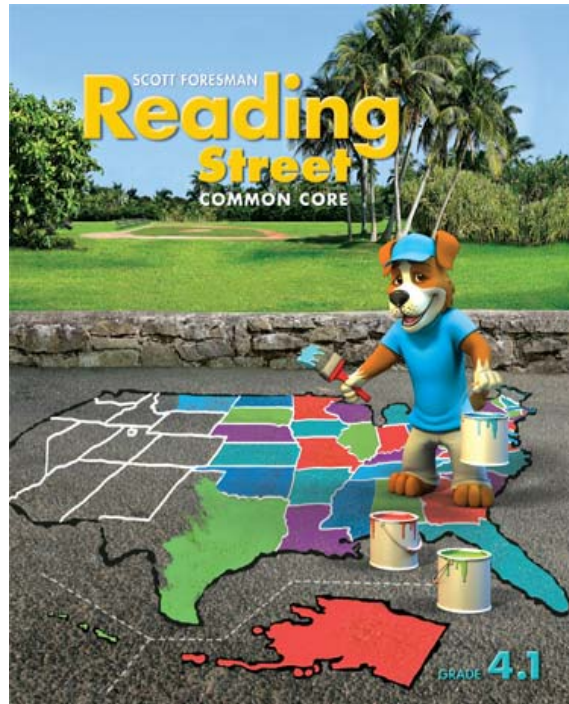


A Correlation of
**Scott Foresman
Reading Street
Grade 4**
©2013



To the
**Minnesota Academic Standards
for Language Arts**
Grade 4

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

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!

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

Table of Contents

| | |
|---|-----------|
| Reading Benchmarks: Literature K-5..... | 4 |
| Reading Benchmarks: Informational Text K–5 | 10 |
| Reading Benchmarks: Foundational Skills K-5..... | 19 |
| Writing Benchmarks K-5 | 22 |
| Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 | 37 |
| Language Benchmarks K-5..... | 44 |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| Reading Benchmarks: Literature K-5 (Common Core Reading Standards for Literature K–5) [RL] | |
| Grade 4 students: | |
| Key Ideas and Details | |
| <p>4.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>SE 1: 22–23, 38, 68, 80–81, 100, 113, 130, 188, 199, 220, 248, 253, 392, 433, 450 SE 2: 23, 42, 143, 156, 246, 306, 385, 404, 436</p> <p>TE 1: 21c, 22–23, 28–29a, 34–35a, 36–37a, 38–39, SG•3, SG•8, SG•9, SG•13, SG•14, 54–55a, 56–57a, 62c–62d, 62–63, 63a, 64–65a, 68–69a, SG•19, SG•20, SG•24, SG•25, SG•29, SG•30, 79c, 80–81, 86–87a, 90–91a, 94c–94d, 94–95a, 96–97a, 100–101a, 109h, 109i, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 111c, 112–113, 118–119a, 120–121a, 124c–124d, 124–125a, 126–127a, 128–129a, 130–131a, 137h, 137i, 137l–137m, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, SG•64, SG•66, SG•70, SG•71, SG•75, SG•76, SG•80, UR•8, UR•18–UR•19, UR•21, UR•22–UR•23, UR•38–UR•39, UR•41, UR•42–UR•43</p> <p>TE 2: 173b, 180–181a, 182–183a, 184c–184d, 188–189a, 195h, 195l–195m, SG•2, SG•3, SG•8, SG•9, SG•12, SG•13, SG•14, 197c, 198–199, 204–205a, 206–207a, 208–209a, 210–211a, 212c–212d, 212–213a, 214–215a, 216–217a, 218–219a, 220–221a, 227h, 227l–227m, SG•18, SG•19, SG•20, SG•23, SG•28, SG•29, SG•30, 238–239a, 242c–242d, 242–243a, 244–245, 246–247a, 248–249a, 252c–252d, 252–253a, 255h, 255l–255m, SG•35, SG•36, SG•37, SG•40, SG•41, SG•45, SG•46, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•31, UR•32–UR•33</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|--|
| <p>(Continued) 4.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>(Continued) TE 3: 380–381, 381a, 382–383a, 386–387, 388c–388d, 388–389a, 392–393a, 396–397a, 398–399a, 401h, 401i, 401l–401m, SG•34, SG•35, SG•36, SG•39, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, 431c, 432–433, 436–437a, 438–439a, 440–441a, 442–443a, 444c–444d, 444–445a, 446–447a, 448–449a, 450–451a, 459h, 459l–459m, SG•67, SG•72, SG•77, SG•78, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 TE 4: 21c, 22–23, 28–29a, 30–31a, 32–33a, 36c–36d, 36–37a, 40–41a, 42–43a, 51l–51m, SG•3, SG•8, SG•9, SG•13, SG•50, SG•54, SG•55, SG•60, SG•64, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156–157a, SG•66, SG•67, SG•68, SG•70, SG•71, SG•72, SG•73, SG•75, SG•76, SG•77, SG•78, SG•80, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•51, UR•52–UR•53 