b, 81a, 82–83, 107b, 115b, 117a, 143b, 145b, 149a, 175b, 179b, 181a, 209b, 215a, 217a TE 4: 45b, 49b, 51a, 79b, 85a, 87a, 111b, 113b, 117a, 119a, 145b, 151a, 153a, 187b, 219b, 225a, 227a TE 5: 41b, 49b, 51a, 79b, 87b, 89a, 127a, 129a, 157b, 163a, 165a, 195b, 199b, 201a, 233b, 239a, 241a</p>
<p>R.F.1.5c Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>SE 2: 169 SE 3: 217 SE 4: 153 SE 5: 165</p> <p>TE 1: 50–51 TE 2: 52b, 56–57, 72–73, 74–75, 120–121, 122–123, 169a, 196–197, 206–207 TE 3: 26–27, 190a, 194–195 TE 4: 20b, 24–25, 68–69, 128a, 136–137, 153a TE 5: 66–67, 112–113, 138a, 165a, 178–179</p>

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<p>R.F.1.6 Automatically recognize identified grade one high frequency words whether encountered in or out of context</p>	<p>SE R: 17, 41, 67, 119, 145 SE 1: 17, 19, 43, 45, 71, 73, 99, 101, 125, 127, 151, 153 SE 2: 17, 19, 49, 51, 83, 85, 109, 111, 143, 145, 175, 177 SE 3: 17, 19, 49, 51, 89, 91, 123, 125, 155, 157, 187, 189 SE 4: 17, 19, 57, 59, 93, 95, 125, 127, 159, 161, 195, 197 SE 5: 17, 19, 57, 59, 95, 97, 135, 137, 171, 173, 207, 209</p> <p>TE R: 16h, 17, 41, 42h, 67, 68h, 69, 119, 120h, 121, 145, 146h, 147 TE 1: 17, 19, 30g, 37b, 43, 45, 58g, 65b, 71, 73, 84g, 93b, 99, 101, 112g, 119b, 125, 127, 138g, 145b, 151, 153, 164g, 171b TE 2: 17, 19, 34g, 43b, 49, 51, 66g, 77b, 83, 85, 96g, 103a, 109, 111, 128g, 137b, 143, 145, 160g, 169b, 175, 177, 194b, 201b TE 3: 17, 19, 34g, 43b, 49, 51, 74g, 83b, 89, 91, 106g, 117b, 123, 125, 142g, 149b, 155, 157, 174g, 181b, 187, 189, 208g, 217b, TE 4: 17, 19, 44g, 51b, 57, 59, 78g, 87b, 93, 95, 110g, 119b, 125, 127, 144g, 153b, 159, 161, 182g, 189b, 195, 197, 218g, 227b TE 5: 17, 19, 40g, 51b, 57, 59, 78g, 89b, 95, 97, 120g, 129b, 135, 137, 156g, 165b, 171, 173, 194g, 201b, 207, 209, 232g, 241b</p>
<p>R.F.1.7 Use punctuation cues (periods and question marks)</p>	<p>TE 3: 143b, 147b, 149a, 175b, 179b, 181a, 209b, 215a, 217a TE 4: 45b, 49b, 51a, 111b, 117a, 119a, 219b, 225a, 227a TE 5: 121b, 127a, 129a, 195b, 199b, 201b</p>

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<i>Reading Attitude</i>	
R.F.1.8 Become enthusiastic about reading and learning how to read	<p>Scott Foresman Reading Street supports student success in reading.</p> <p>TE R: 12i, 36i, 62i, 88i, 114i, 140i TE 1: 12i, 38i, 66i, 94i, 120i, 146i TE 2: 12i, 44i, 78i, 104i, 138i, 170i TE 3: 12i, 44i, 84i, 118i, 150i, 182i TE 4: 12i, 52i, 88i, 120i, 154i, 190i TE 5: 12i, 52i, 90i, 130i, 166i, 202i</p>
R.F.1.9 Do substantial reading and writing on their own during free time, in school and at home.	<p>Scott Foresman Reading Street supports independent reading.</p> <p>TE R: 12i, 36i, 62i, 88i, 114i, 140i TE 1: 12i, 38i, 66i, 94i, 120i, 146i TE 2: 12i, 44i, 78i, 104i, 138i, 170i TE 3: 12i, 44i, 84i, 118i, 150i, 182i TE 4: 12i, 52i, 88i, 120i, 154i, 190i TE 5: 12i, 52i, 90i, 130i, 166i, 202i</p> <p>Scott Foresman Reading Street prepares students for success in writing.</p> <p>TE R: 143h, 145d, 146k 160-161, 165d TE 1: 17d-17e, 29d-29e, 32-33a, 35d-35e, 37h-35i, 43d-43e, 57c-57d, 60-61, 63d-63e, 65h-65i, 71d-71e, 83d-83e, 86-87a, 91c-91d, 93h-93i, 99d-99e, 111d-111e, 114-115a, 117d-17e, 119h-119i, 125d-125e, 137d-137e, 140-141a, 143d-143e, 145h-145i, 151d-151e, 163d-163e, 166-167a, 169d-169e, 171h-171i, WP1-WP10 TE 2: 17d-17e, 33d-33e, 36-37a, 41c-41d, 43h-43i, 49d-49e, 65d-65e, 68-69a, 75d-75e, 77h-77i, 83d-83e, 95d-95e, 98-99a, 101d-101e, 103h-103i, 109d-109e, 127c-127d, 130-131a, 135c-135d, 137h-137i, 143d-143e, 159d-159e, 162-163a, 167c-167d, 169h-169i, 175d-175e, 193c-193d, 196-197a, 199d-199e, 201h-201i, WP1-WP10 TE 3: 17d-17e, 33d-33e, 36-37a, 41c-41d, 43h-43i, 49d-49e, 73d-73e, 76-77a, 81c-81d, 83h-83i, 89d-89e, 105d-105e, 108-109a, 115d-115e, 117h-117i, 123d-123e, 141c-141d, 144-145a, 147d-147e, 149h-149i, 155d-155e, 173c-173d, 176-177a, 179d-179e, 179d-179e, 181h-181i, 187d-187e, 207d-207e, 210-211a, 215c-215d, 217h-217i, WP1-WP10</p>

