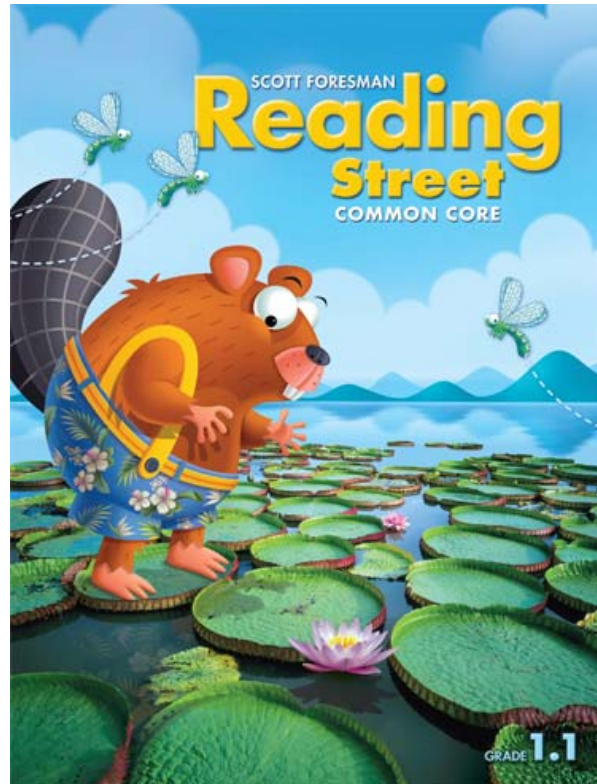


A Correlation of  
**Scott Foresman  
Reading Street  
Grade 1**  
©2013



To the  
**Minnesota Academic Standards  
for Language Arts  
Grade 1**

# A Correlation of Scott Foresman Reading Street, Grade 1 ©2013 to the 2010 Minnesota Academic Standards-English Language Arts, Grade 1

## INTRODUCTION

This document demonstrates how **Scott Foresman Reading Street Common Core**, © 2013 meets the *Minnesota Academic Standards for English Language Arts* (2010). The Minnesota standards consist of the Common Core State Standards (shown in plain font) plus **Minnesota's additions (shown in bold font)**. Correlation references are to Student Edition and the Teacher's Edition and are cited by unit and page number. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages. Page references to *Writing to Sources* are also included.

**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 are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

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

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 **Scott Foresman Reading Street Common Core**. 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 Common Core** 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 Common Core 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 Common Core** 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 Common Core** echoes the same easy manageable organization as print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment 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. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn!

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2010 Minnesota Academic Standards- English Language Arts, Grade 1	Scott Foresman Reading Street Grade 1, ©2013
<b>Reading Benchmarks: Literature K-5 (Common Core Reading Standards for Literature K-5) [RL]</b>	
<b>Grade 1 students:</b>	
<b>Key Ideas and Details</b>	
1.1.1.1 Ask and answer questions about key details in a text.	<p><b>SE R:</b> EI•13, 28, 54, 80, 106, 132, 158  <b>SE 1:</b> 30, 58, 84, 112, 138  <b>SE 2:</b> 34, 66, 128  <b>SE 3:</b> 34, 74, 81, 115, 142, 208  <b>SE 4:</b> 44, 78, 182, 218  <b>SE 5:</b> 40, 78, 120, 232</p> <p><b>TE R:</b> 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  <b>TE 1:</b> 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  <b>TE 2:</b> 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  <b>TE 3:</b> 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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<b>2010 Minnesota Academic Standards- English Language Arts, Grade 1</b>	<b>Scott Foresman Reading Street Grade 1, ©2013</b>
<p><b>(Continued)</b> 1.1.1.1 Ask and answer questions about key details in a text.</p>	<p><b>(Continued)</b> <b>TE 4:</b> 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 <b>TE 5:</b> 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><b>Writing to Sources:</b> <b>Unit R:</b> 30–31, 32 <b>Unit 1:</b> 66–67, 68 <b>Unit 3:</b> 136–137, 138–139</p>

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<b>2010 Minnesota Academic Standards- English Language Arts, Grade 1</b>	<b>Scott Foresman Reading Street Grade 1, ©2013</b>
<p>1.1.2.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p><b>SE R:</b> 28, 54, 80, 106, 132, 145e, 158  <b>SE 1:</b> 30, 58, 84, 138  <b>SE 2:</b> 34, 66, 128  <b>SE 3:</b> 34, 74, 142, 208  <b>SE 4:</b> 44, 78, 182, 218  <b>SE 5:</b> 40, 78, 232</p> <p><b>TE R:</b> 28–29a, 54–55a, 80–81a, 106–107a, 126–127, 132–133a, 158–159a  <b>TE 1:</b> 30–31a, 52–53, 58–59a, 84–85a, 138–139a  <b>TE 2:</b> 34–35a, 66–67a, 128–129a  <b>TE 3:</b> 20b, 22–23, 30–31, 33b, 34–35a, 74–75a, 117c, 142–143a, 207a, 208–209a  <b>TE 4:</b> 44–45a, 57a, 60c, 78–79a, 159a, 180–181, 182–183a, 189c, 218–219a  <b>TE 5:</b> 38–39, 40h, 40–41a, 78–79a, 207a–207b, 210b–210c, 226–227, 230–231, 231a, 222–233a, 241c</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 14–15, 22–23  <b>Unit 1:</b> 42–43, 46–47, 50–51  <b>Unit 2:</b> 90–91</p>

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<b>2010 Minnesota Academic Standards- English Language Arts, Grade 1</b>	<b>Scott Foresman Reading Street Grade 1, ©2013</b>
<p>1.1.3.3 Describe characters, settings, and major events in a story, using key details.</p>	<p><b>SE R:</b> 28, 33, 137  <b>SE 1:</b> 30, 58, 117  <b>SE 4:</b> 83–85  <b>SE 5:</b> 40, 45, 83–87</p> <p><b>TE R:</b> 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  <b>TE 1:</b> 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  <b>TE 2:</b> 17a, 20b, 24–25, 26–27, 28–29, 33a, 33b, 34–35, 49a, 54–55, 60–61, 62–63, 64–65, 65a, 65b, 66h, 67a, 109a, 112b, 114–115, 118–119, 120–121, 122–123, 124–125, 127a, 128h, 128–129, 137c  <b>TE 3:</b> 17a–17b, 28–29, 30–31, 33b, 34–35a, 43b, 43c, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 73b, 74h, 74–75a, 112–113, 114–115, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141a–141b, 142h, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 207a, 208h  <b>TE 4:</b> 17a, 22–23, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 40–41, 43a, 57a, 64–65, 66–67, 68–69, 70–71, 74–75, 76–77, 77a, 82i, 82–83, 84–85, 162b, 164–165, 166–167, 170–171, 174–175, 176–177, 178–179, 181a, 182h, 189b–189c, 195a, 198–199, 200–201, 204–205, 206–207, 208–209, 210–211, 214–215, 216–217, 218h, 227b–227c</p>

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<p><b>(Continued)</b> 1.1.3.3 Describe characters, settings, and major events in a story, using key details.</p>	<p><b>(Continued)</b> <b>TE 5:</b> 17a, 22–23, 26–27, 30–31, 32–33, 36–37, 38–39, 39a, 40–41, 41a, 44i, 44–45, 46–47, 51b, 57a–57b, 62–63, 64–65, 68–69, 74–75, 76–77, 77b, 82i, 82–83, 84–85, 86–87, 87a, 89c, 207a–207b, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 224–225, 226–227, 230–231, 231a, 232h</p> <p><b>Writing to Sources:</b> <b>Unit R:</b> 6–7, 10–11, 14–15, 18–19, 22–23, 28–29, 30–31, 32, 33–35, 36 <b>Unit 1:</b> 42–43, 46–47, 50–51, 58–59, 62–63, 66–67, 68, 69–71, 72, 73–75 <b>Unit 2:</b> 78–79, 82–83 <b>Unit 3:</b> 142–145 <b>Unit 4:</b> 154–155, 166–167 <b>Unit 5:</b> 186–187, 190–191, 194–195</p>
<b>Craft and Structure</b>	
<p>1.1.4.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p><b>SE 3:</b> 213 <b>SE 4:</b> 224 <b>SE 5:</b> 80–81, 239</p> <p><b>TE 1:</b> 17a, 137b <b>TE 3:</b> 73d–73e, 115a, 198–199, 212i–213, 217c <b>TE 4:</b> 43a, 113b, 168–169, 217a, 222–223, 224–225 <b>TE 5:</b> 80–81, 210–211, 218–219, 236i, 236–237, 238–239</p>



