

A Correlation of
**Scott Foresman
Reading Street
Common Core**
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To the
**Reading Standards for the
Archdiocese of Detroit
Kindergarten**

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

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<p align="center">Reading Standards for the Archdiocese of Detroit</p>	<p align="center">Scott Foresman Reading Street Common Core Edition, ©2013</p>
<p>RL.K.2 With prompting and support, retell familiar stories, including key details in sequential order.</p>	<p>MSB 1: 26, 46, 66, 86, 106</p> <p>TE 1: 42–43, 58, 60–75, 144–145, 160, 224–225, 240–241, 256, 258–277, 290, 291, 304–305, 346–347, 362, 454, 468, 503</p> <p>TE 2: 96–97, 196–197, 296–297, 340–341, 356, 542–543, 558</p> <p>TE 3: 142–143, 158, 242–243, 340–341, 356, 403, 538–539, 554</p> <p>TE 4: 26–27, 42–43, 58, 138–139, 154–155, 202, 224–225, 241, 256, 340–341, 356, 398–399, 538–539, 554</p> <p>TE 5: 42–43, 58–59, 346–347, 362, 608–609</p> <p>TE 6: 142–143, 158, 177, 296–297, 340–341, 356, 494–495</p> <p>Writing to Sources: Unit 6: 200–201</p>

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<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>MSB 1: 14–15, 27, 30, 34–35, 47, 54, 70, 94–95, 107, 110 MSB 2: 34–35, 70, 89, 90, 129 MSB 3: 34–35, 50, 74–75 MSB 4: 74–75, 87, 90, 109, 114–115 MSB 5: 50, 74–75, 128, 130 MSB 6: 34–35, 47, 74–75, 89, 94–95, 107, 108–109, 129</p> <p>TE 1: 26–27, 42, 44, 58, 60–75, 88, 89, 100–101, 128–129, 144–145, 146, 160, 161, 162–171, 184–185, 198–199, 203, 224–225, 240–241, 242, 256, 258–277, 290, 291, 302–303, 304–305, 306, 364–383, 396, 436–437, 454, 441, 468, 469–485, 498, 596, 608–609 TE 2: 30, 124–125, 184, 196–197, 198–199, 203, 296–297, 298–299, 328, 358–373, 376–377, 386, 398–399, 500–501, 530, 560–571, 574–575, 585 TE 3: 30, 76–77, 100–101, 126–127, 144, 158, 159–173, 186, 198–199, 200–201, 204, 205, 260–271, 324–325, 347, 356, 357–371, 384, 385, 396–397, 398–399, 402, 494–495, 496–497, 522–523, 545, 556–567, 580, 581, 585, 594–595 TE 4: 26–27, 44, 58, 59–69, 82, 83, 96–97, 100, 156–171, 184, 185, 189, 196–197, 198–199, 202, 224–225, 256, 258–271, 284, 298–299, 302, 303, 324–325, 342, 347, 356, 358–373, 386, 387, 391, 398–399, 400–401, 404, 430, 472–473, 496–497, 522–523, 540, 554, 555–573, 586, 600–601 TE 5: 60–71, 84, 85, 190, 202–203, 204–205, 330–331, 334, 335, 348, 353, 362–381, 384–385, 394, 395, 399, 408–409, 412, 413, 536, 586–587, 608–609, 610–611 TE 6: 126–127, 144–145, 158, 160–171, 184, 185, 189, 198–199, 324–325, 328, 342, 347, 356, 358–373, 376–377, 386, 391, 398–399, 400–401, 404, 405, 426–427, 430, 431, 449, 472–473, 482, 494–495, 496–497, 526, 570–571</p>

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<p>(Continued) RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>(Continued) Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 28–29, 30–31, 32, 33–35, 36–39 Unit 2: 54–55, 62–63 Unit 3: 82–83, 84–85, 90–91, 92–93, 102–103, 104, 105–107, 108, 109–111 Unit 4: 114–115, 118–119, 120–121, 126–127, 134–135 Unit 5: 150–151 Unit 6: 186–187, 190–191, 198–199, 202–203, 210–211, 213–215</p>
<p>RL.K.4 With prompting and support activate prior knowledge.</p>	<p>TE 1: 42, 144, 240, 346, 452 TE 2: 340, 542 TE 3: 142, 242, 340, 538 TE 4: 42, 138, 240, 340, 538 TE 5: 42, 346 TE 6: 142, 340</p>
<p>RL.K.5 With prompting and support connect personal knowledge and experience to ideas in text.</p>	<p>MSB 1: 27, 47, 67, 107 MSB 3: 47, 87 MSB 4: 27, 47 MSB 5: 27 MSB 6: 47</p> <p>TE 1: 44-45, 71, 73, 146-147, 242-243, 454-455 TE 3: 144-145, 342-343 TE 4: 44-45, 140-141 TE 5: 44-45 TE 6: 144-145</p>
<p>RL.K.6 With prompting and support make text-to-self and text-to-text comparisons.</p>	<p>MSB 1: 27, 47, 67, 107 MSB 2: 107, 127 MSB 3: 47, 67, 87 MSB 4: 27, 47, 67 MSB 5: 27, 87 MSB 6: 47, 87</p> <p>TE 1: 44, 146, 242, 454 TE 2: 444, 544 TE 3: 144, 244, 287, 342 TE 4: 44, 140, 242, 287 TE 5: 44, 348 TE 6: 144, 342</p>

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<i>Craft and Structure</i>	
<p>RL.K.7 Ask and answer questions about unknown words in a text.</p>	<p>MSB 1: 28, 88</p> <p>TE 1: 62, 66, 149, 188, 245, 294, 351, 378, 400</p> <p>TE 2: 358, 566, 567</p> <p>TE 3: 160, 557, 558</p> <p>TE 4: 61, 63, 65, 67, 68, 560, 565, 568, 573</p> <p>TE 5: 65</p> <p>TE 6: 347, 362, 364</p>
<p>RL.K.8 Recognize common types of texts (e.g., storybooks, poetry, nursery rhymes, and songs).</p>	<p>MSB 1: 70–71, 130–131</p> <p>MSB 2: 30–31, 50–51, 70–71, 74–75, 90–91, 110–111, 114–115</p> <p>MSB 3: 30–31, 50–51, 90–91, 110–111</p> <p>MSB 4: 30–31, 50–51, 90–91, 110–111, 129</p> <p>MSB 5: 14–15, 30–31, 50–51, 90–91, 110–111</p> <p>MSB 6: 50–51, 70–71, 110–111, 130–131</p> <p>TE 1: 42, 100–101, 144, 240, 302–303, 346, 608–609</p> <p>TE 2: 96–97, 196–197, 296–297, 324–325, 340, 356–357, 375, 386, 398–399, 400–401, 498–499, 526–527, 542, 558, 598–599</p> <p>TE 3: 98–99, 142, 186, 198–199, 242, 340, 396–397, 494–495, 538</p> <p>TE 4: 42, 94–95, 138, 196–197, 240, 340, 398–399, 494–495, 526, 538, 576–577, 586, 587</p> <p>TE 5: 26–27, 42, 58, 84, 96–97, 98–99, 202–203, 346, 406–407, 504–505, 608–609</p> <p>TE 6: 142, 196–197, 296–297, 340, 482, 494–495, 592–593</p>