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<p>(Continued) R.F.1.9 Do substantial reading and writing on their own during free time, in school and at home.</p>	<p>(Continued) TE 4: 17d-17e, 43c-43e, 46-47a, 49d-49e, 51h-51i, 57d-57e, 77d-77e, 80-81a, 85c-8d, 87h-87i, 93d-93e, 109d-109e, 112-113a, 117c-117d, 119h-119i, 125d-125e, 143c-143d, 146-147a, 151c-151d, 153h-153i, 159d-159e, 181c-181d, 184-185a, 187d-187e, 189h-189i, 195d-195e, 217c-217d, 220-221a, 225c-225d, 227h-227i, WP1-WP10 TE 5: 17d-17e, 39c-39d, 42-43a, 49d-49e, 51h-51i, 57d-57e, 77d-77e, 80-81a, 87d-87e, 89h-89i, 95d-95e, 119d-119e, 122-123a, 127c-127d, 129h-129i, 135d-135e, 155d-155e, 158-159a, 163c-163d, 165h-165i, 171d-171e, 193c-193d, 196-197a, 199d-199e, 201h-201i, 207d-207e, 231d-231e, 234-235a, 239c-239d, 241h-241i, WP1-WP10</p>
<p>R.F.1.10 Engage in reading activities during free time, in school and at home.</p>	<p>Scott Foresman Reading Street supports independent reading. TE R: 12i, 36i, 62i, 88i, 114i, 140i TE 1: 12i, 38i, 66i, 94i, 120i, 146i TE 2: 12i, 44i, 78i, 104i, 138i, 170i TE 3: 12i, 44i, 84i, 118i, 150i, 182i TE 4: 12i, 52i, 88i, 120i, 154i, 190i TE 5: 12i, 52i, 90i, 130i, 166i, 202i</p>

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Writing	
Text Types and Purposes	
<p>W.1.1 Write opinion pieces that introduce the topic or book name, state an opinion, supply a reason for the opinion, and provide some sense of closure</p>	<p>SE 3: 76–77 SE 4: 184–185 SE 5: 80–81</p> <p>TE 2: 17e, 33d TE 3: 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i TE 4: 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i TE 5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i</p> <p>Writing to Sources: Unit 1: 222–223, 224–225, 226–227 Unit 2: 228–229, 230–231, 232–233 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, 234–235, 236–237 Unit 4: 238–239, 240–241, 242–243 Unit 5: 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–217, 218–219, 244–245, 246–247</p>

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<p>W.1.2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure</p>	<p>SE 3: 76–77 SE 4: 184–185 SE 5: 80–81</p> <p>TE 2: 17e, 33d TE 3: 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i TE 4: 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i TE 5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i</p> <p>Writing to Sources: Unit 1: 222–223, 224–225, 226–227 Unit 2: 228–229, 230–231, 232–233 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, 234–235, 236–237 Unit 4: 238–239, 240–241, 242–243 Unit 5: 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–217, 218–219, 244–245, 246–247</p>

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<p>W.1.3 Write narratives that recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</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>
<p>W.1.4 Write poetry, based on the reading of a wide variety of grade level appropriate poetry</p>	<p>TE 1: 71d–71e, 83d–83e, 86–87a, 91c–91d, 93h–93i TE 2: 109d–109e, 127c–127d, 130–131a, 135c–135d, 137h–137i TE 4: 93d–93e, 109d–109e, 112–113a, 117c–117d, 119h–119i TE 5: 207d–207e, 231d–231e, 234–235a, 239c–239d, 241h–241i</p>

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<p>W.1.5 Write an informational piece that addresses a focus question using descriptive, enumerative, and sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas</p>	<p>TE 1: 151d-151e, 163d-163e, 166-167a, 169d-169e, 171h-171i TE 2: 49d-49e, 73d-73e, 76-77a, 81c-81d, 83h-83i, 83d-83e, 95d-95e, 98-99a, 101d-101e, 103h-103i, 143d-143e, 159d-159e, 162-163a, 167c-167d, 169h-169i, 175d-175e, 193c-193d, 196-197a, 199d-199e, 201h-201i TE 3: 155d-155e, 173c-173d, 176-177a, 179d-179e, 179d-179e, 181h-181i, WP1-WP10 TE 4: 195d-195e, 217c-217d, 220-221a, 225c-225d, 227h-227i TE 5: WP1-WP10</p>