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1.1.5.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<p><b>SE 1:</b> 116–117, 168–169  <b>SE 3:</b> 78–81, 110–115, 212–215  <b>SE 5:</b> 45</p> <p><b>TE R:</b> 69c, 91d, 93a, 95c, 100–101, 121c, 162–163, 168–169  <b>TE 1:</b> 90–91, 116i, 116–117  <b>TE 2:</b> 127a, 137c  <b>TE 3:</b> 38i, 105b, 173a, 215c  <b>TE 4:</b> 109a, 143a  <b>TE 5:</b> 44i, 201c, 231b</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 52–53, 56–57  <b>Unit 3:</b> 128–129  <b>Unit 5:</b> 196–197</p>
1.1.6.6 Identify who is telling the story at various points in a text.	<p><b>TE 1:</b> 22–23  <b>TE 2:</b> 58–59  <b>TE 3:</b> 73b, 143b, 207a, 207b, 209b, 212i  <b>TE 4:</b> 36–37, 45b, 62–63, 109b, 219b  <b>TE 5:</b> 121b</p>
<b>Integration of Knowledge and Ideas</b>	
1.1.7.7 Use illustrations and details in a story to describe its characters, setting, or events.	<p><b>SE R:</b> 32–33  <b>SE 1:</b> 62–63  <b>SE 3:</b> 76, 79–81, 142  <b>SE 5:</b> 82–85</p> <p><b>TE R:</b> 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  <b>TE 1:</b> 20–21, 24–25, 34i, 46–47, 50–51, 62i, 62–63, 74b, 74–75, 78–79, 82–83, 128–129, 136–137  <b>TE 2:</b> 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  <b>TE 3:</b> 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</p>

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<p><b>(Continued)</b> 1.1.7.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p><b>(Continued)</b> <b>TE 4:</b> 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 <b>TE 5:</b> 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><b>Writing to Sources:</b> <b>Unit R:</b> 6–7, 10–11, 14–15, 18–19, 22–23, 26–27, 28–29, 30–31, 32, 33–35, 36 <b>Unit 1:</b> 42–43, 46–47, 50–51, 58–59, 62–63, 66–67, 68, 69–71, 72, 73–75 <b>Unit 2:</b> 78–79, 82–83 <b>Unit 3:</b> 118–119, 142–145 <b>Unit 4:</b> 154–155, 166–167 <b>Unit 5:</b> 186–187, 190–191, 194–195</p>
<p>1.1.8.8 (Not applicable to literature)</p>	<p>Not applicable according to the Minnesota Academic Standards for English Language Arts</p>

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<p>1.1.9.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p><b>SE 1:</b> 35, 58, 91, 117, 143, 169  <b>SE 2:</b> 41, 65b  <b>SE 3:</b> 74, 81, 115  <b>SE 4:</b> 85  <b>SE 5:</b> 49, 87</p> <p><b>TE 1:</b> 29b, 34–35a, 58–59, 65c, 90–91, 116–117a, 142–143a, 168–169a  <b>TE 2:</b> 40–41, 65b, 201b  <b>TE 3:</b> 49a–49b, 64–65, 68–69, 73a, 78–79, 80–81, 115a, 141a–141b, 208h  <b>TE 4:</b> 77a, 82–83, 84–85  <b>TE 5:</b> 28–29, 34–35, 44–45, 48–49, 49a, 84–85, 86–87, 87a</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 8–9  <b>Unit 1:</b> 44–45, 48–49  <b>Unit 3:</b> 120–121, 124–125, 126–127  <b>Unit 5:</b> 188–189, 192–193</p>
<b>Range of Reading and Level of Text Complexity</b>	
<p>1.1.10.10 With prompting and support, read prose and poetry of appropriate complexity for grade <b>1 as well as select texts for personal enjoyment, interest, and academic tasks.</b></p>	<p><b>SE R:</b> 107  <b>SE 1:</b> 31, 37, 59, 65, 85, 93, 113, 139  <b>SE 2:</b> 35, 67, 129, 161  <b>SE 3:</b> 35, 75, 143  <b>SE 4:</b> 45, 79, 111, 183, 219  <b>SE 5:</b> 41, 79, 195, 233</p> <p><b>TE R:</b> 18b, 29a, 32i, 44b, 62i, 70b, 88i, 114i, 122b, 133a, 148b, 162i  <b>TE 1:</b> 20c, 20–21, 22–23, 24–25, 26–27, 28–29, 34–35, 36–37a, 38i, 46c, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 62i, 62–63a, 64–65a, 66i, 74c, 85b, 91a, 92–93a, 94i, 116i, 128c, 168i, 168–169, 171c  <b>TE 2:</b> 20c, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 44i, 52b, 104i, 138i, 198i  <b>TE 3:</b> 20c, 44i, 52c, 74h, 84i, 126c, 190c, 212i–213, 214–215, 217c  <b>TE 4:</b> 20c, 52i, 60c, 88i, 113b, 128c, 190i, 198c, 222i, 222–223, 224–225  <b>TE 5:</b> 20c, 52i, 60c, 90i, 130i, 166i, 236i, 236–237, 238–239</p>

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2010 Minnesota Academic Standards- English Language Arts, Grade 1	Scott Foresman Reading Street Grade 1, ©2013
<b>Reading Benchmarks: Informational Text K–5 (Common Core Reading Standards for Informational Text K-5) [RI]</b>	
<b>Key Ideas and Details</b>	
1.2.1.1 Ask and answer questions about key details in a text.	<p><b>SE R:</b> 58, 137  <b>SE 1:</b> 112, 164  <b>SE 2:</b> EI•13, 70–71, 72–73, 74–75, 96, 133, 134–135, 160, 178b, 182–183, 190–191, 193a, 194  <b>SE 3:</b> 39–41, 106, 147, 174  <b>SE 4:</b> 110, 114–117, 144  <b>SE 5:</b> 124–127, 156, 194</p> <p><b>TE R:</b> 84–85, 136i, 136–137  <b>TE 1:</b> 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  <b>TE 2:</b> 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  <b>TE 3:</b> 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  <b>TE 4:</b> 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  <b>TE 5:</b> 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>

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<b>(Continued)</b> 1.2.1.1 Ask and answer questions about key details in a text.	<b>(Continued)</b> <b>Writing to Sources:</b> <b>Unit 2:</b> 102–103, 104 <b>Unit 4:</b> 174–175, 176–177 <b>Unit 5:</b> 210–211, 212–213
1.2.2.2 Identify the main topic and retell key details of a text.	<b>SE 1:</b> 112, 164 <b>SE 2:</b> 96, 135, 160, 194 <b>SE 4:</b> 110, 144 <b>SE 5:</b> 120, 156, 163, 194  <b>TE 1:</b> 99a, 102b, 104–105, 106–107, 108–109, 111a, 112–113a, 142–143a, 163a, 164h, 165a <b>TE 2:</b> 75a, 86b, 90–91, 96h, 96–97, 97a, 103b, 132i, 143a, 152–153, 159b, 160–161a, 169b, 186–187, 190–191, 194–195a <b>TE 3:</b> 38–39, 105a, 175a <b>TE 4:</b> 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 <b>TE 5:</b> 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
1.2.3.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>SE 1:</b> 143 <b>SE 2:</b> EI•4, 194  <b>TE 1:</b> 142–143 <b>TE 2:</b> 146–147, 148–149, 152–153, 160h, 175a, 178b–178c, 180–181, 182–183, 184–185, 186–187, 193a <b>TE 3:</b> 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 <b>TE 4:</b> 104–105, 108–109, 109a, 132–133, 136–137, 144h <b>TE 5:</b> 95a–95b, 100–101, 102–103, 114–115, 116–117, 118–119, 129b, 152–153, 156h, 171a–171b, 184–185

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<b>Craft and Structure</b>	
1.2.4.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>TE 2:</b> 72–73, 74–75, 178b <b>TE 3:</b> 92b <b>TE 4:</b> 128b, 134–135, 138–139, 140–141 <b>TE 5:</b> 112–113, 178–179, 186–187, 188–189, 190–191
1.2.5.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<b>SE R:</b> 85 <b>SE 1:</b> 88–91 <b>SE 2:</b> 164–167 <b>SE 3:</b> 178–179 <b>SE 5:</b> 194, 198–199  <b>TE R:</b> 31b, 57b, 58i, 84i, 85 <b>TE 1:</b> 33c, 83g, 87c, 88i, 88–91, 154b <b>TE 2:</b> 33g, 37c, 38i, 43c, 77c, 95g, 159g, 164i, 164–165, 166–167, 169c, 193f <b>TE 3:</b> 73g, 109c, 141f, 145c, 170–171, 178i–179, 179a, 207g <b>TE 4:</b> 48i, 48–49, 96–97, 143f, 181f, 186i, 186–187, 187a <b>TE 5:</b> 81c, 119g, 123b–123c, 155b, 155g, 165c, 176–177, 182–183, 186–187, 193f, 194–195, 195a, 197c, 198i, 198–199, 199a, 231g  <b>Writing to Sources:</b> <b>Unit 2:</b> 88–89 <b>Unit 3:</b> 132–133 <b>Unit 4:</b> 164–165