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RL.K.9 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	MSB 4: 89 MSB 6: 108–109 TE 1: 142, 238, 344, 552 TE 2: 40, 138, 154, 238, 256, 338, 354, 440, 456, 540, 556 TE 3: 40, 56, 140, 142, 240, 338, 354, 438, 454, 536, 552 TE 4: 40, 56, 136, 152, 238, 254, 328, 338, 340, 354, 376–377, 440, 456, 552 TE 5: 40, 138, 154, 244, 260, 309, 360, 448, 464, 546, 562 TE 6: 40, 56, 140, 156, 238, 254, 338, 354, 430, 456, 472–473, 536, 552
RL.K.10 Identify the front cover, back cover, and title page of a book.	TE 1: 40, 107, 126, 183, 222, 328, 344, 434, 452, 589 TE 2: 58, 549 TE 3: 340
<i>Integration of Knowledge and Ideas</i>	
RL.K.11 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	MSB 1: 110–111 MSB 6: 90–91 TE 1: 42–43, 56–57, 62–75, 144–145, 158–159, 162–171, 258–277, 330–331, 346–347, 364–383, 469–485 TE 2: 124–125, 340–341, 356, 358–373, 542–543, 560–571 TE 3: 142–143, 159–173, 242–243, 260–271, 340–341, 357–371, 538–539, 556–567 TE 4: 42–43, 59–69, 138, 156–171, 240, 258–271, 340–341, 358–373, 538–539, 555–573 TE 5: 42–43, 60–71, 346–347, 362, 363–381 TE 6: 142–143, 160–171, 184, 340–341, 358–373, 398–399 Writing to Sources: Unit 1: 20–21, Unit 2: 44–45 Unit 3: 86–87 Unit 5: 172–173, 174–175, 176, 177–179, 180, 181–183

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RL.K.12 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (Ex. The wolf from 3 little Pigs with the Wolf in Little Red Riding Hood)	<p>MSB 2: 14–15 MSB 3: 27, 30, 67 MSB 5: 54–55, 67, 87, 90 MSB 6: 27, 87</p> <p>TE 1: 330, 372, 469, 609 TE 2: 97, 98–99, 203 TE 3: 100–101, 285, 384, 385, 389, 598 TE 4: 82, 475 TE 5: 89, 304, 348 TE 6: 49, 79, 202, 289, 303, 342</p> <p>Writing to Sources: Unit 1: 16–17 Unit 3: 84–85, 98–99 Unit 4: 116–117, 120–121, 128–129 Unit 5: 152–153, 164–165 Unit 6: 192–193</p>
RL.K.13 Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.	<p>MSB 1: 27, 47, 67, 87, 107 MSB 2: 87, 127 MSB 3: 27, 47, 67, 87, 127 MSB 4: 27, 47, 67, 87, 127 MSB 5: 27, 87 MSB 6: 47, 87</p> <p>TE 1: 44-45, 146-147, 242-243, 348-349, 454-455 TE 2: 342-343, 544-545 TE 3: 44-45, 144-145, 244-245, 342-343, 540-541 TE 4: 44-45, 140-141, 242-243, 342-343, 540-541 TE 5: 44-45, 348-349 TE 6: 144-145, 342-343</p>
RL.K.14 Make meaningful predictions based on illustrations or portions of stories.	<p>TE 1: 42, 144, 240, 346, 452 TE 2: 340, 542 TE 3: 142, 242, 340, 538 TE 4: 42, 138, 171, 240, 340, 538 TE 5: 42, 346 TE 6: 142, 340</p>

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<i>Range of Reading and Level of Text Complexity</i>	
RL.K.15 Actively engage in group reading activities with purpose and understanding.	<p>TE 1: 42–43, 56–57, 59, 89, 102–103, 158–159, 183, 240–241, 254–255, 289, 345, 360–361, 395, 466–467, 497, 568–569, 595</p> <p>TE 2: 83, 354–355, 385, 485, 556–557, 583</p> <p>TE 3: 85, 156–157, 185, 256–257, 283, 354–355, 383, 454–455, 481, 552–553, 579</p> <p>TE 4: 56–57, 152–153, 254–255, 283, 354–355, 385, 456–457, 481, 552–553, 585</p> <p>TE 5: 56–57, 83, 189, 260–261, 289, 360–361, 393, 491, 595, 596</p> <p>TE 6: 44, 85, 156–157, 183, 283, 354–355, 385, 481, 579</p>
RL.K.16 Self-monitor comprehension when reading familiar grade level text.	<p>TE 1: 58-59, 64, 160, 256-257, 258, 362-363, 468, 483</p> <p>TE 2: 356-357, 364, 558-559, 561</p> <p>TE 3: 158, 258-259, 356, 362, 365, 370, 554-555</p> <p>TE 4: 58, 65, 154-155, 256-257, 264, 356-357, 554</p> <p>TE 5: 58-59, 362, 375</p> <p>TE 6: 158-159, 356-357, 370</p>
RL.K.17 Use simple strategies to increase comprehension while reading familiar text, such as making credible predictions based on illustrations.	<p>TE 1: 26-27, 58-59, 88-89, 128-129, 160, 184-185, 224-225, 256-257, 290-291, 330-331, 362-363, 396-397, 436-347, 468, 498-499</p> <p>TE 2: 324-325, 356-357, 386-387, 526-527, 558-559, 584-585</p> <p>TE 3: 1126-127, 158, 186-187, 226-227, 258-259, 284-285, 324-325, 356, 384-385, 522-523, 554-555, 580-581</p> <p>TE 4: 26-27, 58, 82-83, 122-123, 154-155, 184-185, 224-225, 256-257, 284-285, 324-325, 356-357, 386-387, 522-523, 554, 586-587</p> <p>TE 5: 26-27, 58-59, 84-85, 330-331, 362, 394-395</p> <p>TE 6: 126-127, 158-159, 184-185, 324-325, 356-357, 386-387</p>

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

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

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<p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>MSB 1: 50 MSB 2: 14–15, 94–95, 107 MSB 3: 14–15, 54–55 MSB 5: 34–35, 54–55 MSB 6: 14</p> <p>TE 1: 196–197 TE 2: 26–27, 44, 49, 58–59, 61, 67, 68, 84, 202, 284, 289, 426–427, 444, 458, 486, 504 TE 3: 26–27, 44, 58, 65, 73, 86, 226–227, 284, 297, 442, 447, 456, 458–469, 481, 483, 500 TE 4: 122–123 TE 5: 124–125, 142, 156, 160, 190, 191, 208, 230–231, 248, 262, 265, 266, 275, 290, 308, 471, 472, 475, 476 TE 6: 26–27, 44, 58, 61, 62, 64, 66, 68, 72, 86, 98–99, 100–101, 104, 284, 562, 564, 580</p> <p>Writing to Sources: Unit 2: 50–51 Unit 3: 94–95 Unit 5: 158–159</p>
<p>RI.K.4 With prompting and support activate prior knowledge.</p>	<p>TE 1: 554 TE 2: 42, 140, 240, 442 TE 3: 42, 440 TE 4: 442 TE 5: 140, 246, 450, 548 TE 6: 42, 240, 442, 538</p>
<p>RI.K.5 With prompting and support connect personal knowledge and experience to ideas in text.</p>	<p>MSB 2: 27, 47 MSB 4: 107 MSB 5: 127</p> <p>TE 2: 44, 142 TE 4: 444 TE 5: 550</p>
<p>RI.K.6 With prompting and support make text-to-self and text-to-text comparisons.</p>	<p>MSB 2: 27, 47 MSB 4: 107 MSB 5: 127</p> <p>TE 2: 44-45, 142-143 TE 4: 444-445 TE 5: 550-551</p>