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<p>W.1.6 Write a prayer using drawings, words, word-like clusters, and/or sentences as support</p>	<p>Scott Foresman Reading Street prepares students for success in writing. TE R: 143h, 145d, 146k 160-161, 165d TE 1: 17d-17e, 29d-29e, 32-33a, 35d-35e, 37h-35i, 43d-43e, 57c-57d, 60-61, 63d-63e, 65h-65i, 71d-71e, 83d-83e, 86-87a, 91c-91d, 93h-93i, 99d-99e, 111d-111e, 114-115a, 117d-17e, 119h-119i, 125d-125e, 137d-137e, 140-141a, 143d-143e, 145h-145i, 151d-151e, 163d-163e, 166-167a, 169d-169e, 171h-171i, WP1-WP10 TE 2: 17d-17e, 33d-33e, 36-37a, 41c-41d, 43h-43i, 49d-49e, 65d-65e, 68-69a, 75d-75e, 77h-77i, 83d-83e, 95d-95e, 98-99a, 101d-101e, 103h-103i, 109d-109e, 127c-127d, 130-131a, 135c-135d, 137h-137i, 143d-143e, 159d-159e, 162-163a, 167c-167d, 169h-169i, 175d-175e, 193c-193d, 196-197a, 199d-199e, 201h-201i, WP1-WP10 TE 3: 17d-17e, 33d-33e, 36-37a, 41c-41d, 43h-43i, 49d-49e, 73d-73e, 76-77a, 81c-81d, 83h-83i, 89d-89e, 105d-105e, 108-109a, 115d-115e, 117h-117i, 123d-123e, 141c-141d, 144-145a, 147d-147e, 149h-149i, 155d-155e, 173c-173d, 176-177a, 179d-179e, 179d-179e, 181h-181i, 187d-187e, 207d-207e, 210-211a, 215c-215d, 217h-217i, WP1-WP10 TE 4: 17d-17e, 43c-43e, 46-47a, 49d-49e, 51h-51i, 57d-57e, 77d-77e, 80-81a, 85c-8d, 87h-87i, 93d-93e, 109d-109e, 112-113a, 117c-117d, 119h-119i, 125d-125e, 143c-143d, 146-147a, 151c-151d, 153h-153i, 159d-159e, 181c-181d, 184-185a, 187d-187e, 189h-189i, 195d-195e, 217c-217d, 220-221a, 225c-225d, 227h-227i, WP1-WP10 TE 5: 17d-17e, 39c-39d, 42-43a, 49d-49e, 51h-51i, 57d-57e, 77d-77e, 80-81a, 87d-87e, 89h-89i, 95d-95e, 119d-119e, 122-123a, 127c-127d, 129h-129i, 135d-135e, 155d-155e, 158-159a, 163c-163d, 165h-165i, 171d-171e, 193c-193d, 196-197a, 199d-199e, 201h-201i, 207d-207e, 231d-231e, 234-235a, 239c-239d, 241h-241i, WP1-WP10</p>

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Production and Distribution of Writing	
<p>W.1.7 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</p>	<p>TE R: 28–29, 55a, 81a, 107a, 133a, 159a TE 1: 30–31a, 35d, 35e, 37h–37i, 57c–57d, 58–59, 60–61, 61a, 63d, 63e, 65h–65i, 71d, 71e, 83d–83e, 84–85, 86–87, 87a, 91c, 91d, 93h–93i, 112–113, 117d–117e, 138–139, 140–141, 143d, 143e–143f, 145h–145i, 163d–163e, 164–165, 167a, 167c TE 2: 33d–33e, 35a, 36–37, 37a, 41c, 41d–41e, 67a, 69a, 75d, 95e, 97a, 101d, 101e, 129a, 135c, 135d–135e, 161a, 163a, 167c, 167d–167e, 175f, 193c–193d, 194–195, 199e–199f TE 3: 34–35, 41c, 41d, 74–75, 81c, 81d, 106–107, 115e, 117h–117i, 142–143, 147d, 147e, 173c–173d, 174–175, 176–177a, 179d, 179f, 208–209, 215d, 215e TE 4: 17d, 17e–17f, 43c–43d, 44–45, 46–47a, 49d, 49e–49f, 79a, 85c, 85d–85e, 109d–109e, 111a, 112–113a, 117c, 117d–117e, 118–119, 145a, 151e, 153h–153i, 183a, 187d, 187f, 219a, 225c, 225e TE 5: 41a, 49d, 49f, 77d–77e, 79a, 87d, 87e–87f, 89h–89i, 119d–119e, 121a, 127c, 127e, 129h–129i, 155d–155e, 156–157, 157a, 163c, 163e, 195a, 196–197, 197a, 199e–199f, 233a, 239c, 239d–239e</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 73–75, 222–223, 224–225, 226–227, 248–249 Unit 2: 105–107, 228–229, 230–231, 232–233, 250–252 Unit 3: 142–145, 234–235, 236–237, 252–253, 254–255 Unit 4: 178–181, 238–239, 240–241, 242–243, 256–257 Unit 5: 244–245, 246–247, 258–259</p>

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W.1.8 With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers	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 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
W.1.9 With support, consider the audience and purpose for the writing and begin to use specific strategies including graphic organizers when planning a narrative and informational text	TE 1: 37h, 169d-169e, WP1 TE 2: 103h, 169h, WP1 TE 3: 217h, WP1 TE 4: 77e, 227h, WP1 TE 5: 119e, 123b, 197b, WP1
W.1.10 Reread work aloud and revise to clarify meaning for the intended audience.	TE 1: 35d-35e, 63d-63e, 91c-91d, 117d-117e, 143d-143e, WP7, WP8 TE 2: 41c-41d, 75d-75e, 101d-101e, 167c-167e, 199d-199e, WP7, WP8 TE 3: 41c-41d, 81c-81d, 215c-215d, WP7, WP8 TE 4: 49d-49e, 85c-85d, 117c-117d, 151c-151d, 187d-187e, WP7, WP8 TE 5: 49d-49e, 87d-87e, 163c-163c, 199d-199e, 239c-239d, WP7, WP8
W.1.11 Write five or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in words	TE R: 143h, 145d, 146k 160-161, 165d TE 1: 151d-151e, 163d-163e, 166-167a, 169d-169e, 171h-171i TE 2: 49d-49e, 65d-65e, 68-69a, 75d-75e, 77h-77i, 175d-175e, 193c-193d, 196-197a, 199d-199e, 201h-201i
W.1.12 Incorporate literacy language (once upon a time).	TE 1: 29d-29e, 35d-35e, 57c-57e TE 3: 207d-207e, 210-211a TE 4: 77b, 87c TE 5: 39c-39d, 42-43a, 49d-49e, 51h-51i