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1.2.6.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<p><b>SE R:</b> 58–59, 110–111  <b>SE 1:</b> 88–91, 142–143  <b>SE 2:</b> 72–73  <b>SE 5:</b> 162, 198–199</p> <p><b>TE R:</b> 58–59, 110i, 110–111  <b>TE 1:</b> 88i, 88–91, 93c, 110–111, 142i, 160–161  <b>TE 2:</b> 70i, 70–71, 72–73, 74–75, 94–95  <b>TE 3:</b> 96–97, 98–99, 149c  <b>TE 4:</b> 96–99, 119c, 138–139, 148i, 148–149  <b>TE 5:</b> 102–103, 129c, 146–147, 150–151, 155b, 160i, 162–163, 165c, 198i, 198–199, 199a</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 88–89, 102–103, 104  <b>Unit 5:</b> 198–199</p>
<b>Integration of Knowledge and Ideas</b>	
1.2.7.7 Use the illustrations and details in a text to describe its key ideas.	<p><b>SE R:</b> 58–59, 84–85, 110–111, 136–137  <b>SE 1:</b> 88–91  <b>SE 2:</b> 70–75, 100–101, 164–167  <b>SE 3:</b> 146–147  <b>SE 4:</b> 48–49, 148–149, 150–151  <b>SE 5:</b> 124–125, 126–127, 160–163, 198–199</p> <p><b>TE R:</b> 58c, 58–59, 84i, 84–85, 109b, 110i, 110–111, 136–137  <b>TE 1:</b> 87c, 88i, 88–91, 93c, 102–103, 106–107, 111a, 111b, 154–155, 158–159  <b>TE 2:</b> 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  <b>TE 3:</b> 92–93, 105a, 106–107, 141f, 146–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 181c  <b>TE 4:</b> 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</p>

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<p><b>(Continued)</b> 1.2.7.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p><b>(Continued)</b> <b>TE 5:</b> 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><b>Writing to Sources:</b> <b>Unit 1:</b> 54–55 <b>Unit 2:</b> 86–87, 102–103, 104 <b>Unit 4:</b> 158–159, 162–163</p>
<p>1.2.8.8 Identify the reasons an author gives to support points in a text.</p>	<p><b>SE 1:</b> 164 <b>SE 2:</b> 75, 96, 160</p> <p><b>TE 1:</b> 164, 171b <b>TE 2:</b> 70i, 74–75, 96–97, 97a, 103b, 132–133, 143a, 148–149, 154–155, 161a, 164–165, 169b, 194h</p>
<p>1.2.9.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>SE 1:</b> 91 <b>SE 2:</b> 135, 167, 199 <b>SE 3:</b> 41, 105b, 115, 215 <b>SE 4:</b> 117 <b>SE 5:</b> 162–163</p> <p><b>TE 1:</b> 90–91, 163b <b>TE 2:</b> 132i, 134–135, 164i, 166–167, 198–199, 199a <b>TE 3:</b> 115a, 147a <b>TE 4:</b> 116–117 <b>TE 5:</b> 162–163, 190–191</p> <p><b>Writing to Sources:</b> <b>Unit 2:</b> 88–89, 96–97 <b>Unit 4:</b> 160–161 <b>Unit 5:</b> 200–201, 204–205, 214–217, 218–219</p>



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<b>Range of Reading and Level of Text Complexity</b>	
<p>1.2.10.10 With prompting and support, read informational texts appropriately complex for grade 1, <b>as well as select texts for personal enjoyment, interest, and academic tasks.</b></p>	<p><b>SE R:</b> 58–59, 84–85  <b>SE 1:</b> 102–111, 154–163  <b>SE 2:</b> 86–95, 97, 146–159, 178–193, 195  <b>SE 3:</b> 92–105, 107, 158–173, 175, 209  <b>SE 4:</b> 96–109, 128–143, 145  <b>SE 5:</b> 98–119, 121, 138–155, 157, 174–193</p> <p><b>TE R:</b> 12i, 36i, 58i, 84i, 88i, 140i  <b>TE 1:</b> 12i, 38i, 66i, 102c, 102–111, 120i, 154b–154c, 154–163, 164h  <b>TE 2:</b> 12i, 38i, 38–41, 78i, 86c, 86–95, 146c, 146–159, 170i, 178–193  <b>TE 3:</b> 12i, 92c, 92–105, 118i, 149c, 150i, 158c, 158–173, 182i  <b>TE 4:</b> 12i, 96c, 96–109, 120i, 128c, 128–143, 154i, 202i  <b>TE 5:</b> 98c, 98–119, 138c, 138–155, 174–193</p>

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<b>Reading Benchmarks: Foundational Skills K-5 (Common Core Reading Standards: Foundational Skills (K–5) [RF])</b>	
<b>Print Concepts</b>	
1.3.0.1 Demonstrate understanding of the organization and basic features of print.	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<b>TE R:</b> 91f, 91h, 93b, 94i, 117h, 143f, 144c, 145b, 146c, 146i, 146o, 162c <b>TE 1:</b> 17c, 29c, 32a, 35c, 37g, 99c, 111c, 114a, 117c, 119g, 125c, 137c, 140a, 143c, 145g, 151c, 163c, 166a, 169c, 171g <b>TE 5:</b> 17c, 49c
<b>Phonological Awareness</b>	
1.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Distinguish long from short vowel sounds in spoken single-syllable words.	<b>SE 1:</b> 14 <b>SE 2:</b> 46, 80, 106, 140, 172 <b>SE 4:</b> 14, 54  <b>TE 1:</b> 14–15, 15a <b>TE 2:</b> 46–47, 76c, 80–81, 102c, 106–107, 136c, 140–141, 141a, 164c–164d, 168c, 172–173, 173a, 200c <b>TE 4:</b> 14–15, 15a, 54–55, 55a
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<b>SE R:</b> 68, 116, 120, 142 <b>SE 1:</b> 14, 40, 68, 122, 124, 148 <b>SE 3:</b> 18, 46, 86, 188 <b>SE 4:</b> 14, 54, 90, 122, 156, 192 <b>SE 5:</b> 14, 96, 204  <b>TE R:</b> 16p, 32d, 42p, 58d, 68p, 68, 110d, 120p, 146p <b>TE 1:</b> 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 <b>TE 2:</b> 14–15, 15a, 18c, 34c, 38c 42c, 50c, 70c, 84c, 110c, 140–141, 141a, 172–173, 173a, 176c <b>TE 3:</b> 14–15, 18c, 34c, 38c, 42c, 46–47, 74c, 82c, 86–87, 90c, 106c, 110c, 116c, 124c, 142c, 174c, 178c <b>TE 4:</b> 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

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<p><b>(Continued)</b> b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p><b>(Continued)</b> <b>TE 5:</b> 14–15, 15a, 54–55, 55a, 58c, 78c, 124c, 132–133, 133a, 156c, 160c, 164c, 168–169, 169a, 204–205, 205a, 208c</p>
<p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p><b>SE R:</b> 14–15, 16–17, 38–39, 64–65, 90–91, 116–117, 120–121, 142–143  <b>SE 1:</b> 14, 40, 68, 96, 122, 148  <b>SE 2:</b> 14, 46, 80, 140, 172  <b>SE 3:</b> 86, 120, 152, 184  <b>SE 4:</b> 14, 54, 90, 156, 192  <b>SE 5:</b> 92</p> <p><b>TE R:</b> 14–15, 15a, 15m, 16d, 16q–16r, 38–39a, 40d, 42p, 64–65a, 66d, 84d, 90–91a, 92d, 116–117, 118d, 120–121, 144d  <b>TE 1:</b> 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  <b>TE 2:</b> 14–15, 15a, 47a, 50d, 80–81, 81a, 100c, 128c–128d, 132c–132d, 140–141, 141a, 164c–164d, 172–173, 173a, 198c–198d  <b>TE 3:</b> 38c, 86–87, 90c, 116c, 120–121, 124c, 142c, 152–153, 156c, 188c, 208c  <b>TE 4:</b> 14–15, 15a, 18c, 48c–48d, 50c, 54–55, 55a, 78c, 82c, 86c, 90–91, 91a, 94c, 110c, 114c, 118c, 156–157, 182c  <b>TE 5:</b> 78c, 82c, 88c, 92–93, 93a, 120c, 164c, 240c</p>