TE 5: SG•18, SG•23, SG•28, 229c, 230–231, 236–237a, 238–239a, 240–241a, 246–247a, SG•36, SG•40, SG•41, SG•45, SG•46, 296–297a, 298–299, 300–301a, 302c–302d, 302–303a, 304–305a, 306–307a, 315h, 315l–315m, SG•68, SG•72, SG•73, SG•78, UR•28–UR•29, UR•48–UR•49, UR•51, UR•52–UR•53 TE 6: 383c, 384–385, 388–389a, 390–391a, 392–393a, 394–395a, 396c–396d, 396–397a, 398–399a, 400–401a, 402–403a, 404–405a, 413h, 413l–413m, SG•34, SG•35, SG•36, SG•40, SG•41, SG•44, SG•45, SG•46, 415c, 416–417, 422–423a, 424–425a, 426–427a, 428c–428d, 428–429a, 430–431a, 432–433a, 434–435a, 436–437a, 443h, SG•51, SG•52, SG•56, SG•57, SG•61, SG•62, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| <p>4.1.2.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> | <p>SE 1: 22–23, 38, 113, 135, 253, 399 SE 2: 156, 230–231, 436</p> <p>TE 1: 21c, 22–23, 30–31a, 32c–32d, 36–37, 38–39, 62c–62d, 79c, 80–81, 92–93, 94c–94d, 96–97a, 98–99, 111c, 112–113, 122–123, 128–129, 134–135a, 137l–137m, UR•11, UR•12, UR•32–UR•33 TE 2: 189a, 212c–212d, 220–221a, 248–249a, 252–253a TE 3: 388c–388d, 392–393, 396–397a, 431c, 432–433, 438–439a, 440–441a, 444c–444d, 450–451a, SG•73 TE 4: 21c, 22–23, 36c–36d, 42–43a, 156–157a, 166–167a TE 5: 229c, 230–231, 236–237a, 240–241a, 242c–242d, 242–243a, 244–245a, 246–247a, 255l–255m, 304–305, UR•32–UR•33 TE 6: 402–403, 404–405a, 436–437a, SG•57, SG•66, SG•71, SG•76, UR•38–UR•39</p> |
| <p>4.1.3.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> | <p>SE 1: 22–23, 80–81, 199, 397 SE 2: 23, 143, 156, 231, 246, 306</p> <p>TE 1: 21c, 22–23, 24d, 28–29, 30–31, 32c–32d, 34–35a, 36–37a, 38–39, 45h, 45l–45m, SG•4, SG•8, SG•9, SG•13, SG•14, 50d, 54–55a, 56–57a, 58–59a, 60–61a, 62c–62d, 64–65a, 79c, 80–81, 88–89a, 90–91a, 92–93a, 94c–94d, 94–95a, 96–97a, 98–99, 100–101a, 109h, 109i, 109l–109m, 111c, 112–113, 114d, 120–121a, 124c–124d, 124–125a, 126–127a, SG•51, SG•56, SG•57, SG•60, SG•61, UR•8–UR•9, UR•11, UR•12–UR•13, UR•28–UR•29, UR•31, UR•32–UR•33 TE 2: 180–181a, 182–183a, 184c–184d, 184–185a, 186–187, 195h, SG•2, SG•3, SG•4, SG•7, SG•12, SG•13, 197c, 198–199, 208–209a, 212c–212d, 212–213, 218–219a, SG•19, SG•24, SG•25, SG•29, 237a, 240–241, 244–245, 248–249a, UR•11, UR•22–UR•23, UR•28–UR•29</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|--|
| <p>(Continued) 4.1.3.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> | <p>(Continued) TE 3: 384–385a, 386–387a, 396–397a, 398–399a, SG•34, SG•35, SG•39, SG•41, SG•44, 440–441a, 442–443a, 444c–444d, 446–447a, 448–449a, SG•68, UR•28–UR•29, UR•31, UR•32–UR•33, UR•48–UR•49 TE 4: 21c–23, 28–29a, 30–31a, 34–35a, 36c–36d, 38–39a, SG•3, SG•4, SG•8, SG•9, SG•13, SG•14, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156–157a, 165h, 165l–165m, SG•67, SG•68, SG•70, SG•72, SG•73, SG•75, SG•77, SG•78, SG•80, UR•8–UR•9, UR•12–UR•13, UR•48–UR•49, UR•51, UR•52–UR•53 TE 5: 