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<i>Craft and Structure</i>	
RI.K.7 With prompting and support, ask and answer questions about unknown words in a text.	TE 1: 579, 581 TE 2: 60, 62, 63, 67, 68, 71, 158, 169, 258, 259, 260, 261, 263, 265, 266, 267, 269, 271, 468 TE 3: 64, 465, 466 TE 4: 462 TE 5: 158, 164, 165, 270, 272, 273, 275, 276, 473, 474, 566, 572 TE 6: 60, 61, 64, 65, 258, 266, 459, 461, 463, 465, 467, 556, 566, 567
RI.K.8 Identify the front cover, back cover, and title page of a book.	TE 1: 24, 554 TE 2: 42, 140, 240, 442 TE 3: 42, 440 TE 4: 442 TE 5: 140, 246, 309, 450 TE 6: 42, 240, 442, 538
RI.K.9 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	TE 1: 150, 554 TE 2: 42, 140, 238, 240, 442, 540 TE 3: 440 TE 4: 140, 338, 442 TE 5: 140, 246, 309, 450 TE 6: 42, 240, 442, 538
RI.K.10 Identify how authors/illustrators use text features such as pictures to enhance the understanding of key ideas presented in descriptive and sequential organizational patterns.	MSB 1: 50-51, 90-91, 110-111 MSB 3: 70-71 MSB 4: 70-71 MSB 6: 30, 90-91 TE 1: 196, 197, 408, 510 TE 2: 59, 597 TE 3: 59, 296, 297, 592, 593 TE 4: 296, 598, 599 TE 5: 302, 303 TE 6: 98, 99, 398-399

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<i>Integration of Knowledge and Ideas</i>	
RI.K.11 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<p>MSB 1: 50 MSB 2: 130 MSB 3: 70 MSB 5: 70–71</p> <p>TE 1: 196–197, 408–409, 554–555, 570, 572–583 TE 2: 42–43, 60–71, 140–141, 158–171, 224–225, 240–241, 258–271, 442–443, 459–473 TE 3: 42–43, 60–73, 296–297, 440–441, 458–469 TE 4: 442–443, 458, 459–469 TE 5: 140–141, 158–177, 246–247, 262, 264–277, 302–303, 450–451, 468–479, 548–549, 564, 566–583 TE 6: 42–43, 59–73, 98–99, 240–241, 256, 257–271, 442–443, 458, 459–469, 538–539, 554, 556–557</p> <p>Writing to Sources: Unit 2: 42–43, 44–45, 66–67, 69–71, 73–75 Unit 4: 130–131, 136–137, 166–167 Unit 6: 194–195</p>
RI.K.12 With prompting and support, identify the reasons an author gives to support points in a text.	<p>TE 2: 85, 185, 285, 487 TE 3: 87, 483 TE 4: 483 TE 5: 191, 291, 493, 597 TE 6: 87, 285, 483, 581</p>
RI.K.13 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>MSB 2: 127 MSB 6: 27, 127</p> <p>TE 2: 87, 176, 276, 444, 478 TE 3: 78, 474 TE 4: 247, 474, 500 TE 5: 182, 250, 282, 484, 588 TE 6: 44, 78, 276, 289, 303, 474, 540, 572</p>

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RI.K.14 Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.	MSB 1: 127 MSB 2: 27, 47, 67, 107 MSB 3: 107 MSB 4: 107 MSB 5: 47, 67, 107, 127 MSB 6: 27, 67, 107, 127 TE 1: 556-557 TE 2: 44-45, 142-143, 242-243, 444-445 TE 3: 442-443 TE 4: 444-445 TE 5: 142-144, 248-249, 452-453, 550-551 TE 6: 44-45, 242-243, 444-445, 540-541
RI.K.15 Acquire and apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and math texts.	TE 1: 543, 561, 589, 601, 615 TE 2: 31, 49, 77, 89, 103, 129, 147, 177, 189, 203, 229, 247, 277, 303, 431, 449 TE 3: 31, 49, 62, 79, 91, 105, 429, 447, 475, 487, 501 TE 4: 431, 449, 475, 487, 501 TE 5: 129, 147, 183, 195, 209, 235, 253, 283, 295, 309, 439, 457, 485, 497, 511, 537, 555, 589, 601, 615 TE 6: 31, 49, 79, 91, 105, 229, 247, 277, 289, 303, 431, 449, 475, 487, 501, 527, 545, 573, 585, 599
<i>Range of Reading and Level of Text Complexity</i>	
RI.K.16 Actively engage in group reading activities with purpose and understanding.	TE 1: 554, 571, 597 TE 2: 42-43, 59, 85, 140, 157, 185, 240, 257, 285, 442-443, 458, 487 TE 3: 42, 59, 87, 440-441, 457, 483 TE 4: 443, 483 TE 5: 140, 157, 191, 246, 263, 291, 450-451, 466-467, 493, 548, 565, 597 TE 6: 42, 58, 87, 240-241, 285, 442-443, 458, 483, 538-539, 555, 581
RI.K.17 Self-monitor comprehension when reading familiar grade level text.	TE 1: 570-571, 573 TE 2: 58-59, 156-157, 458, 459 TE 3: 58-59 TE 4: 458 TE 5: 156-157, 159, 262-263, 466-467, 564-565 TE 6: 58, 256, 458, 554-555

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RI.K.18 Use simple strategies to increase comprehension while reading familiar text, such as making credible predictions based on illustrations.	TE 1: 538-539, 570-571, 596-597 TE 2: 2627, 58-59, 84-85, 124-125, 156-157, 184-185, 224-225, 256-257, 284-285, 426-427, 458, 486-487 TE 3: 26-27, 58-59, 86-87, 424-425, 456-457, 482-483 TE 4: 426-427, 458, 482-483 TE 5: 124-125, 156-157, 190-191, 230-231, 262-263, 290-291, 434-435, 466-467, 492-493, 532-533, 564-565, 596-597 TE 6: 26-27, 58, 86-87, 224-225, 256, 284-285, 426-427, 458, 482-483, 522-523, 554-555, 580-581
Foundational Skills	
<i>Print Concepts</i>	
RF.K.1 Demonstrate understanding of the organization and basic features of print.	
RF.K.1a Follow words from left to right, top to bottom, and page by page.	TE 1: 24–25, 40–41, 42, 126, 138, 142–143, 144, 158, 183, 234, 238–239, 240, 340, 346 TE 2: 24 TE 3: 24 TE 5: 42, 548 TE 6: 340
RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters (the alphabet principle).	TE 1: 23, 125, 138, 221, 234, 327, 340, 433, 446, 535 TE 2: 23, 36, 121, 134, 221, 234, 321, 334, 423, 436, 523, 537 TE 3: 23, 36, 123, 136–137, 223, 236, 321, 334, 421, 434–435, 519, 532–533 TE 4: 23, 36, 119, 132, 321, 321, 334, 423, 436, 519, 532–533 TE 5: 23, 37, 121, 134, 227, 240, 327, 340, 431, 444, 529, 542 TE 6: 23, 36, 123, 136, 221, 234, 321, 334, 423, 436, 519, 532
RF.K.1c Understand that words are separated by spaces in print.	TE 1: 237, 599 TE 2: 23, 587 TE 3: 39, 583 TE 4: 538 TE 5: 613 TE 6: 597

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<p>RF.K.1d Recognize and name all upper- and lower case letters of the alphabet.</p>	<p>MSB 1: 16, 36, 56, 76, 96, 116</p> <p>TE 1: 20–21, 36–37, 49, 54–55, 81, 86, 93, 96, 98–99, 107, 122, 138, 142, 156–157, 182, 183, 192, 194–195, 218, 229, 234, 238–239, 254–255, 278, 283, 288, 295, 298, 300–301, 324–325, 340, 358–359, 394, 405, 406–407, 446, 464–465, 495, 593</p> <p>TE 2: 54, 152, 352, 454, 549, 554</p> <p>TE 3: 54, 154, 254, 352, 452, 550</p> <p>TE 4: 54, 177, 253, 352, 454, 550</p> <p>TE 5: 54, 152, 258, 358, 462, 560</p> <p>TE 6: 54, 154, 252, 352, 454, 550</p>
<p>RF.K.2 Follow familiar written text while pointing to matching words.</p>	<p>Objective is met throughout Reading Street. Refer to the following examples:</p> <p>TE 1: 16, 118, 214, 320, 426, 528</p> <p>TE 2: 16, 32, 114, 214, 314, 416, 516</p> <p>TE 3: 16, 116, 216, 314, 330, 414, 512</p> <p>TE 4: 16, 112, 214, 314, 416, 512</p> <p>TE 5: 16, 114, 220, 320, 522, 524</p> <p>TE 6: 16, 116, 214, 314, 416, 512</p>