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<p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><b>SE 1:</b> 40  <b>SE 2:</b> 14, 106  <b>SE 3:</b> 14, 86, 152, 184  <b>SE 4:</b> 14, 90, 122, 156, 192  <b>SE 5:</b> 14, 54, 92, 132, 168, 204</p> <p><b>TE R:</b> 16p, 42p, 68p, 94p, 146p, 162d  <b>TE 1:</b> 41a, 44c–44d, 62c–62d, 64c, 69a, 92c, 122–123, 123a, 126c–126d  <b>TE 2:</b> 14–15, 15a, 18c, 106–107, 107a, 110c, 132c, 200c  <b>TE 3:</b> 15a, 18c, 50c, 86–87, 90c, 110c, 152–153, 156c, 178c, 184–185, 188c, 212c  <b>TE 4:</b> 14–15, 18c, 94c, 122–123, 126c, 152c, 156–157, 160c, 186c, 188c, 192–193, 196c  <b>TE 5:</b> 14–15, 18c, 54–55, 92–93, 96c, 132–133, 136c, 168–169, 204–205, 205a, 208c</p>
<b>Phonics and Word Recognition</b>	
1.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>a. Know the spelling-sound correspondences for common consonant digraphs, <b>and initial and final consonant blends.</b></p>	<p><b>SE 1:</b> 18, 126, 152  <b>SE 2:</b> 16, 84, 94  <b>SE 3:</b> 48</p> <p><b>TE 1:</b> 18d–19a, 30d–30e, 36c, 37d–37e, 62d, 62g, 126d–127a, 127b–127c, 138d–138e, 142e–142f, 144c, 152d–153a, 153b–153c, 164d–164f, 168d–168f, 170c  <b>TE 2:</b> 15a, 16–16a, 16b–16c, 19d, 34c, 34e, 38d, 38e–38f, 42c, 43d, 70d, 70g, 84d, 84–85a, 96d, 96e, 100e–100f, 102c, 103d, 132d  <b>TE 3:</b> 47a, 48, 48a, 48b–48c, 51d, 74d, 110g  <b>TE 4:</b> 94d–95a, 95b–95c, 110d–110e, 114e–114f, 118c, 148d</p>

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b. Decode regularly spelled one-syllable words.	<p><b>SE R:</b> 16, 42, 66, 68, 92, 94, 118, 120, 144  <b>SE 1:</b> 16, 18, 42, 44, 70, 72, 98, 124, 126, 150, 152  <b>SE 2:</b> 16, 18, 48, 50, 82, 84, 108, 110, 142, 144, 174  <b>SE 3:</b> 16, 18, 48, 90, 124, 154  <b>SE 4:</b> 16, 56, 92, 94, 124, 126, 160, 196  <b>SE 5:</b> 94, 96, 134, 170, 208</p> <p><b>TE R:</b> 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  <b>TE 1:</b> 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  <b>TE 2:</b> 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  <b>TE 3:</b> 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  <b>TE 4:</b> 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</p>

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<p><b>(Continued)</b> b. Decode regularly spelled one-syllable words.</p>	<p><b>(Continued)</b> <b>TE 5:</b> 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>
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p><b>SE 2:</b> 48, 50, 82, 108, 111, 142, 174, 176 <b>SE 4:</b> 16, 56, 92, 94, 124 <b>SE 5:</b> 56</p> <p><b>TE 2:</b> 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</p> <p><b>TE 3:</b> 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 38d, 38e–38f, 78d</p> <p><b>TE 4:</b> 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</p> <p><b>TE 5:</b> 44g, 56–56a, 78d, 78e</p>
<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p><b>SE 2:</b> 176</p> <p><b>TE R:</b> 68d, 136d, 146d <b>TE 1:</b> 112c <b>TE 2:</b> 176c, 176d, 176, 177a, 200c <b>TE 3:</b> 110c, 146c, 178c <b>TE 4:</b> 148c, 152c, 186c, 188c, 222c, 226c <b>TE 5:</b> 58d, 58–59a, 96c</p>

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

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<p>g. Recognize and read grade-appropriate irregularly spelled words, <b>including high-frequency words.</b></p>	<p><b>SE R:</b> 17, 41, 43, 69, 93, 95, 119, 121, 145, 147  <b>SE 1:</b> 17, 19, 43, 45, 71, 73, 99, 101, 125, 127, 150–151, 152–153</p> <p><b>TE R:</b> 16h, 16l, 17a–17b, 17, 32e–32f, 32g–32h, 35b, 41, 42h, 43b–43c, 43, 58e–58f, 58g–58h, 61b, 67, 68h, 69a–69b, 69, 84e–84f, 84g–84h, 87b, 93, 94h, 95a–95b, 95, 110e–110f, 110g–110h, 113b, 119, 120h, 121a–121b, 121, 130–131, 136e–136f, 136g–136h, 139b, 145, 146h, 147a–147b, 147, 162e–162f, 162g–162h, 165b</p> <p><b>TE 1:</b> 16b–16c, 17, 19b–19c, 19, 29g, 30g, 34e–34f, 37b, 37d–37e, 42b–42c, 43, 45b–45c, 45, 58g, 62e–62f, 65b, 65e, 70b–70c, 71, 73b, 73, 84g, 88e–88f, 93b, 93d–93e, 99, 101b, 101, 104–105, 112g, 119, 119b, 119d–119e, 120h, 121, 124b–124c, 125, 127b, 127, 130–131, 138g, 142e, 145, 145b, 145d–145e, 150b, 151, 153b, 153, 163g, 164g, 168e–168f, 171b, 171d–171e</p> <p><b>TE 2:</b> 16b–16c, 17, 19b–19c, 19, 24–25, 28–29, 34g, 38e, 38f, 43b, 43d, 48b–48c, 49, 51b–51c, 51, 66g, 70e–70f, 77b, 77d, 82b–82c, 83, 85b, 85, 96g, 100e–100f, 100g, 103b, 103d, 108b, 108c, 108d, 109, 111b–111c, 111, 120–121, 128g, 132e, 132f, 132g, 137b, 137d, 142b–142c, 142d–143, 145b–145c, 145, 154–155, 156–157, 160g, 164e, 164g, 169b, 169d–169e, 174b–174c, 175, 177b–177c, 194g, 198e–198f, 198g–198h, 201b, 201d–201e</p> <p><b>TE 3:</b> 16b–16c, 17, 19b–19c, 19, 28–29, 34g, 38e, 38g, 43b, 43d–43e, 48b–48c, 49, 51b–51c, 51, 52a, 74g, 78e–78f, 78g, 83b, 83d–83e, 88b–88c, 89, 91b–91c, 91, 94–95, 105g, 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, 174g, 178e–178f, 181b, 181d–181f, 186b–186c, 186d, 187, 189b–189c, 189, 208g, 212e–212f, 212g, 217b, 217d–217f</p>



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<p><b>(Continued)</b> g. Recognize and read grade-appropriate irregularly spelled words, <b>including high-frequency words.</b></p>	<p><b>(Continued)</b> <b>TE 4:</b> 16b–16c, 17, 19b–19c, 19, 44g, 48e–48f, 48g, 51b, 51d–51e, 56b–56c, 57, 59b–59c, 59, 78g, 82e–82f, 82g, 87b, 87d–87e, 92b, 92c, 93, 95b–95c, 95, 110g, 114e–114f, 119b, 119d–119e, 124b–124c, 125, 127, 127b–127c, 144g, 148e–148f, 148g, 153b, 153d–153e, 158b–158c, 159, 161b–161c, 161, 166–167, 182e, 182g, 186e–186f, 186g, 189b, 189d–189e, 194b–194c, 195, 197b–197c, 197, 218g, 222e, 222f, 222g, 227b, 227d–227e <b>TE 5:</b> 16b–16c, 17, 19b–19c, 19, 40g, 44e–44f, 44g, 51b, 51d–51e, 56b–56c, 57, 59b, 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, 142–143, 156e, 156g, 160e–160f, 165b, 165d–165e, 170b–170c, 171, 173b–173c, 173, 194e, 194g, 198e, 198f, 201b, 201d–201e, 206b–206c, 207, 209b–209c, 209, 232e, 232g, 236e–36f, 241b, 241d–241e</p>
<b>Fluency</b>	
1.3.0.4 Read with sufficient accuracy and fluency to support comprehension.	
<p>a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.</p>	<p><b>TE R:</b> 18a, 27a, 44a, 53a, 70a–79a, 96a–105a, 122a–131a, 148a, 157b <b>TE 1:</b> 20b–29a, 46b–57a, 74–83a, 102b–111a, 128b–137a, 154b–163a <b>TE 2:</b> 20b–33a, 52b–65a, 86b–95a, 112b–127a, 146b–159a, 178b–193a <b>TE 3:</b> 20b–33a, 52b–73a, 92b–105a, 126b–141a, 158b–173a, 190b–207a <b>TE 4:</b> 20b–43a, 60b–77a, 96b–109a, 128b–143a, 162b–181a, 198b–217a <b>TE 5:</b> 20b–39a, 60b–77a, 98b–119a, 138b–155a, 174b–193a, 210b–231a</p>