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<p>W.1.13 Build and demonstrate writing skills</p>	<p>TE R: 143h, 145d, 146k 160-161, 165d TE 1: 17d-17e, 29d-29e, 32-33a, 35d-35e, 37h-35i, 43d-43e, 57c-57d, 60-61, 63d-63e, 65h-65i, 71d-71e, 83d-83e, 86-87a, 91c-91d, 93h-93i, 99d-99e, 111d-111e, 114-115a, 117d-17e, 119h-119i, 125d-125e, 137d-137e, 140-141a, 143d-143e, 145h-145i, 151d-151e, 163d-163e, 166-167a, 169d-169e, 171h-171i, WP1-WP10 TE 2: 17d-17e, 33d-33e, 36-37a, 41c-41d, 43h-43i, 49d-49e, 65d-65e, 68-69a, 75d-75e, 77h-77i, 83d-83e, 95d-95e, 98-99a, 101d-101e, 103h-103i, 109d-109e, 127c-127d, 130-131a, 135c-135d, 137h-137i, 143d-143e, 159d-159e, 162-163a, 167c-167d, 169h-169i, 175d-175e, 193c-193d, 196-197a, 199d-199e, 201h-201i, WP1-WP10 TE 3: 17d-17e, 33d-33e, 36-37a, 41c-41d, 43h-43i, 49d-49e, 73d-73e, 76-77a, 81c-81d, 83h-83i, 89d-89e, 105d-105e, 108-109a, 115d-115e, 117h-117i, 123d-123e, 141c-141d, 144-145a, 147d-147e, 149h-149i, 155d-155e, 173c-173d, 176-177a, 179d-179e, 179d-179e, 181h-181i, 187d-187e, 207d-207e, 210-211a, 215c-215d, 217h-217i, WP1-WP10 TE 4: 17d-17e, 43c-43e, 46-47a, 49d-49e, 51h-51i, 57d-57e, 77d-77e, 80-81a, 85c-8d, 87h-87i, 93d-93e, 109d-109e, 112-113a, 117c-117d, 119h-119i, 125d-125e, 143c-143d, 146-147a, 151c-151d, 153h-153i, 159d-159e, 181c-181d, 184-185a, 187d-187e, 189h-189i, 195d-195e, 217c-217d, 220-221a, 225c-225d, 227h-227i, WP1-WP10 TE 5: 17d-17e, 39c-39d, 42-43a, 49d-49e, 51h-51i, 57d-57e, 77d-77e, 80-81a, 87d-87e, 89h-89i, 95d-95e, 119d-119e, 122-123a, 127c-127d, 129h-129i, 135d-135e, 155d-155e, 158-159a, 163c-163d, 165h-165i, 171d-171e, 193c-193d, 196-197a, 199d-199e, 201h-201i, 207d-207e, 231d-231e, 234-235a, 239c-239d, 241h-241i, WP1-WP10</p>

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Research to Build and Present Knowledge	
<p>W.1.14 Participate in shared research and writing projects (e.g. explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)</p>	<p>TE 1: 17f, 29g, 33c, 35f, 37j, 43f, 57f, 61c, 63f, 65j, 71f, 83g, 87c, 91e, 93j, 99f, 111g, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 151f, 169f TE 2: 41e, 43j, 49f, 65g, 69c, 77j, 83f, 99c, 101f, 103j, 109f, 135e, 137j, 143f, 175f, 199f, 201j TE 3: 17f, 73g, 81e, 147f, 217j TE 4: 181f TE 5: 51j</p> <p>Writing to Sources: Unit 2: 94–95, 96–97, 98–99 Unit 4: 158–159, 160–161, 174–175, 176–177, 182–183</p>
<p>W.1.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question</p>	<p>TE 1: 17f, 29g, 33c, 35f, 43f, 57f, 61c, 63f, 65j, 83g, 87c, 91e, 93j, 99f, 111g, 115c, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 163g, 167c, 169f TE 2: 33g, 37c, 41e, 65g, 69c, 75f, 99c, 101f, 127f, 131c, 135e, 159g, 163c, 175f, 197c, 199f TE 3: 33g, 37c, 41e, 49f, 77c, 89f, 109c, 123f, 155f, 177c, 187f, 211c TE 4: 17e–17f, 43f, 47c, 57e–57f, 81c, 93e–93f, 113c, 125f, 143f, 147c, 159f, 185c, 195f, 217f, 221c TE 5: 17f, 39f, 57f, 77g, 81c, 95f, 119g, 123b–123c, 135f, 159c, 171f, 193f, 197c, 207e–207f, 231g, 235c</p> <p>Writing to Sources: Unit R: 37–39 Unit 2: 96–97, 98–99 Unit 4: 158–159, 160–161, 174–175, 176–177, 182–183</p>
<p>Use a graphic organizer to sequence events in a story.</p>	<p>TE 1: 29d-29e, 57c-57d, 137d-137e TE 3: 33d-33e TE 4: WP4</p>