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<i>Phonological Awareness</i>	
RF.K.3 Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).	<p>MSB 1: 32–33, 52–53, 72–73, 92–93, 112–113</p> <p>MSB 2: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p>MSB 3: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p>MSB 4: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p>MSB 5: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p>MSB 6: 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p>TE 1: 120–121, 136–137, 150, 151, 154–155, 180, 192, 216–217, 235, 286–287, 294, 322–323, 335, 338–339, 356–357, 392–393, 404, 428–429, 431, 444–445, 506, 507, 560, 600, 606–607</p> <p>TE 2: 18–19, 20–21, 30, 34–35, 77, 116–117, 132–133, 147, 150–151, 216–217, 232–233, 234–235, 246, 250–251, 316–317, 332–333, 350–351, 418–419, 421, 434–435, 484, 519, 534–535, 553, 582, 589, 589</p> <p>TE 3: 18–19, 34–35, 52–53, 79, 84, 94, 118–119, 134–135, 152–153, 194, 218–219, 234–235, 252–253, 292, 316–317, 332–333, 350–351, 392, 416–417, 432–433, 450–451, 490, 514–515, 530–531, 588</p> <p>TE 4: 18–19, 34–35, 48, 49, 52–53, 90, 114–115, 130–131, 148–149, 192, 216–217, 232–233, 250–251, 292, 316–317, 333, 350–351, 394, 418–419, 452–453, 490, 514–515, 530–531, 594</p> <p>TE 5: 18–19, 34–35, 52–53, 92, 116–117, 132–133, 150–151, 198, 222–223, 253, 256–257, 286, 298, 322–323, 338–339, 356–357, 387, 390, 402, 426–427, 442–443, 460–461, 490, 500, 524–525, 540–541, 558–559, 594, 604</p> <p>TE 6: 18–19, 31, 34–35, 52–53, 82, 94, 118–119, 134–135, 152–153, 180, 192, 216–217, 229, 232–233, 250–251, 280, 292, 316–317, 329, 332–333, 350–352, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 527, 530–531, 548–549, 576, 588</p>

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RF.K.4 Recognize that words are composed of sounds blended together and carry meaning.	
RF.K.4a Recognize and produce rhyming words.	<p>MSB 1: 12, 68 MSB 2: 32, 90 MSB 3: 30, 68, 72 MSB 4: 110 MSB 5: 30, 32, 72, 110 MSB 6: 92, 130</p> <p>TE 1: 18–19, 34–35, 52–53, 84–85, 96, 137, 181, 188, 189, 217, 228, 279, 280–281, 287, 357, 547 TE 2: 35, 49, 233, 375, 398–399, 419, 449 TE 3: 98–99, 230, 274–275, 277, 433, 569 TE 4: 494–495, 526, 527, 576–577 TE 5: 96–97, 179, 279, 485, 504–505 TE 6: 196–197, 375, 592–593</p> <p>Writing to Sources: Unit 2: 56–57 Unit 6: 208–209</p>
RF.K.4b Count, pronounce, blend, and segment syllables in spoken words.	<p>MSB 1: 32–33 MSB 2: 52, 72, 92 MSB 5: 108</p> <p>TE 1: 120–121, 123, 136–137, 139, 150, 151, 180, 192, 235, 251, 286–287, 323, 339, 356, 393, 429 TE 2: 151, 351, 452, 553 TE 3: 253 TE 5: 257, 455 TE 6: 351, 449</p>
RF.K.4c Blend and segment onsets and rimes of single-syllable spoken words.	<p>MSB 1: 116 MSB 3: 112 MSB 4: 32, 52, 56, 72, 112, 118 MSB 5: 112</p> <p>TE 1: 21, 325, 335, 341, 357, 392, 431, 447, 533, 549 TE 2: 449, 577 TE 4: 35, 292, 435, 453, 531, 549</p>

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

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

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

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<p>RF.K.5b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>TE 2: 20–21, 36–37, 40–41, 54, 93, 94–95, 420–421, 436–437, 454–455, 495, 496–497, 520–521, 531, 536–537, 554–555, 593, 594–595, 603</p> <p>TE 3: 131, 418–419, 434–435, 452–453, 491, 492–493, 501, 516–517, 532–533, 550–551, 577, 589, 590–591</p> <p>TE 4: 79, 420–421, 436–437, 454–455, 491, 492–493, 516–517, 532–533, 550–551, 595, 596–597</p> <p>TE 5: 81, 224–225, 240–241, 258–259, 299, 300–301, 324–325, 340–341, 358–359, 391, 399, 403, 404–405, 489</p> <p>TE 6: 20–21, 36–37, 54–55, 95, 96–97, 120–121, 136–137, 154–155, 181, 193, 154–155, 194–195, 218–219, 234–235, 247, 252–253, 281, 292, 294–295, 303, 318–319, 334–335, 352–353, 383, 391, 395, 396–397, 420–421, 436–437, 440–441, 454–455, 487, 516–517, 532–533, 550–551</p>

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<p>RF.K.5c Read common high-frequency words by sight.</p>	<p>MSB 5: 17, 37, 57, 77, 97, 117 MSB 6: 17, 37, 57, 77, 97, 117</p> <p>TE 1: 23, 24–25, 31, 39, 40–41, 56–57, 87, 97, 98–99, 125, 126–127, 141, 142–143, 177, 194–195, 221, 222–223, 237, 238–239, 289, 300–301, 327, 328–329, 343, 344–345, 360–361, 406–407, 433, 434–435, 449, 450–451, 465, 535, 536–537, 551, 552–553, 568–569, 595, 606–607</p> <p>TE 2: 23, 39, 40–41, 94–95, 121, 137, 138–139, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 496–497, 523, 539, 540–541, 594–595</p> <p>TE 3: 23, 39, 40–41, 96–97, 123, 139, 140–141, 196–197, 223, 236–237, 239, 240–241, 294–295, 321, 337, 338–339, 394–395, 421, 437, 438–439, 492–493, 519, 535, 536–537, 545, 590–591</p> <p>TE 4: 23, 39, 40–41, 92–93, 119, 135, 136–137, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 596–597</p> <p>TE 5: 23, 39, 40–41, 94–95, 121, 137, 138–139, 195, 200–201, 227, 243, 244–245, 300–301, 327, 343, 344–345, 404–405, 431, 448–449, 485, 502–503, 529, 545, 546–547, 606–607</p> <p>TE 6: 23, 39, 40–41, 96–97, 123, 139, 140–141, 189, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 590–591</p>
<p>RF.K.5d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>TE 2: 334–335, 352, 436–437, 454–455, 536–537</p> <p>TE 3: 36, 54–55, 136–137, 191, 236, 334–335, 429, 434, 452, 475, 532, 573, 599</p> <p>TE 4: 36, 87, 132, 150, 334, 436, 454, 532–533, 550</p> <p>TE 5: 36–37, 134, 152, 240, 287, 340, 358, 444, 542</p> <p>TE 6: 36, 136–137, 234, 252, 277, 352, 431, 436, 454, 585</p>

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<p>RF.K.5e Utilize initial letters/sounds (phonics), picture (semantic) and patterns of language (syntactic) clues to narrow possibilities in predicting words.</p>	<p>TE 1: 24, 40, 56, 87, 126, 142, 158, 183, 222, 238, 254, 289, 328, 344, 360, 395, 434, 450, 466, 497, 536, 552, 568, 595 TE 2: 24, 40, 56, 83, 122, 138, 154, 183, 222, 238, 254, 283, 322, 338, 354, 385, 424, 440, 456, 485, 524, 540, 556, 583 TE 3: 24, 40, 124, 140, 156, 185, 224, 240, 256, 283, 322, 338, 35, 383, 422, 438, 454, 481, 520, 536, 552, 579 TE 4: 24, 40, 56, 81, 120, 136, 152, 183, 222, 238, 254, 283, 322, 338, 354, 385, 424, 440, 456, 481, 520, 536, 552, 585 TE 5: 24, 40, 56, 83, 122, 138, 154, 189, 228, 244, 260, 289, 328, 344, 360, 393, 432, 448, 464, 491, 530, 546, 562, 595 TE 6: 24, 40, 56, 85, 124, 140, 156, 183, 222, 238, 254, 283, 322, 338, 354, 385, 424, 440, 456, 481, 520, 536, 552, 579</p>