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<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>Appropriate Phrasing:</b>  <b>SE 1:</b> 65, 145, 171  <b>SE 2:</b> 77, 103, 169  <b>SE 3:</b> 83, 117  <b>SE 5:</b> 51, 89, 241</p> <p><b>Expression and Intonation:</b>  <b>SE 3:</b> 149, 181, 217  <b>SE 4:</b> 51, 119, 153, 227</p> <p><b>TE 1:</b> 45c, 45, 59b, 63b, 65a, 85b, 91a, 113b, 117b, 119a, 139b, 143b, 145a, 165b, 171a  <b>TE 2:</b> 35b, 67b, 75b, 77a, 97b, 101b, 102–103a, 129b, 135a, 137a, 161b, 167a, 169a, 195b, 199b, 201a  <b>TE 3:</b> 35b, 41a, 43a, 75b, 81a, 82–83, 107b, 115b, 117a, 143b, 145b, 149a, 175b, 179b, 181a, 209b, 215a, 217a  <b>TE 4:</b> 45b, 49b, 51a, 79b, 85a, 87a, 111b, 113b, 117a, 119a, 145b, 151a, 153a, 187b, 219b, 225a, 227a  <b>TE 5:</b> 41b, 49b, 51a, 79b, 87b, 89a, 127a, 129a, 157b, 163a, 165a, 195b, 199b, 201a, 233b, 239a, 241a</p>
<p>c. Use context <b>and other cues (e.g., phonics, word recognition skills, prior knowledge)</b> to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>SE R:</b> 40, 42, 68  <b>SE 1:</b> 16, 18, 42, 44, 70, 72, 98, 100, 124, 126, 150, 152  <b>SE 2:</b> 16, 18, 48, 50, 82, 84, 108, 110, 142, 144, 169, 174, 176  <b>SE 3:</b> 16, 18, 48, 50, 88, 90, 122, 124, 154, 156, 186, 188, 217  <b>SE 4:</b> 16, 18, 56, 58, 92, 94, 124, 126, 153, 158, 160, 194, 196  <b>SE 5:</b> 16, 18, 165</p> <p><b>TE R:</b> 15a–15c, 15n–15p, 16e–16g, 16q–16s, 32e, SG•2–SG•4, SG•6–SG•7, SG•8–SG•12, SG•13–SG•14, SG•16–SG•17, 39a–39c, 40e–40g, 42e–42g, 42–43a, 58e, SG•20–SG•22, SG•24–SG•25, SG•26–SG•30, SG•31–SG•32, 65a–65c, 66e–66g, 68e–68g, 68q–68s, 84e, SG•38–SG•40, SG•42, SG•44–SG•49, SG•50, SG•52–SG•53, 91a–91c, 92e–92g, 94e–94g, 94q–94s, 110e, SG•56–SG•58, SG•60–SG•66, SG•67–SG•68, SG•70–SG•71, 117a–117c,</p>

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<p><b>(Continued)</b> c. Use context <b>and other cues (e.g., phonics, word recognition skills, prior knowledge)</b> to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>(Continued)</b> 118e–118g, 120e–120g, 120q–120s, 136e, SG•74–SG•76, SG•78–SG•84, SG•85–SG•86, SG•88–SG•89 <b>TE 1:</b> 15a–16a, 18d–19a, 30d–30e, 34d, 36c, SG•2–SG•3, SG•7–SG•9, SG•12, SG•14, 41a–42a, 44d–45a, 50–51, 58d–58e, 62d, 64c, SG•19–SG•20, SG•24–SG•26, SG•29, SG•31, 69a–70a, 72d–73a, 84d–84e, 88d, 92c, SG•36–SG•37, SG•41–SG•43, SG•46, SG•48, 97a–98a, 100d–101a, 112d–112e, 116d, 118c, SG•53–SG•54, SG•58–SG•60, SG•63, SG•65, 123a–124a, 126d–127a, 138d–138e, 142d, 144c, SG•70–SG•71, SG•75–SG•77, SG•80, SG•82, 149a–150a, 152d–153a, 164d–164e, 168d, 170c, SG•87–SG•88, SG•92–SG•94, SG•97, SG•99 <b>TE 2:</b> 15a–16a, 18d–19a, 34d–34e, 38c, 42c, SG•2–SG•3, SG•7–SG•9, SG•12, SG•14, 47a–48a, 50d–51a, 52b, 56–57, 66d–66e, 70d, 72–73, 74–75, 76c, SG•19–SG•20, SG•24–SG•26, SG•29, SG•31, 81a–82a, 84d–85a, 96d–96e, 100d, 102c, SG•36–SG•37, SG•41–SG•43, SG•46, SG•48, 107a–108a, 110d–111a, 120–121, 122–123, 128d–128e, 132d, 136c, SG•53–SG•54, SG•58–SG•60, SG•63, SG•65, 141a–142a, 144d–145a, 160d–160e, 164d, 168c, 169a, SG•70–SG•71, SG•75–SG•77, SG•80, SG•82, 173a–174a, 176d–177a, 194d–194e, 196–197, 198d, 200c, 206–207, SG•87–SG•88, SG•92–SG•94, SG•97, SG•99 <b>TE 3:</b> 15a–16a, 18d–19a, 26–27, 34d–34e, 42c, SG•2–SG•3, SG•7–SG•9, SG•12, SG•14, 47a–48a, 50d–51a, 74d–74e, 78d, 82c, SG•19–SG•20, SG•24–SG•26, SG•29, SG•31, 87a–88a, 90d–91a, 106d–106e, 110d, 116c, SG•36–SG•37, SG•41–SG•43, SG•46, SG•48, 121a–122a, 124d–125a, 142d–142e, 146d, 148c, SG•53–SG•54, SG•58–SG•60, SG•63, SG•65, 153a–154a, 156d–157a, 174d–174e, 178d, 180c, SG•70–SG•71, SG•75–SG•77, SG•80, SG•82, 185a–186a, 188d–189a, 190a, 194–195, 208d–208e, 212d, 216c, SG•87–SG•88, SG•92–SG•94, SG•97, SG•99</p>

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<p><b>(Continued)</b> c. Use context <b>and other cues (e.g., phonics, word recognition skills, prior knowledge)</b> to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>(Continued)</b> <b>TE 4:</b> 15a–16a, 18d–19a, 20b, 24–25, 44d–44e, 48d, 50c, SG•2–SG•3, SG•7–SG•9, SG•12, SG•14, 55a–56a, 58d–59a, 68–69, 78d–78e, 82d, 86c, SG•19–SG•20, SG•24–SG•26, SG•29, SG•31, 91a–92a, 94d–95a, 110d–110e, 114d, 118c, SG•36–SG•37, SG•41–SG•43, SG•46, SG•48, 123a–124a, 126d–127a, 128a, 144d–144e, 136–137, 148d, 152c, SG•53–SG•54, SG•58–SG•60, SG•63, SG•65, 153a, 157a–158a, 160d–161a, 182d–183e, 186d, 188c, SG•70–SG•71, SG•75–SG•77, SG•80, SG•82, 193a–194a, 196d–197a, 218d–218e, 222d, 226c, SG•87–SG•88, SG•92–SG•94, SG•97, SG•99 <b>TE 5:</b> 15a–16a, 18d–19a, 40d–40e, 44d, 50c, SG•2–SG•3, SG•7–SG•9, SG•12, SG•14, 55a–56a, 58d–59a, 66–67, 78d–78e, 82d, 88c, SG•19–SG•20, SG•24–SG•26, SG•29, SG•31, 93a–94a, 96d–97a, 112–113, 120d–120e, 124d, 128c, SG•36–SG•37, SG•41–SG•43, SG•46, SG•48, 133a–134a, 136d–137a, 138a, 156d–156e, 160d, 164c, 165a, SG•53–SG•54, SG•58–SG•60, SG•63, SG•65, 169a–170a, 172d–173a, 178–179, 194d–194e, 198d, 200c, SG•70–SG•71, SG•75–SG•77, SG•80, SG•82, 205a–206a, 208d–209a, 232d–232e, 236d, 240d, SG•87–SG•88, SG•92–SG•94, SG•97, SG•99</p>

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<b>Writing Benchmarks K-5 (Common Core Writing Standards K-5) [W]</b>	
<b>Text Types and Purposes</b>	
<p>1.6.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p><b>SE 3:</b> 76–77  <b>SE 4:</b> 184–185  <b>SE 5:</b> 80–81</p> <p><b>TE 2:</b> 17e, 33d  <b>TE 3:</b> 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i  <b>TE 4:</b> 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i  <b>TE 5:</b> 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 222–223, 224–225, 226–227  <b>Unit 3:</b> 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–145, 146–147  <b>Unit 2:</b> 228–229, 230–231, 232–233  <b>Unit 3:</b> 234–235, 236–237  <b>Unit 4:</b> 238–239, 240–241, 242–243  <b>Unit 5:</b> 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–217, 218–219, 244–245, 246–247</p>