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Handwriting	
W.1.9 Write upper and lower case manuscript letters legibly.	TE R: 15g, 15s, 16j, 31c, 39g, 41c, 42j, 57c, 65g, 78c, 68j, 83c, 91g, 93c, 94j, 109c, 117g, 119c, 120j, 135c, 143g, 145c, 146j, 161c TE 1: 29f, 57e, 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
W.1.10 Use correct spacing between words.	TE 1: 57e, 163f TE 2: 65f, 193e TE 3: 141e TE 4: 77f, 181e, 217e TE 5: 39e, 77f, 119f, 155f, 193e, 231f
Speaking and Listening	
Comprehension and Collaboration	
S.L.1.1 Participate in collaborative conversations with partners about topics and texts with peers and adults in small and larger groups	SE R: 34, 112 SE 1: 38, 64, 66, 94, 120 SE 2: 102, 136 SE 3: 118, 150, 182 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 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

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<p>S.L.1.1a Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion)</p>	<p>SE R: 34, 60, 112 SE 1: 64, 118 SE 2: 76, 136, 168, 200 SE 3: 12, 82, 180, 216 SE 4: 86, 88 SE 5: 12, 52, 88, 130</p> <p>TE R: 15i, 15u, 16l, 34–35, 39i, 41e, 42l, 60–61, 65c, 65i, 93e, 94l, 112–113 TE 1: 64–65, 115b, 118–119, 167b, 171j TE 2: 42–43, 76–77, 103j, 131b, 137j, 163b, 168–169, 200–201 TE 3: 77b, 82–83, 83j, 117j, 149j, 177b, 180–181, 211b, 216–217, 217j TE 4: 81b, 86–87, 87j, 88–89, 119j, 189j TE 5: 12–13, 52–53, 81b, 88–89, 89j, 130–131, 159b, 201j, 241j</p> <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>S.L.1.1b Build on oral 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>S.L.1.1c Ask questions to clear up any confusion about the topics and texts under discussions</p>	<p>SE R: EI•13, 138 SE 1: 36 SE 4: EI•13</p> <p>TE R: EI•13, 117i, 138–139, 143i TE 1: 33b, 36–37, 171j TE 2: 43j, 102–103, 137j, 201j TE 3: 43j, 109b, 117j, 149j, 181j, 211b TE 4: 50–51, 153j, 189j, 227j TE 5: 51j, 89j, 128–129, 164–165</p>
<p>S.L.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>SE R: EI•13, 138 SE 1: 36, 170 SE 4: EI•13, 152 SE 5: 164</p> <p>TE R: 15j–15k, 16a–16b, 16m–16n, 37a–37b, 40a–40b, 41e, 42a–42b, 42l, 42m–42n, 61e, 63a–63b, 66a–66b, 67e, 68a–68b, 68l, 68m–68n, 86–87, 89a–89b, 92a–92b, 94a–94b, 94m–94n, 112–113, 115a–115b, 118a–118b, 119e, 120a–120b, 120l, 120m–120n, 138–139, 141a–141b, 144a–144b, 145e, 146a–146b, 146m–146n, 161b</p> <p>TE 1: 18a–18b, 30a–30b, 33b, 34a–34b, 36–37, 44a–44b, 58a–58b, 62a–62b, 72a–72b, 84a–84b, 88a–88b, 100a–100b, 112a–112b, 116a, 126a, 138a–138b, 142a–142b, 152a–152b, 164a–164b, 168a–168b</p> <p>TE 2: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 84a–84b, 96a–96b, 100a–100b, 110a–110b, 128a–128b, 132a–132b, 144a–144b, 160a–160b, 164a–164b, 176a–176b, 194a–194b, 197b, 198a–198b</p> <p>TE 3: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 74a–74b, 78a–78b, 90a–90b, 106a–106b, 110a–110b, 124a–124b, 142a–142b, 146a–146b, 156a–156b, 174a–174b, 178a–178b, 188a–188b, 208a–208b, 212a–212b</p> <p>TE 4: 18a–18b, 44a–44b, 48a–48b, 58a–58b, 78a–78b, 82a–82b, 94a–94b, 110a–110b, 114a–114b, 126a–126b, 144a–144b, 148a–148b, 160a–160b, 182a–182b, 186a–186b, 196a–196b, 218a–218b, 222a–222b</p>

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<p>(Continued) S.L.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>(Continued) 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>
<p>S.L.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p>	<p>SE R: EI•13, 138 SE 1: 36, 118 SE 2: 168 SE 4: EI•13, 188</p> <p>TE R: 42l, 60–61, 117i, 138–139, 143i TE 1: 33b, 65j, 118–119, 145j, 171j TE 2: 37b, 43j, 102–103, 137j, 168–169 TE 3: 42–43, 82–83, 149j, 177b, 180–181, 211b, 216–217 TE 4: 50–51, 87j, 188–189, 227j TE 5: 89j, 128–129, 241j</p> <p>Writing to Sources: Unit R: 37–39 Unit 1: 74–75 Unit 2: 109–111 Unit 3: 146–147 Unit 4: 182–183 Unit 5: 218–219</p>

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Presentation of Knowledge and Ideas	
S.L.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	<p>SE R: 91, 164 SE 1: 12, 38, 92, 144, 146, 170 SE 2: 12, 42, 44, 76, 78, 102, 104, 138, 170 SE 3: 42, 44, 116 SE 4: 50, 118, 152, 226 SE 5: 50, 200</p> <p>TE R: 94i, 146l, 164–165 TE 1: 12, 38, 61b, 65j, 87b, 92–93, 93j, 141b, 144–145, 170–171 TE 2: 37b, 42–43, 44–45, 69b, 76–77, 102–103, 104, 38, 170 TE 3: 37b, 42–43, 43j, 109b, 116–117, 145b, 211b TE 4: 47b, 50–51, 113b, 118–119, 152–153, 226–227 TE 5: 50–51, 200–201, 201j</p>
S.L.1.5 Add drawings or other visual displays to descriptions when appropriate 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>
S.L.1.6 Produce complete sentences when appropriate to task and situation	<p>SE R: 164 SE 1: 118, 170 SE 3: 180, 216</p> <p>TE R: 15u, 39i, 60–61, 65i, 87d, 164–165 TE 1: 17c–17d, 61b, 64–65, 118–119, 170–171 TE 2: 20–21, 86–87 TE 3: 155d, 180–181, 216–217 TE 4: 119j TE 5: 88–89, 89j, 129j, 235b</p>