229c, 230–231, 232d, 242c–242d, 242–243a, 244–245a, 246–247a, 255h, 255l–255m, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 296–297a, 300–301a, 302c–302d, 302–303a, 304–305, 305a, 306–307a, SG•67, SG•72, SG•73, SG•77, UR•28–UR•29, UR•31, UR•32–UR•33, UR•52–UR•53 TE 6: 390–391a, 392–393a, 394–395a, 396c–396d, 396–397a, 398–399a, 400–401a, 402–403a, 413l–413m, SG•35, SG•39, SG•45, 415c, 416–417, 418d, 424–425a, 432–433a, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33</p> |
| Craft and Structure | |
| <p>4.1.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> | <p>SE 1: 82–83, 114–115, 348–349 SE 2: 24–25, 144–145, 232–233, 306 TE 1: 53a, 86–87a, 113a, 114–115 TE 2: 206–207a, SG•25, 238–239a, 242–243a TE 3: 373a–373b, 379a, 380–381, 382–383a, 388c, 442–443a, 444–445a TE 4: 24–25, 32–33a, 144–145, 153a TE 5: 232–233, 306–307 TE 6: 385a, 390–391a, 396–397a, 400–401a, 417a, 430–431, 434–435a, 440a–440b</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|---|
| 4.1.5.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | SE 1: 166–167, 248, 252–253, 310–311, 460–461 SE 2: 166–167, 316–317, 436, 474–475 TE 1: 166–167a, 169a TE 2: 175e–175f, 183d–183e, 190–191a, 231e–231f, 234–235a, 236–237, 241d–241e, 248–249a, 252c–252d, 252–253a, 255d, 310–311a, 312–313a TE 3: 339b, 460–461a, 462–463a TE 4: 166–167a, 168–169a TE 5: 316–317a, 318–319a TE 6: SG•5, SG•10, 418d, 420–421a, 436–437, 443i, 474–475a, 476–477a |
| 4.1.6.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | SE 1: 29, 100, 188 TE 1: 24d, 28–29, 45i, 52–53, 68–69, 98–99 TE 3: 376d, 388–389a, 401i TE 5: 292d, 296–297a, 315i TE 6: 408c–408d |
| Integration of Knowledge and Ideas | |
| 4.1.7.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | SE 1: 45, 401 SE 2: 139, 199, 443 TE 1: 42–43a, 44–45a, 66–67a, 118–119a TE 2: 208–209a, 214–215, 242c–242d TE 6: 428–429, 432–433, 433a, 437b |
| 4.1.8.8 (Not applicable to literature) | Not applicable according to the Minnesota Academic Standards |
| 4.1.9.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian. | SE 1: 134–135, 392, 396–397, 398–399 SE 2: 108–109, 378–379 TE 1: 128–129a, 134c–134d, 134–135a, 137l–137m, UR•9, UR•21, UR•29, UR•39 TE 2: 224–225a, 246–247, SG•31 TE 3: 392–393, 396c, 396–397, 397a, 398–399, 399a TE 4: 21c–23, 51h, 108–109, 109a TE 6: 378–379, 379a, UR•41 Writing to Sources: Unit 3: 80–81 |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| Range of Reading and Level of Text Complexity | |
| 4.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range. | |
| <p>a. Self-select texts for personal enjoyment, interest, and academic tasks.</p> | <p>SE 1: 39, 69, 101, 131, 189, 221, 249, 393, 451 SE 2: 43, 157, 247, 307, 405, 437</p> <p>TE 1: 20i, 38–39, 46i, 68–69, 78i, 100–101, 110i, 130–131, 138i TE 2: 188–189, 196i, 220–221, 228i, 248–249, 256i, 284i TE 3: 372i, 392–393, 450–451 TE 4: 42–43, 52i, 112i, 156–157 TE 5: 172i, 228i, 246–247, 306–307 TE 6: 322i, 382i, 404–405, 436–437</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| Reading Benchmarks: Informational Text K–5 (Common Core Reading Standards for Informational Text K-5) [RI] | |