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<p>1.6.2.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b>SE 1:</b> 112, 166–167  <b>SE 2:</b> 36–37, 68–69, 98–99, 162–163, 196– 197  <b>SE 3:</b> 108–109, 144–145, 176–177  <b>SE 4:</b> 80–81, 112–113. 220–221  <b>SE 5:</b> 80–81, 196–197</p> <p><b>TE 1:</b> 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h  <b>TE 2:</b> 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  <b>TE 3:</b> 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  <b>TE 4:</b> 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  <b>TE 5:</b> 57d, 57e, 77d–77e, 81a, 89h–89i, 123a, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104, 105–107, 108, 109–111  <b>Unit 4:</b> 150–151, 152–153, 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–181, 182–183</p>

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<p>1.6.3.3 Write narratives <b>and other creative texts</b> in which they 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><b>SE 1:</b> 60–61, 114–115, 132, 140–141  <b>SE 3:</b> 36–37, 210–211  <b>SE 4:</b> 146–147  <b>SE 5:</b> 42–43, 196–197</p> <p><b>TE 1:</b> 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 115a, 117d, 117f, 119h–119i, 125d, 125e, 137d–137e, 140–141a, 143d, 143e, 145h–145i  <b>TE 2:</b> 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i  <b>TE 3:</b> 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d  <b>TE 4:</b> 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e  <b>TE 5:</b> 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32, 33–35, 36, 37–39  <b>Unit 1:</b> 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68, 69–71, 72, 73–75, 248–249  <b>Unit 2:</b> 250–251  <b>Unit 3:</b> 252–253, 254–255  <b>Unit 4:</b> 256–257  <b>Unit 5:</b> 258–259</p>
<b>Writing Process: Production and Distribution of Writing</b>	
<p>1.6.4.4 (Begins in grade 3)</p>	<p>Not applicable according to the Minnesota Academic Standards for English Language Arts</p>

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<p>1.6.5.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from <b>adults and</b> peers, and add details to strengthen writing as needed.</p>	<p><b>TE R:</b> 28–29, 55a, 81a, 107a, 133a, 159a  <b>TE 1:</b> 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  <b>TE 2:</b> 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  <b>TE 3:</b> 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  <b>TE 4:</b> 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  <b>TE 5:</b> 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><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 1:</b> 73–75, 222–223, 224–225, 226–227, 248–249  <b>Unit 2:</b> 105–107, 228–229, 230–231, 232–233, 250–252  <b>Unit 3:</b> 142–145, 234–235, 236–237, 252, 253, 254–255  <b>Unit 4:</b> 178–181, 238–239, 240–241, 242–243, 256–257  <b>Unit 5:</b> 244–245, 246–247, 258–259</p>



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<p>1.6.6.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>TE 1:</b> 37i, 65i, 93i, 119i, 145i  <b>TE 2:</b> 43i, 77i, 103i, 137i, 169i, 193f  <b>TE 3:</b> 43i, 83i, 149i, 181j, 217i  <b>TE 4:</b> 87i, 119i, 186i, 186–187, 189i, 227i  <b>TE 5:</b> 51i, 89i, 165i, 193f, 241i</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 1:</b> 73–75, 226–227  <b>Unit 2:</b> 109–111, 230–231  <b>Unit 3:</b> 146–147  <b>Unit 4:</b> 256–257  <b>Unit 5:</b> 218–219</p>
<b>Research to Build and Present Knowledge</b>	
<p>1.6.7.7 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><b>TE 1:</b> 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  <b>TE 2:</b> 41e, 43j, 49f, 65g, 69c, 77j, 83f, 99c, 101f, 103j, 109f, 135e, 137j, 143f, 175f, 199f, 201j  <b>TE 3:</b> 17f, 73g, 81e, 147f, 217j  <b>TE 4:</b> 181f  <b>TE 5:</b> 51j</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 94–95, 96–97, 98–99  <b>Unit 4:</b> 158–159, 160–161, 174–175, 176–177, 182–183</p>

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1.6.8.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p><b>TE 1:</b> 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</p> <p><b>TE 2:</b> 33g, 37c, 41e, 65g, 69c, 75f, 99c, 101f, 127f, 131c, 135e, 159g, 163c, 175f, 197c, 199f</p> <p><b>TE 3:</b> 33g, 37c, 41e, 49f, 77c, 89f, 109c, 123f, 155f, 177c, 187f, 211c</p> <p><b>TE 4:</b> 17e–17f, 43f, 47c, 57e–57f, 81c, 93e–93f, 113c, 125f, 143f, 147c, 159f, 185c, 195f, 217f, 221c</p> <p><b>TE 5:</b> 17f, 39f, 57f, 77g, 81c, 95f, 119g, 123b–123c, 135f, 159c, 171f, 193f, 197c, 207e–207f, 231g, 235c</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 2:</b> 96–97, 98–99  <b>Unit 4:</b> 158–159, 160–161, 174–175, 176–177, 182–183</p>
1.6.9.9 (Begins in grade 4)	Not applicable according to the Minnesota Academic Standards for English Language Arts
<b>Range of Writing</b>	
1.6.10.10 (Begins in grade 3)	Not applicable according to the Minnesota Academic Standards for English Language Arts

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<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 (Common Core Speaking, and Listening Standards K–5) [SL]</b>	
<b>Comprehension and Collaboration</b>	
1.8.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
<p>a. 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><b>SE R:</b> 34, 60, 112  <b>SE 1:</b> 64, 118  <b>SE 2:</b> 76, 136, 168, 200  <b>SE 3:</b> 12, 82, 180, 216  <b>SE 4:</b> 86, 88  <b>SE 5:</b> 12, 52, 88, 130</p> <p><b>TE R:</b> 15i, 15u, 16l, 34–35, 39i, 41e, 42l, 60–61, 65c, 65i, 93e, 94l, 112–113  <b>TE 1:</b> 64–65, 115b, 118–119, 167b, 171j  <b>TE 2:</b> 42–43, 76–77, 103j, 131b, 137j, 163b, 168–169, 200–201  <b>TE 3:</b> 77b, 82–83, 83j, 117j, 149j, 177b, 180–181, 211b, 216–217, 217j  <b>TE 4:</b> 81b, 86–87, 87j, 88–89, 119j, 189j  <b>TE 5:</b> 12–13, 52–53, 81b, 88–89, 89j, 130–131, 159b, 201j, 241j</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 1:</b> 74–75  <b>Unit 2:</b> 109–111  <b>Unit 3:</b> 146–147  <b>Unit 4:</b> 182–183  <b>Unit 5:</b> 218–219</p>

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<p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p><b>SE 1:</b> 118  <b>SE 2:</b> 104, 136  <b>SE 3:</b> 180  <b>SE 5:</b> 88, 90, 164, 166</p> <p><b>TE R:</b> 15i, 16l  <b>TE 1:</b> 115b, 118–119  <b>TE 2:</b> 37b, 104, 131b, 136–137  <b>TE 3:</b> 77b, 82–83, 180–181  <b>TE 4:</b> 51j, 81b  <b>TE 5:</b> 81b, 88–89, 90–91, 164–165, 165j, 166–167</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 1:</b> 74–75  <b>Unit 2:</b> 109–111,  <b>Unit 3:</b> 138–139, 146–147  <b>Unit 4:</b> 174–175  <b>Unit 5:</b> 210–211, 218–219</p>
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p><b>SE R:</b> EI•13, 138  <b>SE 1:</b> 36  <b>SE 4:</b> EI•13</p> <p><b>TE R:</b> EI•13, 117i, 138–139, 143i  <b>TE 1:</b> 33b, 36–37, 171j  <b>TE 2:</b> 43j, 102–103, 137j, 201j  <b>TE 3:</b> 43j, 109b, 117j, 149j, 181j, 211b  <b>TE 4:</b> 50–51, 153j, 189j, 227j  <b>TE 5:</b> 51j, 89j, 128–129, 164–165</p>