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S.L.1.7 Explore and use language to communicate with a variety of audiences and for different purposes; requests, problem-solve, look for solutions, construct relationships, courtesies, prayer	TE R: 15u, 34-35, 39i, 65i, 67e, 68l, 86-87, 91i, 93e, 94l, 112-113, 120l, 138-139, 145e, 146l, 164-165 TE 1: 61b, 64-65, 87b, 92-93, 115b, 118-119, 141b, 144-145 TE 2: 37b, 42-43, 69b, 76-77, 99b, 102-103, 131b, 136-137, 163b, 168-169 TE 3: 37b, 42-43, 77b, 82-83, 109b, 116-117, 177b, 180-181, 211b, 216-217 TE 4: 47b, 50-51, 81b, 86-87, 113b, 118-119 TE 5: 81b, 88-89
S.L.1.8 In spoken informational and narrative presentations; speak clearly and audibly in complete, coherent sentences, use props (photographs and illustrations), maintain appropriate posture, eye contact and position	TE R: 145e, 146l, 164-165 TE 1: 87b, 92-93, 115b, 118-119, 141b, 144-145 TE 2: 37b, 42-43, 69b, 76-77, 99b, 102-103 TE 3: 37b, 42-43, 77b, 82-83, 109b, 116-117, 145b, 148-149, 177b, 180-181, 211b, 216-217 TE 4: 47b, 50-51, 81b, 86-87, 113b, 118-119 TE 5: 81b, 88-89, WP10
S.L.1.10 Plan and deliver presentations or reports: using an informational organizational pattern; with appropriate text features, pictures, and illustrations; an appropriate prop; and providing several facts and details to make their point while maintaining posture and eye contact	TE R: 145e, 146l, 164-165 TE 1: 115b, 118-119, 141b, 144-145 TE 2: 37b, 42-43, 69b, 76-77, 99b, 102-103 TE 3: 37b, 42-43, 77b, 82-83, 109b, 116-117, 177b, 180-181, 211b, 216-217 TE 4: 47b, 50-51, 81b, 86-87, 113b, 118-119 TE 5: 81b, 88-89, WP10
Oral Prayer	
S.L.1.11 Engage in daily spoken prayers while maintaining appropriate posture and eye contact	Scott Foresman Reading Street helps prepare students to meet this objective when teaching appropriate speaking skills. TE R: 16l, 91i TE 1: 61b, 64-65, 87b, 92-93, 115b, 118-119, 141b, 144-145 TE 2: 37b, 42-43, 69b, 76-77, 99b, 102-103, 131b, 136-137, 163b, 168-169 TE 3: 37b, 42-43, 77b, 82-83, 109b, 116-117, 177b, 180-181, 211b, 216-217 TE 4: 47b, 50-51, 81b, 86-87, 113b, 118-119 TE 5: 81b, 88-89

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Language	
Conventions of Standard English	
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	
L.1.1a Print all upper and lowercase letters	<p>SE R: 35, 61, 87, 138–139, 164–165</p> <p>TE R: 15a, 15g, 15n, 15s, 16e, 16j, 16q, 31c, 35a, 39a, 39g, 40e, 41c, 42e, 42j, 57c, 61, 61a, 65a, 65g, 66e, 7c, 68e, 68j, 68q, 83c, 86–87a, 91g, 92e, 93c, 94j, 94q, 109c, 113a, 117a, 117g, 118e, 119c, 120e, 120j, 120q, 135c, 138–139a, 143g, 145c, 146e, 146j, 146q, 161c, 164–165a</p> <p>TE 1: 29f, 57e, 65g, 83f, 111f, 137f, 163f</p> <p>TE 2: 33f, 65f, 95f, 127e, 159f, 193e</p> <p>TE 3: 33f, 73f, 105f, 141e, 173e, 207f</p> <p>TE 4: 43e, 77f, 109f, 143e, 181e, 217e</p> <p>TE 5: 39e, 77f, 119f, 155f, 193e, 231f</p>
L.1.1b Use common, proper and possessive nouns	<p>SE R: 16i, 30–31, 56–57</p> <p>SE 2: 37, 69, 130–131, 163</p> <p>SE 4: 18</p> <p>TE R: 15f, 15h, 15q, 15r, 16i, 16k, 30–31, 35d, 39f, 39h, 41b, 42i, 42k, 56–57, 57a, 61d</p> <p>TE 2: 17c, 33c, 36a, 36–37a, 41b, 43g, 49c, 65c, 68a, 68–69, 75c, 77g, 109c, 127b, 130a, 135b, 137g, 143c, 159c, 162a, 163a, 175c, 193b, 196a, 199c, 201g</p> <p>TE 4: 18d</p>
L.1.1c Use singular and plural nouns with matching verbs in basic sentences	<p>SE R: 30–31, 56–57</p> <p>SE 2: 163, 197</p> <p>SE 3: 77, 109</p> <p>TE R: 15f, 15h, 15r, 15t, 16i, 16k, 30–31, 31a, 35d, 39f, 39h, 41b, 41d, 42i, 42k, 56–57, 57a, 61d, 65f, 67b, 67d, 68i, 68k, 82–83, 83a, 87d, 93b, 93d, 94i, 94k, 109a, 113d, 143f, 143h, 145c, 146i, 146k, 160–161, 161a, 165d</p> <p>TE 2: 143c, 159c, 162a, 162–163, 167b, 169g, 169h, 175c, 193b, 196–197, 199c, 201g</p> <p>TE 3: 17c, 33c, 36a, 41b, 43g, 49c, 73c, 81b, 83g, 89c, 105c, 108a, 109a, 115c, 117g</p>