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<i>Fluency</i>	
<p>RF.K.6 Automatically name letters, associate letters and their sounds, as well as kindergarten sight words encountered in context and isolation.</p>	<p>MSB 1: 17, 37, 57, 77, 97, 117 MSB 2: 17, 37, 57, 77, 97, 117 MSB 3: 17, 37, 57, 77, 97, 117 MSB 4: 17, 37, 57, 77, 97, 117 MSB 5: 17, 37, 57, 77, 97, 117 MSB 6: 17, 37, 57, 77, 97, 117</p> <p>TE 1: 20, 23, 36, 39, 54, 86, 96, 122, 125, 138, 141, 156, 182, 192, 218, 221, 234, 237, 252, 288, 298, 324, 327, 340, 343, 358, 394, 405, 430, 428, 433, 444, 449, 462, 494, 495, 506, 530, 535, 546, 551, 564, 592, 604</p> <p>TE 2: 18, 23, 24, 34, 39, 40, 52, 80, 92, 116, 121, 122, 132, 137, 138, 150, 180, 192, 216, 221, 222, 232, 237, 238, 250, 280, 292, 316, 321, 322, 332, 33, 338, 350, 382, 394, 418, 423, 424, 434, 439, 440, 452, 482, 494, 518, 523, 524, 534, 539, 540, 552, 580, 592</p> <p>TE 3: 18, 23, 24, 34, 39, 40, 52, 82, 94, 118, 123, 124, 134, 139, 140, 152, 182, 194, 316, 321, 322, 332, 337, 338, 350, 380, 392, 416, 421, 422, 432, 437, 438, 450, 478, 490</p> <p>TE 4: 18, 23, 24, 34, 39, 40, 52, 78, 90, 114, 119, 120, 130, 135, 236, 148, 180, 192, 216, 221, 222, 232, 237, 238, 250, 280, 292, 316, 321, 322, 332, 337, 338, 350, 382, 394, 514, 519, 520, 530, 535, 536, 548, 582, 594</p> <p>TE 5: 18, 23, 24, 34, 39, 40, 52, 80, 92, 116, 121, 122, 132, 137, 138, 150, 186, 198, 222, 227, 228, 238, 243, 244, 256, 286, 298, 322, 327, 328, 338, 343, 344, 356, 390, 402, 426, 431, 432, 442, 447, 448, 460, 488, 500, 524, 529, 530, 540, 545, 546, 558, 592, 604</p> <p>TE 6: 18, 23, 24, 34, 39, 40, 52, 82, 94, 118, 123, 124, 134, 139, 140, 152, 180, 192, 216, 221, 222, 232, 237, 238, 250, 280, 292, 316, 321, 322, 332, 337, 338, 350, 382, 394, 418, 423, 424, 434, 439, 440, 452, 478, 490, 514, 519, 520, 530, 535, 536, 548, 576, 588</p>

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<p>RF.K.7 Read emergent-reader texts with purpose and understanding.</p>	<p>MSB 1: 18, 38, 58, 78, 98, 118 MSB 2: 18, 38, 58, 78, 98, 118 MSB 3: 18, 38, 58, 78, 98, 118 MSB 4: 18, 38, 58, 78, 98, 118 MSB 5: 18, 38, 58, 78, 98, 118 MSB 6: 18, 38, 58, 78, 98, 118</p> <p>TE 1: 40–41, 56–57, 142–143, 238–239, 344–345, 434–435, 450–451, 466–467, 536–537, 552–553 TE 2: 24–25, 40–41, 56–57, 122–123, 138–139, 154–155, 183, 222–223, 238–239, 254–255, 283, 322–323, 338–339, 424–425, 440–441, 456–457, 524–525, 540–541 TE 3: 24–25, 40–41, 56–57, 124–125, 140–141, 224–225, 240–241, 322–323, 338–339, 422–423, 438–439, 520–521, 536–537 TE 4: 24–25, 40–41, 120–121, 136–137, 222–223, 238–239, 322–323, 338–339, 424–425, 440–441, 520–521, 536–537 TE 5: 24–25, 40–41, 122–123, 138–139, 154–155, 228–229, 244–245, 328–329, 344–345, 432–433, 448–449, 464–465, 530–531, 546–547, 562–563 TE 6: 24–25, 40–41, 56–57, 124–125, 140–141, 156–157, 222–223, 238–239, 254–255, 322–323, 338–339, 354–355, 424–425, 440–441, 456–457, 520–521, 536–537, 552–553</p>
<i>Reading Attitude</i>	
<p>RF.K.8 Choose books, book activities, and word play independently.</p>	<p>TE 1: 15, 117, 213, 319, 425, 527 TE 2: 15, 113, 213, 313, 415, 515 TE 3: 15, 115, 215, 313, 413, 511 TE 4: 15, 111, 213, 313, 415, 511 TE 5: 15, 113, 219, 319, 423, 521 TE 6: 15, 115, 213, 313, 415, 511</p>

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WRITING	
<i>Text Types and Purposes</i>	
W.K.1 Write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.	TE 1: 131 TE 2: 14, 127, 429 TE 3: 129 TE 4: 14, 125 TE 5: 127 TE 6: 129
W.K.2 Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	TE 1: 29, 413, 541, 558, 585 TE 2: 29, 127, 244 TE 3: 29, 189, 501 TE 4: 29, 125, 446, 471, 485 TE 5: 29, 127, 383 TE 6: 29, 129, 146, 446 Writing to Sources: Unit 1: 222–223, 224–225, 226–227 Unit 2: 228–229, 230–231, 232–233, 234–235 Unit 3: 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104, 105–107, 108, 109–111, 236–237, 238–239, 240–241 Unit 4: 242–243, 244–245, 246–247, 248–249 Unit 5: 150–151, 152–153, 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176, 177–179, 180, 181–183, 250–251, 252–253, 254–255, 256–257 Unit 6: 258–259, 260–261, 262–263, 264–265

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<p>W.K.3 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which name what is being writing about and supply some information about the topic.</p>	<p>TE 1: 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501 TE 2: 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475 TE 3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499 TE 4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603 TE 5: 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613 TE 6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597</p> <p>Writing to Sources: Unit 2: 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68, 69–71, 72, 73–75 Unit 4: 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140, 141–143, 144, 145–147</p>

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<p>W.K.4 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>TE 1: 148, 244, 279, 293, 307, 456, 541, 558, 613 TE 2: 101, 327, 429, 489, 503, 529, 546, 601 TE 3: 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597 TE 4: 85, 125, 187, 201, 327, 389, 471 TE 5: 101, 127, 333, 350 TE 6: 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32, 33–35, 36, 37–39, 266–267, 268–269, 270–271 Unit 2: 272–273, 274–275 Unit 3: 276–277, 278–279, 280–281 Unit 4: 282–283, 284–285 Unit 5: 286–287, 288–289 Unit 6: 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212, 213–215, 216, 217–219, 290–291, 292–293</p>
<p>W.K.5 Write poetry, using copy change (imitation), and teacher guidance, based on reading a wide variety of grade level appropriate published poetry.</p>	<p>TE 1: 279, 293, 318 TE 2: 503 TE 3: 301, 525, 542, 569, 583, 597 TE 4: 173, 212, 527 TE 5: 179, 218, 279, 318 TE 6: 103, 312, 414, 471, 510</p>
<p>W.K.6 Write a brief prayer using drawings, words, word-like clusters, and/or sentences as support.</p>	<p>Daily writing instruction outlined in the 5-Day Planner prepares students to meet this objective. Refer to the following pages: TE 1: 10-11, 112-113, 208-209, 314-315, 420-421, 522-523 TE 2: 10-11, 108-109, 208-209, 308-309, 410-411, 510-511 TE 3: 10-11, 110-111, 210-211, 308-309, 408-409, 506-507 TE 4: 10-11, 106-107, 208-209, 308-309, 410-411, 506-507 TE 5: 10-11, 108-109, 214-215, 314-315, 418-419, 516-517 TE 6: 10-11, 110-111, 208-209, 308-309, 410-411, 506-507</p>