| Key Ideas and Details | |
| <p>4.2.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>SE 1: 43, 156, 175, 231, 259, 274, 287, 302, 307, 336, 347, 362, 375, 405, 420 SE 2: 55, 72, 76–79, 104, 115, 130, 160–163, 192, 203, 218, 278, 290–291, 310–313, 325, 342, 353, 372, 416–417, 447, 464</p> <p>TE 1: 42–43a, SG•15, SG•16, 47c, 48–49, 70–71a, 72–73a, SG•22, SG•23, SG•26, SG•27, SG•31, SG•32, 104–105a, SG•39, SG•42, SG•48, 142d, 150–151a, 152c–152d, 152–153a, 156–157a, 160c–160d, 160–161a, 165h, SG•68, SG•69, SG•70, SG•72, SG•77, SG•78, SG•79</p> <p>TE 2: 173c, 174–175, SG•5, SG•10, SG•15, 224–225, 225a, SG•21, 229c, 230–231, 249c, 257c, 258–259, 266–267a, 268c–268d, 268–269a, 272–273, 274–275a, SG•50, SG•51, SG•52, SG•56, SG•57, SG•60, SG•61, SG•62, 285a–285b, 285c, 286–287, 292–293a, 294–295, 296–297, 298–299a, 300–301, 302–303a, 306c–306d, 306–307a, SG•67, SG•69, SG•71, SG•72, SG•73, SG•74, SG•76, SG•77, UR•42–UR•43, UR•52–UR•53</p> <p>TE 3: 324–325a, 330–331a, 336–337a, SG•4, SG•5, SG•8, SG•9, SG•13, SG•14, 345c, 346–347, 352–353a, 354–355a, 358c–358d, 360–361a, 362–363a, 366–367a, 368–369a, 371h, 371i, 371l–371m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•28, SG•29, SG•30, 373c, 374–375, 403c, 404–405, 410–411a, 412–413a, 414–415, 416c–416d, 420–421a, 426–427a, 429h, 429l–429m, SG•51, SG•56, SG•61, 454–455a, 456–457a, SG•69, SG•71, UR•8–UR•9, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|---|
| <p>(Continued) 4.2.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>(Continued) TE 4: 43c, 46–47a, 48–49a, SG•5, SG•7, SG•10, SG•11, SG•16, 53c, 54–55, 60–61a, 62–63a, 64–65, 66–67a, 68c–68d, 68–69a, 70–71a, 72–73a, 76–77a, 78–79, 81h, 81l–81m, SG•18, SG•19, SG•23, SG•24, SG•25, SG•26, SG•27, SG•29, SG•30, SG•31, SG•32, 92–93a, 98–99a, 100–101a, 104–105a, SG•34, SG•35, SG•36, SG•46, 113c, 114–115, 120–121, 122–123, 124–125a, 126c–126d, 126–127a, 128–129a, 130–131a, 136–137a, SG•51, SG•52, SG•53, SG•56, SG•58, SG•61, SG•62, 160c–160d, 160–161a, 162–163a, SG•74, SG•79, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33, UR•38–UR•39, UR•42–UR•43 TE 5: 182–183a, 188–189a, 192–193a, 196–197a, SG•4, SG•8, SG•10, SG•12, SG•14, 201c, 202–203, 206–207a, 208–209a, 210–211a, 212–213a, 214–215, 216–217a, 218–219a, 224–225a, SG•19, SG•20, SG•21, SG•24, SG•25, SG•29, SG•30, SG•31, 257c, 258–259, 264–265a, 266–267a, 270–271a, 274–275a, 276–277a, 278–279a, 282–283a, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, SG•60, SG•61, SG•62, SG•63, 289c, 290–291, 292–293, 310–311a, 312–313a, SG•66, SG•69, SG•70, SG•71, SG•74, SG•76, SG•80, UR•8–UR•9, UR•10–UR•11, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38–UR•39 TE 6: 323c, 324–325, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a, 340–341a, 342–343a, 349h, 349i, 349l–349m, SG•2, SG•3, SG•4, SG•6, SG•7, SG•8, SG•9, SG•11, SG•12, SG•13, SG•14, 351c, 352–353, 356–357a, 358–359a, 360–361a, 362–363a, 364c–364d, 364–365a, 366–367a, 370–371a, 372–373a, 381h, 381l–381m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•27, SG•28, SG•29, SG•30, 410–411, 411a, SG•37, 443l–443m, 445c, 446–447, 450–451a, 454–455a, 456–457a, 458–459a,</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|---|