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L.1.1d Use personal, possessive, and indefinite pronouns (I, me, my, they, them, their, anyone, anything)	SE 5: 81, 123, 159, 196–197 TE 5: 57c, 77c, 80a, 81a, 87c, 89g, 95c, 119c, 122a, 122–123a, 127b–127c, 129g, 135c, 155c, 158a, 158–159a, 163b, 165a, 165g, 165h–165i
L.1.1e Use verbs to convey a sense of past, present, and future (Yesterday I walked home. Today I walk home. Tomorrow I will walk home)	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
L.1.1f Use frequently occurring adjectives	SE R: 60, 134–135, 139 SE 3: 117 SE 4: 47, 81, 113, 147, 152, 185, 221 TE R: 41a, 61a, 117f, 117h, 119a, 119b, 119d, 120i, 120k, 134–135a, 138–139a, 139d TE 3: 92a, 116–117a TE 4: 17c, 43b, 46a, 46–47, 47a, 49c, 51g, 51h–51i, 57c, 77c, 80a, 80–81, 81a, 85b, 87g, 93c, 109c, 112a, 113a, 117b, 119g, 125c, 143b, 146a, 146–147, 147a, 151b, 152–153a, 153g, 159c, 181b, 184a, 185a, 187c, 189g, 195c, 217b, 220a, 220–221a, 225b, 227g
L.1.1g Use frequently occurring conjunctions (and, but, so, because)	TE 2: 75e TE 3: 109a, 115e, 117h TE 4: 57c, 77c, 85b TE 5: 77c, 80a, 87c, 89g
L.1.1h Use determiners (articles, demonstratives)	SE R: 93 SE 4: 185 TE R: 93 TE 2: 62–63 TE 4: 159c, 181b, 184a, 187c, 189g, 195c, 220a, 225b

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L.1.1i Use frequently occurring prepositions (during, beyond, toward)	SE 1.1: 37 SE 5: 235, 240–241 TE 5: 207c, 220–221, 226–227, 231c, 234a, 235a, 239b, 240–241a, 241g, 241h–241i
L.1.1j Produce and expand complete simple and compound 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
L.1.2k Use contractions (isn't, aren't, can't, won't)	TE 2: 110c, 110d, 110, 111a, 127f, 132f, 135e, 136c, 164d TE 3: 156d, 156, 157a, 157c, 173f, 174d, 174e, 178f, 179f, 180c, 187c, 207c, 210–211, 212d, 215b, 215c, 217g, 217l, 310a
L.1.3l Use inflectional endings (-s, -es, -ing, -ed, -er, -est)	TE 1: 98b, 101d, 101, 112e, 116e, 118c, 119d TE 2: 144, 160e, 168c, 169d TE 3: 86–87, 88a, 91, 91d, 106c, 106e, 116c, 122, 125d, 148c, 216c TE 4: 58, 86c TE 5: 96, 160c

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L.1.4 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
L.1.4a Capitalize dates and names of people	SE 2: 69, 99, 131 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
L.1.4b Correctly space between words	
L.1.4c Use end punctuation for sentences	SE R: 108–109, 161 SE 1: 32–33, 115, 141, 167 SE 5: 234–235 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
L.1.4d Use commas in dates and to separate single words in a series	TE 2: 33e, 37a, 99a, 103h, 137h TE 4: 181d, 184–185, 185a

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L.1.4e Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	<p>TE 1: 16d–17, 19e, 30f, 34h, 36d, 42d, 45e, 58d, 58f, 62h, 64d, 70d, 73e, 84f, 88h, 92d, 98d, 101e, 112f, 116h, 118d, 124d, 127e, 138f, 142h, 144d, 150d, 153e, 164f, 168h, 170d</p> <p>TE 2: 16d–17, 19e, 34f, 38h, 42d, 48d, 51e, 66f, 70h, 76d, 82d–83, 85e, 96f, 100h, 102d, 108d–109, 111e, 128f, 132h, 136d, 142d, 145e, 160f, 164h, 168d, 174d, 177e, 194f, 198h, 200d</p> <p>TE 3: 16d, 19d, 19e, 34f, 38h, 42d, 48d, 51e, 74f, 78h, 82d, 88d, 91e, 106f, 110h, 122d, 125e, 142f, 146h, 148d, 154d, 157e, 174f, 178h, 180d, 186d, 189e, 208f, 212h, 216d</p> <p>TE 4: 16d, 19e, 44f, 48h, 50d, 56d, 59e, 78f, 82h, 86d, 92d, 95e, 110f, 114h, 118d, 124d, 127e, 144f, 148h, 152d, 158d, 161e, 182f, 185a, 186h, 188d, 195, 197e, 218f, 222h, 226d</p> <p>TE 5: 16d, 19e, 40f, 44h, 50d, 56d, 59e, 78f, 82h, 88d, 94d, 97e, 120f, 124h, 128d, 134d, 137e, 156f, 160h, 164d, 170d, 173e, 194f, 198h, 200d, 206d, 209e, 232f, 236h, 240d</p>
L.1.4f Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	<p>TE R: 16r, 32f, 39b–39c, 40e–40f, 40, 42f, 43a, 58f, 65b, 66e, 68f, 68r, 84f, 91b, 92f, 94f, 94r, 110f, 117b–117c, 118f, 120f, 120q–120r, 136f, 143b–143c, 144f, 146f, 146r, 162f</p> <p>TE 1: 16d–17, 42d, 43, 70d, 71, 73e, 99, 124d, 150d, 151, 153e</p> <p>TE 3: 16d, 19e, 48d, 88d, 91e, 122d, 154d, 157e, 189e</p> <p>TE 4: 16d, 19e, 56d, 92d, 95e, 124d, 127e, 158d, 161e, 195, 197e</p> <p>TE 5: 16d, 56d, 59e, 94d, 97e, 134d, 170d, 206d, 209e</p>