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W.K.7 Contribute to a class research project by adding relevant information to a class book including: gathering information from teacher-supplied texts, and using the writing process to develop the project.	TE 1: 413 TE 2: 503 TE 3: 301, 475, 499 TE 4: 99, 301, 403 TE 6: 569, 583
Production and Distribution of Writing	
W.K.8 With guidance and support, consider the audience reaction as they plan their writing.	MSB 1: 89 TE 1: 386, 489, 512 TE 2: 429 TE 3: 29, 203, 273, 303 TE 4: 125 TE 6: 31, 129, 201, 227, 499
W.K.9 Brainstorm to generate and structure ideas for narrative and informational text.	TE 2: 77 TE 3: 125, 485, 501 TE 4: 127, 129, 187, 189, 329, 527 TE 5: 73, 129, 235, 283, 413, 511 TE 6: 149, 177, 329, 471
W.K.10 Use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures into drawings.	When drafting, students use semi-phonetic spelling. TE 1: 558 TE 2: 546 TE 3: 542 TE 4: 575 TE 5: 585 TE 6: 569
W.K.11 With guidance and support, respond to questions and suggestions from peers and add details to revise and strengthen writing as needed.	TE 1: 91, 187, 293, 399, 501, 585, 599 TE 2: 87, 187, 287, 389, 489, 573, 587 TE 3: 89, 189, 287, 387, 485, 569, 583 TE 4: 85, 187, 287, 389, 485, 589, 603 TE 5: 87, 193, 293, 397, 495, 599, 613 TE 6: 89, 187, 287, 389, 485, 583, 597 Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219

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<p>W.K.12 With guidance and support, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</p>	<p>TE 1: 558, 585, 599, 613 TE 2: 546, 573, 587, 601 TE 3: 542, 569, 583, 597 TE 4: 575, 589, 603 TE 5: 613 TE 6: 569, 583, 597</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>
<p>W.K.13 Build and demonstrate writing skills and learning to write.</p>	<p>TE 1: 29, 46, 77, 91, 105, 131, 148, 173, 187, 201, 227, 244, 279, 293, 307, 333, 350, 385, 399, 413, 439, 456, 487, 501, 515, 541, 558, 585, 599, 613 TE 2: 29, 46, 73, 8k 101, 127, 144, 173, 187, 201, 227, 243, 272, 286, 300, 327, 344, 375, 389, 403, 429, 446, 475, 489, 502, 529, 546, 573, 587, 601 TE 3: 29, 46, 75, 89, 103, 129, 146, 175, 189, 203, 229, 246, 273, 287, 301, 327, 344, 373, 387, 401, 427, 444, 471, 485, 499, 525, 542, 569, 583, 597 TE 4: 29, 46, 71, 85, 99, 125, 142, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499, 525, 542, 575, 589, 603 TE 5: 29, 46, 73, 87, 101, 127, 144, 179, 193, 207, 233, 250, 279, 293, 307, 333, 350, 583, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 599, 613 TE 6: 29, 46, 75, 89, 103, 129, 146, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499, 525, 542, 569, 583, 597</p>

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Research to Build and Present Knowledge	
<p>W.K.14 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>TE 1: 201, 227, 279, 333, 413, 541, 558, 585, 599, 613 TE 2: 87, 101, 173, 201, 273, 327, 375, 475, 529, 546, 573, 587, 601 TE 3: 75, 89, 103, 189, 203, 287, 301, 327, 401, 471, 485, 499, 525, 542, 569, 583, 597 TE 4: 71, 85, 99, 173, 187, 227, 244, 273, 287, 301, 327, 375, 471, 485, 499, 525, 542, 575, 589, 603 TE 5: 73, 101, 179, 233, 279, 293, 307, 333, 411, 481, 495, 508, 552, 585, 599, 613 TE 6: 75, 89, 103, 173, 187, 201, 227, 273, 287, 301, 327, 375, 389, 403, 471, 485, 499, 525, 542, 569, 583, 597</p> <p>Writing to Sources: Unit 4: 138–139, 140, 141–143, 144, 145–147</p>
<p>W.K.15 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>TE 1: 131, 148, 187, 201, 333, 501, 541 TE 2: 127, 144, 187, 227, 244, 287, 344, 389, 429, 446, 489, 503, 529 TE 3: 29, 89, 103, 129, 146, 189, 203, 229, 231, 232, 246, 287, 344, 387, 401, 427, 444, 485, 525, 573 TE 4: 29, 46, 71, 85, 99, 125, 142, 187, 201, 227, 273, 287, 301, 344, 389, 403, 429, 446, 485, 499, 525, 542 TE 5: 29, 46, 87, 127, 144, 193, 207, 233, 250, 293, 307, 350, 397, 411, 437, 454, 495, 508, 535, 552 TE 6: 29, 46, 75, 89, 103, 129, 187, 201, 227, 244, 273, 287, 301, 344, 429, 485, 499, 525, 542</p> <p>Writing to Sources: Unit 1: 222–223, 224–225, 226–227, 266–267, 268–269, 270–271 Unit 2: 228–229, 230–231, 232–233, 234–235, 272–273, 274–275 Unit 4: 138–139, 140, 141–143, 144, 145–147 Unit 5: 250–251, 252–253, 254–255, 256–257, 286–287, 288–289 Unit 6: 258–259, 260–261, 262–263, 264–265, 290–291, 292–293</p>

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Handwriting	
W.K.16 Form upper and lower case letters.	<p>TE 1: 22, 29, 38, 46, 77, 91, 105, 124, 131, 140, 148, 173, 187, 201, 220, 227, 236, 244, 279, 293, 307, 326, 333, 342, 350, 385, 399, 413, 432, 439, 448, 456, 487, 501, 534, 515, 550</p> <p>TE 2: 22, 29, 38, 46, 73, 87, 101, 120, 127, 136, 144, 173, 187, 201, 220, 227, 236, 243, 272, 286, 300, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 475, 489, 502, 522, 538</p> <p>TE 3: 22, 29, 38, 46, 75, 89, 103, 120, 129, 138, 146, 175, 189, 203, 222, 229, 239, 246, 273, 287, 301, 320, 327, 336, 344, 373, 387, 401, 420, 427, 436, 444, 471, 485, 499, 518, 534</p> <p>TE 4: 22, 29, 38, 46, 71, 85, 99, 118, 125, 134, 142, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 318, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534</p> <p>TE 5: 22, 29, 38, 46, 73, 87, 101, 120, 127, 136, 144, 179, 193, 207, 222, 233, 242, 250, 279, 293, 307, 326, 333, 342, 350, 583, 397, 411, 422, 430, 437, 438, 446, 454, 481, 495, 509, 528, 544</p> <p>TE 6: 22, 29, 38, 46, 75, 89, 103, 122, 129, 138, 146, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534</p>
W.K.17 Leave spaces between words and word-like clusters of letters.	<p>TE 1: 447, 599</p> <p>TE 2: 587</p> <p>TE 3: 583</p> <p>TE 4: 603</p> <p>TE 5: 613</p> <p>TE 6: 597</p>