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<b>d. Listen to others' ideas and identify others' points of view.</b>	<p><b>SE R:</b> 28, 54, 80, 106, 158  <b>SE 1:</b> 30, 58, 84, 112, 138, 164  <b>SE 2:</b> 34, 66, 96, 128, 160, 194  <b>SE 3:</b> 34, 74, 106, 142, 174, 208  <b>SE 4:</b> 44, 78, 110, 144, 182, 218  <b>SE 5:</b> 40, 78, 120, 156, 194, 232</p> <p><b>TE R:</b> 15d–15e, 16l, 27a, 28–29, 39d–39e, 53a, 54–55, 65d–65e, 79a, 80–81, 91d–91e, 105a, 106–107, 117d–117e, 143d–143e, 157a, 158–159  <b>TE 1:</b> 30–31, 33b, 58–59, 84–85, 112–113, 115b, 138–139, 164–165  <b>TE 2:</b> 34–35, 66–67, 96–97, 128–129, 160–161, 163b, 194–195  <b>TE 3:</b> 34–35, 74–75, 106–107, 142–143, 174–175, 177b, 208–209, 221b  <b>TE 4:</b> 44–45, 78–79, 110–111, 113b, 144–145, 147b, 182–183, 185b, 218–219  <b>TE 5:</b> 40–41, 78–79, 120–121, 156–157, 194–195, 232–233</p>
<b>e. Follow two-step oral directions.</b>	<p><b>SE R:</b> 41e, 42l, 67e, 68l, 93e, 94l, 120i</p> <p><b>TE 2:</b> 197b, 200–201</p>

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1.8.2.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).	
1.8.3.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<p><b>SE R:</b> EI•13, 28, 54, 80, 106, 132, 138, 158  <b>SE 1:</b> 28, 36, 54, 84, 112, 118, 138, 164  <b>SE 2:</b> 34, 66, 96, 128, 160, 168, 194  <b>SE 3:</b> 34, 74, 106, 142, 174, 208  <b>SE 4:</b> EI•13, 44, 78, 110, 144, 182, 188, 218  <b>SE 5:</b> 40, 78, 120, 156, 194, 232</p> <p><b>TE R:</b> 27a, 28–29, 42l, 53a, 54–55, 60–61, 79a, 80–81, 105a, 106–107, 117i, 131a, 132–133, 138–139, 143i, 157a, 158–159  <b>TE 1:</b> 29a, 30–31, 31a, 33b, 35a, 58–59, 59a, 63a, 65j, 83a, 84–85, 85a, 111a, 112–113, 113a, 117a, 118–119, 137a, 138–139, 139a, 143a, 145j, 163a, 164–165, 165a, 171j  <b>TE 2:</b> 33a, 34–35, 35a, 37b, 43j, 65a, 66–67, 67a, 95a, 96–97, 97a, 102–103, 127a, 128–129, 129a, 137j, 159a, 160–161, 161a, 168–169, 193a, 194–195, 195a  <b>TE 3:</b> 33a, 34–35, 35a, 42–43, 73a, 74–75, 75a, 82–83, 105a, 106–107, 107a, 141a, 142–143, 143a, 149j, 173a, 174–175, 175a, 177b, 180–181, 207a, 208–209, 209a, 211b, 216–217  <b>TE 4:</b> 44–45, 45a, 50–51, 77a, 78–79, 79a, 87j, 109a, 110–111, 111a, 143a, 144–145, 145a, 181a, 182–183, 183a, 188–189, 217a, 218–219, 219a, 227j  <b>TE 5:</b> 39a, 40–41, 41a, 77a, 78–79, 79a, 89j, 119a, 120–121, 121a, 128–129, 155a, 156–157, 157a, 193a, 194–195, 195a, 231a, 232–233, 233a, 241j</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 1:</b> 74–75  <b>Unit 2:</b> 109–111  <b>Unit 3:</b> 146–147  <b>Unit 4:</b> 182–183  <b>Unit 5:</b> 218–219</p>

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<b>Presentation of Knowledge and Ideas</b>	
1.8.4.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<p><b>SE R:</b> 91, 164  <b>SE 1:</b> 12, 38, 92, 144, 146, 170  <b>SE 2:</b> 12, 42, 44, 76, 78, 102, 104, 138, 170  <b>SE 3:</b> 42, 44, 116  <b>SE 4:</b> 50, 118, 152, 226  <b>SE 5:</b> 50, 200</p> <p><b>TE R:</b> 94i, 146l, 164–165  <b>TE 1:</b> 12, 38, 61b, 65j, 87b, 92–93, 93j, 141b, 144–145, 170–171  <b>TE 2:</b> 37b, 42–43, 44–45, 69b, 76–77, 102–103, 104, 38, 170  <b>TE 3:</b> 37b, 42–43, 43j, 109b, 116–117, 145b, 211b  <b>TE 4:</b> 47b, 50–51, 113b, 118–119, 152–153, 226–227  <b>TE 5:</b> 50–51, 200–201, 201j</p>
1.8.5.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<p><b>SE 1:</b> 60–61, 91  <b>SE 3:</b> 176–177  <b>SE 5:</b> 200, 240</p> <p><b>TE 1:</b> 60–61a, 65j, 91, 93j, 119j  <b>TE 2:</b> 103j, 169j, 201j  <b>TE 3:</b> 43j, 117j, 149j, 177a  <b>TE 4:</b> 51j, 119j, 153j, 189j  <b>TE 5:</b> 51j, 129j, 165j, 235b, 240–241</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 1:</b> 74–75  <b>Unit 2:</b> 109–111</p>

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<p>1.8.6.6 Produce complete sentences when appropriate to task <b>and situation, and respond to stories, poems, rhymes and songs with expression.</b> (See grade 1 Language standards 1 and 3 on page 38 for specific expectations.)</p>	<p><b>SE R:</b> 164  <b>SE 1:</b> 118, 170  <b>SE 3:</b> 180, 216</p> <p><b>TE R:</b> 15u, 39i, 60–61, 65i, 87d, 164–165  <b>TE 1:</b> 17c–17d, 61b, 64–65, 118–119, 170–171  <b>TE 2:</b> 20–21, 86–87  <b>TE 3:</b> 143b, 145b, 147b, 147f, 149a, 155d, 175b, 179b, 180–181, 181a, 209b, 215a, 215e, 216–217, 217a  <b>TE 4:</b> 45b, 49b, 51a, 111b, 113b, 117a, 117e, 119a, 119j, 145b, 151a, 153a, 219b, 225a, 227a  <b>TE 5:</b> 41b, 49b, 51a, 79b, 87b, 88–89, 89a, 89j, 121b, 127a, 129a, 129j, 195b, 199b, 201a, 235b</p>
<b>Media Literacy</b>	
<b>1.8.7.7 Distinguish among and understand purposes of different types of print, digital, and multimodal media.</b>	
<p><b>a. Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard or viewed.</b></p>	<p><b>TE R:</b> 161b  <b>TE 1:</b> 57f, 61c, 115c  <b>TE 2:</b> 99c, 109f, 127f, 131c, 135e  <b>TE 3:</b> 155f, 173f  <b>TE 4:</b> 147b, 181f, 185b, 187f, 189j, 221b  <b>TE 5:</b> 43b, 43c, 81b, 123b, 159c, 193f, 235b</p>
<p><b>b. Summarize ideas from media in own words.</b></p>	<p><b>TE 1:</b> 63f, 117f  <b>TE 2:</b> 99c, 101f, 103j, 135e  <b>TE 4:</b> 87j, 185b, 221b  <b>TE 5:</b> 43c, 49f, 123b, 159b, 197c, 199f</p>
<p><b>1.8.8.8 With prompting and support, create and share an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.)</b></p>	<p><b>TE R:</b> 83b  <b>TE 1:</b> 37j, 65j, 93j, 119j  <b>TE 2:</b> 103j, 137j, 169j  <b>TE 3:</b> 43j, 117j, 149j, 181j  <b>TE 4:</b> 51j, 87j, 119j, 153j  <b>TE 5:</b> 123b, 165j, 201j, 241j</p>



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<b>Language Benchmarks K-5 (Common Core Language Standards K-5) [L]</b>	
<b>Conventions of Standard English</b>	
1.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print all upper- and lowercase letters.	<p><b>SE R:</b> 35, 61, 87, 138–139, 164–165</p> <p><b>TE R:</b> 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><b>TE 1:</b> 29f, 57e, 65g, 83f, 111f, 137f, 163f</p> <p><b>TE 2:</b> 33f, 65f, 95f, 127e, 159f, 193e</p> <p><b>TE 3:</b> 33f, 73f, 105f, 141e, 173e, 207f</p> <p><b>TE 4:</b> 43e, 77f, 109f, 143e, 181e, 217e</p> <p><b>TE 5:</b> 39e, 77f, 119f, 155f, 193e, 231f</p>
b. Use common, proper, and possessive nouns.	<p><b>SE R:</b> 16i, 30–31, 56–57</p> <p><b>SE 2:</b> 37, 69, 130–131, 163</p> <p><b>SE 4:</b> 18</p> <p><b>TE R:</b> 15f, 15h, 15q, 15r, 16i, 16k, 30–31, 35d, 39f, 39h, 41b, 42i, 42k, 56–57, 57a, 61d</p> <p><b>TE 2:</b> 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><b>TE 4:</b> 18d</p>
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<p><b>SE R:</b> 30–31, 56–57</p> <p><b>SE 2:</b> 163, 197</p> <p><b>SE 3:</b> 77, 109</p> <p><b>TE R:</b> 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><b>TE 2:</b> 143c, 159c, 162a, 162–163, 167b, 169g, 169h, 175c, 193b, 196–197, 199c, 201g</p> <p><b>TE 3:</b> 17c, 33c, 36a, 41b, 43g, 49c, 73c, 81b, 83g, 89c, 105c, 108a, 109a, 115c, 117g</p>