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Vocabulary Acquisitions and Use	
L.1.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies	
L.1.5a Use sentence-level context as a clue to the meaning of a word or a phrase	SE 2: 169 SE 3: 217 SE 4: 153 SE 5: 165 TE 2: 146a, 150–151, 168–169a TE 3: 190a, 194–195, 198–199, 206–207, 216–217a TE 4: 44–45, 128a, 152–153a TE 5: 112–113, 138a, 146–147, 164–165a
L.1.5b Use frequently occurring affixes as a clue to the meaning of a word	TE 4: 193a, 195c, 197e TE 5: 44d, 136d, 198d, 205a, 206–206a, 206c, 209d–209e
L.1.5c Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looking, looked)	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 TE 5: 160d
L.1.5.d Use context clues, mental pictures, and questioning	SE 2: 169 SE 3: 217 SE 4: 153 SE 5: 165 TE R: 18a, 18-19, 24-25, 96a, 96-97, 104-105 TE 1: 50–51, 74b, 80-81 TE 2: 52b, 56–57, 72–73, 74–75, 120–121, 122–123, 169a, 178b, 182-183, 190-191, 196–197, 206–207 TE 3: 26–27, 125b, 130-131, 136-137, 138-139, 190a, 194–195 TE 4: 20b, 24–25, 60b, 62-63, 66-67, 68–69, 72-73, 128a, 128b, 130-131, 134-135, 136–137, 138-139, 153a TE 5: 66–67, 112–113, 138a, 165a, 178–179

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L.1.6 With guidance and support, demonstrate understanding of word relationships and nuances in word meanings	
L.1.6a Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent	<p>SE R: 31, 35, 87, 113, 165 SE 1: 145; 2: 43, 137 SE 4: 119 SE 5: 129</p> <p>TE R: 15f, 15h, 15q, 31, 31a, 35a, 67a, 86–87a, 93a, 112–113a, 145a, 164–165a TE 1: 20a, 128a, 132–133, 144–145a TE 2: 20a, 42–43a, 112a, 114–115, 136–137a, 193b TE 3: 105g TE 4: 96a, 108–109, 118–119a TE 5: 98a, 108–109, 128–129a</p>
L.1.6b Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes)	<p>SE R: 35, 61, 61a, 87, 113, 165 SE 1: 145 SE 2: 43, 137 SE 4: 119</p> <p>TE R: 61, 61a, 87, 112–113a, 164–165a TE 1: 128a, 132–133, 144–145, 145a TE 2: 20a, 43a, 112a, 136–137a TE 3: 105g TE 4: 118–119a</p>

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L.1.6c Identify real-life connections between words and their uses (e.g. note places at home that are cozy)	<p>SE R: 12–13, 36–37, 62–63, 88–89, 114–115, 140–141</p> <p>TE R: 12–13, 13a–13b, 15k, 16b, 16n, 36–37, 37a–37b, 40b, 42b, 42n, 62–63, 63a–63b, 65h, 66b, 68b, 68n, 88–89, 89a–89b, 92b, 94b, 94n, 114–115, 115a–115b, 118b, 120b, 120n, 140–141, 141a–141b, 144b, 146b, 146n</p> <p>TE 1: 13b, 18b, 30b, 34b, 39b, 44b, 58b, 62b, 67b, 72b, 84b, 88b, 95a, 121a–121b, 126b, 138b, 142b, 147a–147b, 152b, 164b, 168b</p> <p>TE 2: 13a–13b, 18b, 34b, 38b, 45a–45b, 50b, 66b, 70b, 79a–79b, 84b, 96b, 100b, 105a–105b, 110b, 128b, 132b, 139a–139b, 144b, 160b, 164b, 171a–171b, 176b, 194b, 198b</p> <p>TE 3: 13a–13b, 18a–18b, 34a–34b, 38a–38b, 45a–45b, 50a–50c, 74a–74b, 78a–78b, 85a–85b, 90a–90b, 106a–106b, 110a–110b, 119a–119b, 124a–124b, 142a–142b, 146a–146b, 151a–151b, 156a–156b, 174a–174b, 178a–178b, 183a–183b, 188a–188b, 208a–208b, 212a–212b</p> <p>TE 4: 13a–13b, 18b, 44b, 48b, 53a–53b, 58b, 78b, 82b, 89a–89b, 94b, 110b, 114b, 121a–121b, 126b, 144b, 148b, 155a–155b, 160b, 182b, 186b, 191a–191b, 196b, 218b, 222b</p> <p>TE 5: 13a–13b, 18b, 40b, 44b, 53a–53b, 58b, 78b, 82b, 91a–91b, 96b, 120b, 124b, 131a–131b, 136b, 156b, 160b, 167a–167b, 172b, 194b, 198b, 203a–203b, 208b, 232b, 236b</p>
L.1.6d Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choose them or by acting out the meanings	<p>TE 1: 29d–29e, 74a, 93a</p> <p>TE 2: 182–183, 184–185</p> <p>TE 3: 92a, 117a, 132–133</p> <p>TE 4: 46a, 51g, 93d, 109c, 112a, 119g, 125c, 153g</p> <p>TE 5: 20a, 24–25, 30–31</p>

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<p>L.1.7 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because)</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>