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<p>W.K.18 Write from left-to-right and top-to-bottom.</p>	<p>Students meet this objective when writing daily.</p> <p>TE 1: 29, 46, 77, 91, 105, 131, 148, 173, 187, 201, 227, 244, 279, 293, 307, 333, 350, 385, 399, 413, 439, 456, 487, 501, 515, 541, 558, 585, 599, 613</p> <p>TE 2: 29, 46, 73, 8k 101, 127, 144, 173, 187, 201, 227, 243, 272, 286, 300, 327, 344, 375, 389, 403, 429, 446, 475, 489, 502, 529, 546, 573, 587, 601</p> <p>TE 3: 29, 46, 75, 89, 103, 129, 146, 175, 189, 203, 229, 246, 273, 287, 301, 327, 344, 373, 387, 401, 427, 444, 471, 485, 499, 525, 542, 569, 583, 597</p> <p>TE 4: 29, 46, 71, 85, 99, 125, 142, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499, 525, 542, 575, 589, 603</p> <p>TE 5: 29, 46, 73, 87, 101, 127, 144, 179, 193, 207, 233, 250, 279, 293, 307, 333, 350, 583, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 599, 613</p> <p>TE 6: 29, 46, 75, 89, 103, 129, 146, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499, 525, 542, 569, 583, 597</p>

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SPEAKING AND LISTENING	
Comprehension and Collaboration	
SL.K.1 Participate in collaborative conversations with peers and adults in small and larger groups about topics and texts.	
SL.K.1a Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<p>MSB 1: 29, 49, 69, 89, 109, 129 MSB 2: 29, 49, 69 MSB 3: 89, 109 MSB 4: 29 MSB 5: 29, 69, 89, 109 MSB 6: 29, 49</p> <p>TE 1: 29, 30, 45, 78–79, 104, 132, 152, 174–175, 228, 248, 280–281, 334, 354, 440, 460, 488–489, 542, 544, 586–597 TE 2: 30, 50, 74–75, 128, 174–175, 177, 228, 248, 274–275, 328, 348, 376–377, 430, 476–477, 530, 550, 574–575 TE 3: 30, 76–77, 130, 176–177, 230, 274–275, 328, 374–375, 428, 472–473, 487, 546, 570–571 TE 4: 30, 72–73, 126, 174–175, 228, 274–275, 328, 376–377, 430, 472–473, 526, 576–577 TE 5: 30, 74–75, 88, 128, 180–181, 234, 280–281, 334, 384–385, 438, 482–483, 536, 586–587 TE 6: 30, 76–77, 130, 174–175, 228, 274–275, 328, 376–377, 430, 472–473, 526, 570–571</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>

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<p>SL.K.1b Participate in a conversation with multiple exchanges.</p>	<p>MSB 2: 69 MSB 6: 89</p> <p>TE 1: 353, 389, 491, 542, 561 TE 2: 129, 228, 274–275, 479 TE 3: 130, 289, 429, 585 TE 4: 87, 101, 145, 203, 247, 289, 405, 430, 472–473, 475, 527, 545 TE 5: 74–75, 77, 128, 129, 180–181, 183, 209, 235, 283, 511, 537, 601 TE 6: 105, 149, 203, 229, 247, 303, 329, 405, 475, 501, 527</p>
<p>SL.K.1c Use effective and respectful listening and viewing behaviors.</p>	<p>MSB 1: 29, 69, 129 MSB 2: 29, 49, 89, 129 MSB 3: 129 MSB 4: 49, 69, 109, 129 MSB 5: 49, 69, 89, 129 MSB 6: 49, 69, 89, 129</p> <p>TE 1: 78-79, 228, 280-281, 542, 586-587 TE 2: 30, 74-75, 128, 174-175, 228, 328, 376-377, 430, 530, 574-575 TE 3: 30, 77, 176-177, 275, 375, 526, 570-571 TE 4: 126, 174-175, 228, 274-275, 430, 472-473, 526, 576-577 TE 5: 30, 128, 180-181, 234, 280-281, 334, 384-385, 438, 483, 536, 586-587 TE 6: 130, 174-175, 228, 274-275, 328, 376-377, 473, 570-571</p>

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

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<p>SL.K.3 Differentiate between speaker and listener.</p>	<p>MSB 1: 29, 49, 69, 89, 129 MSB 2: 29, 49, 69, 89, 109, 129 MSB 3: 29, 49, 69, 89, 109, 129 MSB 4: 49, 69, 89, 109, 129 MSB 5: 29, 49, 69, 89, 109, 129 MSB 6: 29, 49, 69, 89, 109, 129</p> <p>TE 1: 78-79, 132, 174-175, 228, 280-281, 334, 386-387, 440, 488-489, 542, 586-587 TE 2: 30, 74-75, 128, 174-175, 228, 274-275, 328, 376-377, 430, 476-477, 530, 574-575 TE 3: 30, 76-77, 130, 176-177, 230, 274-275, 328, 374-375, 428, 472-473, 526, 570-571 TE 4: 30, 72-73, 126, 174-175, 228, 274-275, 376-377, 430, 472-473, 526, 576-577 TE 5: 30, 74-75, 128, 180-181, 234, 280-281, 334, 384-385, 438, 482-483, 536, 586-587 TE 6: 30, 76-77, 130, 174-175, 274-275, 328, 376-377, 430, 472-473, 526, 570-571</p>
<p>SL.K.4 Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>	<p>MSB 1: 49, 129 MSB 2: 89, 129 MSB 3: 29 MSB 4: 109, 129 MSB 5: 49, 69, 129 MSB 6: 89, 129</p> <p>TE 1: 132, 174-175, 542, 586-587 TE 2: 328, 376-377, 530, 574-575 TE 3: 30, 76-77 TE 4: 430, 472-473, 526, 576-577 TE 5: 128, 180-181, 234, 280-281, 536, 586-587 TE 6: 328, 376-377, 526, 570-571</p>

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<p>SL.K.5 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>TE 1: 28, 30, 78–79 TE 2: 30, 74–75, 128, 174–175, 228, 328, 530, 574–575 TE 3: 249, 297, 374–375, 487, 570–571 TE 4: 174–175, 472–473, 545, 576–577 TE 5: 30, 74–75, 234, 280–281 TE 6: 91, 99, 130, 174–175, 274–275, 376–377</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>
<p>SL.K.6 Use language to communicate with a variety of audiences and for various purposes, including to problem-solve, explain, look for relationships, courtesies, prayer.</p>	<p>MSB 1: 49, 89, 129 MSB 2: 69, 109 MSB 3: 29, 49, 69, 89, 109 MSB 4: 89 MSB 5: 29, 109 MSB 6: 29, 109</p> <p>TE 1: 132, 174-175, 334, 386-387, 440, 488-489 TE 2: 174-175, 274-275, 476-477 TE 3: 76-77, 130, 176-177, 230, 274-275, 328, 374-375, 428, 472-473, 526, 570-571 TE 4: 30, 72-73, 328, 376-377 TE 5: 74-75, 482-483 TE 6: 30, 76-77, 175, 430, 472-473, 526</p>
<p>SL.K.7 Be aware that language is to be used in appropriate and respectful ways.</p>	<p>MSB 1: 49, 89, 129 MSB 2: 69, 109 MSB 3: 29, 49, 69, 89, 109 MSB 4: 89 MSB 5: 29, 109 MSB 6: 29, 109</p> <p>TE 1: 132, 174-175, 334, 386-387, 440, 488-489 TE 2: 174-175, 274-275, 476-477 TE 3: 76-77, 130, 176-177, 230, 274-275, 328, 374-375, 428, 472-473, 526, 570-571 TE 4: 30, 72-73, 328, 376-377 TE 5: 74-75, 482-483 TE 6: 30, 76-77, 175, 430, 472-473, 526</p>