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d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	<b>SE 5:</b> 81, 123, 159, 196–197  <b>TE 5:</b> 57c, 77c, 80a, 81a, 87c, 89g, 95c, 119c, 122a, 122–123a, 127b–127c, 129g, 135c, 155c, 158a, 158–159a, 163b, 165a, 165g, 165h–165i
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	<b>SE R:</b> 82–83 <b>SE 3:</b> 37, 77, 109, 145, 177  <b>TE 3:</b> 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
f. Use frequently occurring adjectives.	<b>SE R:</b> 60, 134–135, 139 <b>SE 3:</b> 117 <b>SE 4:</b> 47, 81, 113, 147, 152, 185, 221  <b>TE R:</b> 41a, 61a, 117f, 117h, 119a, 119b, 119d, 120i, 120k, 134–135a, 138–139a, 139d <b>TE 3:</b> 92a, 116–117a <b>TE 4:</b> 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
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	<b>TE 2:</b> 75e <b>TE 3:</b> 109a, 115e, 117h <b>TE 4:</b> 57c, 77c, 85b <b>TE 5:</b> 77c, 80a, 87c, 89g
h. Use determiners (e.g., articles, demonstratives).	<b>SE R:</b> 93 <b>SE 4:</b> 185  <b>TE R:</b> 93 <b>TE 2:</b> 62–63 <b>TE 4:</b> 159c, 181b, 184a, 187c, 189g, 195c, 220a, 225b

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i. Use frequently occurring prepositions (e.g., during, beyond, toward).	<b>SE 1.1:</b> 37 <b>SE 5:</b> 235, 240–241  <b>TE 5:</b> 207c, 220–221, 226–227, 231c, 234a, 235a, 239b, 240–241a, 241g, 241h–241i
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b>SE R:</b> 108, 160–161 <b>SE 1:</b> 86–87, 115, 141, 167 <b>SE 4:</b> 147 <b>SE 5:</b> 43, 197  <b>TE R:</b> 91f, 91h, 93b, 93d, 94i, 94k, 108–109a, 113d, 119d, 120k, 145d, 146k, 160–161, 165d <b>TE 1:</b> 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 <b>TE 2:</b> 65d–65e, 69a, 131a <b>TE 3:</b> 207d–207e <b>TE 4:</b> 147a, 151c <b>TE 5:</b> 17c, 39b, 42a, 43a, 49c, 51g, 51h–51i, 95c–95d, 95e, 119d–119e, 122–123, 123a, 127c, 127d, 129h–129i, 197a, 201h–201i, 231d–231e

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1.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize dates and names of people.	<p><b>SE 2:</b> 69, 99, 131</p> <p><b>TE 2:</b> 49c, 65c, 68a, 68–69a, 75c, 77g, 77h–77i, 83c, 95c, 98a, 99a, 101c, 103g, 103h, 109c, 127b, 130a, 130–131a, 135b, 137g, 137h</p>
b. Use end punctuation for sentences.	<p><b>SE R:</b> 108–109, 161  <b>SE 1:</b> 32–33, 115, 141, 167  <b>SE 5:</b> 234–235</p> <p><b>TE R:</b> 91f, 91h, 108–109a, 113d, 143f, 143h, 145d, 146i, 146k, 160–161, 165d  <b>TE 1:</b> 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  <b>TE 3:</b> 217h–217i  <b>TE 4:</b> 51h–51i, 119h–119i, 189h–189i  <b>TE 5:</b> 51h–51i, 235a</p>
c. Use commas in dates and to separate single words in a series.	<p><b>TE 2:</b> 33e, 37a, 99a, 103h, 137h  <b>TE 4:</b> 181d, 184–185, 185a</p>
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<p><b>TE 1:</b> 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  <b>TE 2:</b> 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  <b>TE 3:</b> 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  <b>TE 4:</b> 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>

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<p><b>(Continued)</b> d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p><b>(Continued)</b> <b>TE 5:</b> 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>
<p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p><b>TE R:</b> 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 <b>TE 1:</b> 16d–17, 42d, 43, 70d, 71, 73e, 99, 124d, 150d, 151, 153e <b>TE 3:</b> 16d, 19e, 48d, 88d, 91e, 122d, 154d, 157e, 189e <b>TE 4:</b> 16d, 19e, 56d, 92d, 95e, 124d, 127e, 158d, 161e, 195, 197e <b>TE 5:</b> 16d, 56d, 59e, 94d, 97e, 134d, 170d, 206d, 209e</p>
<b>Knowledge of Language</b>	
1.10.3.3 (Begins in grade 2)	Not applicable according to the Minnesota Academic Standards for English Language Arts
<b>Vocabulary Acquisition and Use</b>	
1.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><b>SE 2:</b> 169 <b>SE 3:</b> 217 <b>SE 4:</b> 153 <b>SE 5:</b> 165</p> <p><b>TE 2:</b> 146a, 150–151, 168–169a <b>TE 3:</b> 190a, 194–195, 198–199, 206–207, 216–217a <b>TE 4:</b> 44–45, 128a, 152–153a <b>TE 5:</b> 112–113, 138a, 146–147, 164–165a</p>
<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p><b>TE 4:</b> 193a, 195c, 197e <b>TE 5:</b> 44d, 136d, 198d, 205a, 206–206a, 206c, 209d–209e</p>

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c. Identify frequently occurring base words and root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<b>SE 1:</b> 98, 100 <b>SE 2:</b> 144 <b>SE 3:</b> 88, 122  <b>TE 1:</b> 97a, 98, 100, 101b–101c, 101d–101e, 112c–112d, 112e, 112f, 116e–116f <b>TE 2:</b> 144d, 144, 164e–164f <b>TE 3:</b> 87a, 88–88a, 91d, 122, 125d, 178d, 185a <b>TE 4:</b> 114d <b>TE 5:</b> 160d
<b>1.10.5.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.</b>	
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<b>SE R:</b> 31, 35, 87, 113, 165 <b>SE 1:</b> 145; <b>2:</b> 43, 137 <b>SE 4:</b> 119 <b>SE 5:</b> 129  <b>TE R:</b> 15f, 15h, 15q, 31, 31a, 35a, 67a, 86–87a, 93a, 112–113a, 145a, 164–165a <b>TE 1:</b> 20a, 128a, 132–133, 144–145a <b>TE 2:</b> 20a, 42–43a, 112a, 114–115, 136–137a, 193b <b>TE 3:</b> 105g <b>TE 4:</b> 96a, 108–109, 118–119a <b>TE 5:</b> 98a, 108–109, 128–129a
b. 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).	<b>SE R:</b> 35, 61, 61a, 87, 113, 165 <b>SE 1:</b> 145 <b>SE 2:</b> 43, 137 <b>SE 4:</b> 119  <b>TE R:</b> 61, 61a, 87, 112–113a, 164–165a <b>TE 1:</b> 128a, 132–133, 144–145, 145a <b>TE 2:</b> 20a, 43a, 112a, 136–137a <b>TE 3:</b> 105g <b>TE 4:</b> 118–119a

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<p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p><b>SE R:</b> 12–13, 36–37, 62–63, 88–89, 114–115, 140–141</p> <p><b>TE R:</b> 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><b>TE 1:</b> 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><b>TE 2:</b> 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><b>TE 3:</b> 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><b>TE 4:</b> 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><b>TE 5:</b> 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>
<p>d. 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 choosing them or by acting out the meanings.</p>	<p><b>TE 1:</b> 29d–29e, 74a, 93a</p> <p><b>TE 2:</b> 182–183, 184–185</p> <p><b>TE 3:</b> 92a, 117a, 132–133</p> <p><b>TE 4:</b> 46a, 51g, 93d, 109c, 112a, 119g, 125c, 153g</p> <p><b>TE 5:</b> 20a, 24–25, 30–31</p>

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<p>1.10.6.6 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><b>TE R:</b> 18a, 44a, 70a, 96a, 122a  <b>TE 1:</b> 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  <b>TE 2:</b> 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  <b>TE 3:</b> 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  <b>TE 4:</b> 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  <b>TE 5:</b> 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>