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SL.K.8 Understand and follow one- and two-step directions.	MSB 1: 29 MSB 2: 49 TE 1: 30, 78-79 TE 2: 128, 174-175 TE 4: 72, 73 TE 6: 275
Presentation of Knowledge and Ideas	
SL.K.9 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	MSB 2: 108 MSB 3: 48–49, 88, 128 MSB 4: 68, 70 MSB 5: 48, 108–109 TE 1: 132, 174–175, 224–225, 226, 240–241, 243, 292, 306, 332, 349, 384, 386–387, 398, 408–409, 412, 438, 501, 586–587 TE 2: 189, 229, 247, 274–275, 376–377, 430, 476–477 TE 3: 76–77, 302, 328, 374–375 TE 4: 30, 72–73, 74, 75, 174–175, 228, 274–275, 289, 296–297, 604 TE 5: 48, 209, 253, 295, 334, 384–385, 438, 439, 482–483, 497 TE 6: 31, 91, 131, 203, 346, 379, 430, 472–473, 526, 570–571 Writing to Sources: Unit 1: 12–13
SL.K.10 Plan and deliver presentations or reports: using an informational organizational pattern description.	MSB 1: 89 MSB 2: 109 MSB 3: 49, 89, 109 MSB 4: 89 MSB 5: 109 MSB 6: 109 TE 1: 334, 386-387, 440 TE 2: 430, 476-477 TE 3: 130, 176-177, 328, 374-375, 428, 472-473 TE 4: 328, 276-377 TE 5: 438, 482-483, 613 TE 6: 430, 472-473, 597

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<p>SL.K.11 Add drawings or other visual displays to verbal descriptions to provide additional detail.</p>	<p>TE 1: 31, 106, 133, 176, 283, 306, 353, 384, 401, 459 TE 2: 31, 49, 89, 147, 177, 189, 303, 347, 391, 449, 505 TE 3: 79, 105, 179, 205, 277, 289, 303, 329, 585 TE 4: 49, 203, 329, 347, 431, 449, 545, 579 TE 5: 102, 103, 235, 295, 309, 457, 589 TE 6: 79, 131, 347, 475, 545, 585</p>
<p>SL.K.12 Respond to multiple text types by reflecting, making meaning, and making connections.</p>	<p>MSB 1: 49, 129 MSB 2: 89, 129 MSB 3: 29 MSB 4: 109, 129 MSB 5: 49, 69, 129 MSB 6: 89, 129</p> <p>TE 1: 132, 174-175, 542, 586-587 TE 2: 328, 376-377, 530, 574-575 TE 3: 30, 76-77 TE 4: 430, 472-473, 526, 576-577 TE 5: 128, 180-181, 234, 280-281, 536, 586-587 TE 6: 328, 376-377, 526, 570-571</p>
<p>SL.K.13 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>MSB 1: 108–109 MSB 3: 28–29, 48–49, 88–89 MSB 6: 108–109</p> <p>TE 1: 152, 174–175, 334, 386–387, 440, 488–489 TE 2: 228, 274–275, 476–477 TE 3: 30, 76–77, 130, 176–177, 328, 374–375, 428, 472–473, 570–571 TE 4: 30, 72–73, 228, 274–275, 430, 526 TE 5: 30, 74–75, 128, 180–181, 438, 482–483, 536, 586–587 TE 6: 30, 31, 76–77, 328, 376–377, 430, 472–473</p> <p>Writing to Sources: Unit 2: 73–75</p>

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Oral Prayer	
<p>SL.K.13 Engage in daily spoken prayers while learning appropriate posture and eye contact.</p>	<p>To meet this objective, students can apply appropriate speaking and listening skills taught in Reading Street.</p> <p>TE 1: 152, 174–175, 334, 386–387, 440, 488–489</p> <p>TE 2: 228, 274–275, 476–477</p> <p>TE 3: 30, 76–77, 130, 176–177, 328, 374–375, 428, 472–473, 570–571</p> <p>TE 4: 30, 72–73, 228, 274–275, 430, 526</p> <p>TE 5: 30, 74–75, 128, 180–181, 438, 482–483, 536, 586–587</p> <p>TE 6: 30, 31, 76–77, 328, 376–377, 430, 472–473</p>

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

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L.K.1c Form regular plural nouns orally by adding /s/ or /es/.	TE 2: 28, 31, 45, 72, 86, 100, 172, 177 TE 5: 332, 349, 396, 410, 436, 480, 494, 508, 584
L.K.1d Understand and use question words (interrogatives).	TE 2: 404 TE 3: 571 TE 4: 545 TE 5: 28, 45, 74–75, 86, 100, 178 TE 6: 326, 343, 388, 402, 470
L.K.1e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	TE 1: 309 TE 3: 205, 247, 248, 288 TE 5: 232, 249, 292, 306, 382 TE 6: 128, 145, 186, 200, 272
L.K.1f Produce and expand complete sentences in shared language activities.	TE 3: 524, 541, 572, 573, 582, 596, 599 TE 4: 28, 45, 70, 84, 98, 124, 127, 141, 172, 186, 200, 226, 229, 243, 272, 286, 289, 300, 326, 329, 343, 374, 388, 391, 402, 470 TE 5: 183, 436, 453, 494, 508, 584 TE 6: 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 527, 541, 568, 582, 596
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.K.2a Capitalize the first word in a sentence and the pronoun <i>I</i> .	TE 3: 524, 541, 582, 583, 596 TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602 TE 5: 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278 TE 6: 28, 45, 88, 102, 172, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596
L.K.2b Recognize and name end punctuation.	TE 3: 524, 541, 582, 596 TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 379, 388, 402, 428, 445, 470, 484, 498, 574 TE 5: 28, 45, 86, 100, 126, 143, 178, 192, 206, 278 TE 6: 226, 243, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596

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L.K.2c Write a letter or letters for all consonant and short-vowel sounds (phonemes).	TE 2: 182, 282, 384, 484, 582 TE 3: 84, 184, 282, 382, 480, 578 TE 4: 80, 182, 282, 384, 480, 584 TE 5: 82, 188, 288, 392, 490 TE 6: 84, 182, 282, 384, 480, 578
L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	TE 2: 182, 282, 384, 484, 582 TE 3: 84, 179, 184, 191, 282, 347, 382, 480, 578 TE 4: 80, 87, 182, 282, 384, 480, 584 TE 5: 82, 188, 288, 392, 490, 594 TE 6: 84, 182, 189, 282, 289, 379, 384, 480, 578, 585, 599
Vocabulary Acquisitions and Use	
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content as well as through oral language contexts.	
L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).	TE 1: 179, 355 TE 2: 79, 149, 179, 231, 381, 451, 481 TE 3: 33, 81, 279, 547 TE 4: 51, 279, 477, 547 TE 5: 33, 237, 337, 389 TE 6: 133, 179, 231, 249, 279
L.K.4b Use picture clues, predictions, and other people to help recognize words.	Objective is met throughout Reading Street . Refer to the following examples: TE 1: 24, 87, 126, 158, 222, 289, 344, 395, 434, 450, 536, 568 TE 2: 40, 56, 122, 183, 238, 254, 322, 354, 424, 440, 540, 556 TE 3: 24, 56, 124, 140, 240, 256, 322, 354, 422, 481, 520, 552 TE 4: 40, 81, 120, 136, 222, 283, 338, 354, 440, 456, 520, 536 TE 5: 24, 56, 122, 138, 244, 260, 344, 360, 448, 491, 530, 562 TE 6: 40, 56, 124, 156, 238, 254, 322, 338, 440, 456, 520, 536
L.K.4c Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	TE 1: 243, 438 TE 2: 28, 45, 86, 100, 488 TE 3: 128, 145, 188, 202, 228, 231, 245, 272, 286, 300, 372, 377 TE 4: 147, 179 TE 5: 332, 349, 396, 410, 480 TE 6: 74

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

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

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