| <p>(Continued) 4.2.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>(Continued) 460–461a, 462–463a, 464–465a, 468–469a, SG•67, SG•68, SG•69, SG•72, SG•73, SG•77, SG•78, SG•79, UR•8–UR•9, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•48–UR•49, UR•51, UR•52–UR•53</p> |
| <p>4.2.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> | <p>SE 1: 140–141, 156, 161, 286–287, 302, 319, 367, 455, 457 SE 2: 54–55, 72, 175, 192, 258–259, 278, 352–353, 372</p> <p>TE 1: 139c, 140–141, 146–147a, 152c–152d, 156–157a, 160–161a, 162–163a, 165h, 165l–165m, UR•48–UR•49, UR•51, UR•52–UR•53 TE 2: 268c–268d, 270–271a, 275a, 285c, 286–287, 294–295, 296–297, 298c–298d, 298–299, 302–303a, 309h, 309l–309m, SG•73, UR•48–UR•49, UR•51, UR•52–UR•53 TE 3: 317c, 318–319, 324–325, 326–327, 329a, 330c–330d, 332–333a, 336–337a, 340c, SG•3, SG•8, SG•9, 358c, 362–363, 363a, 366c–366d, 366–367, 367a, 368–369a, 420–421a, 454–455a, 456–457a, UR•12 TE 4: SG•2, SG•7, SG•12, 53c, 54–55, 60–61, 61a, 62–63, 68c–68d, 70–71, 72–73, SG•18, SG•25, SG•28, 83c, 84–85, 92–93, 93a, 102–103, 104–105, 105a, SG•41, SG•44, 126c–126d, 130–131, 131a, 160c–160d, 160–161a, UR•22 TE 5: 173c, 174–175, 180–181a, 186c–186d, 186–187a, 192–193a, SG•3, SG•9, SG•13, 214c–214d, 218–219a, 219c, 257c, 258–259, 264–265a, 270c–270d, 270–271a, 273a, 274–275a, 278–279a, 282–283a, 287h, 287l–287m, SG•57, SG•60, SG•62, UR•12, UR•38–UR•39, UR•41, UR•42–UR•43 TE 6: 336c–336d, 338–339a, 351c–353, 362–363, 368–369a, 370–371a, 372–373, 373a, 376c–376d, 376–377, 377a, 381l–381m, SG•50, SG•54, SG•55, SG•60, 460c, 464–465a, 473p, UR•22</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|--|
| (Continued) 4.2.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. | (Continued) Writing to Sources: U6: 172–173 |
| 4.2.3.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | <p>SE 1: 72–75, 224–225 SE 2: 46–49, 84–85, 104, 108–109, 324–325, 342</p> <p>TE 1: 72–73a, 74–75a, 145a, 146–147a, 148–149a, 150–151a, 152c–152d, 154–155, 156–157a TE 2: 224–225a, 262–263a, 264–265a, 266–267a, 270–271, 272–273, 283l–283m, 285c–287, 290–291a, 296–297, 298c–298d, 298–299 TE 3: 322–323a, 330c–330d, 330–331a, 332–333a, 334–, 335a, 340c–340d, 350–351, SG•18, SG•19, SG•23, SG•29, 408–409a, 410–411a, 418–419a, 420–421a, 429l–429m, SG•51, SG•54, SG•57, SG•58, SG•66, SG•70, SG•75, SG•80 TE 4: 43c, 46c–46d, 46–47a, 48–49a, SG•5, SG•10, SG•16, 53c, 54–55, 62–63a, SG•20, 83c, 84–85, 90–91, 91a, 96c–96d, 100–101a, 104–105, 105c, 108c–108d, 108–109, 109a, 111l–111m, SG•35, SG•36, SG•38, SG•40, SG•45, SG•46, 124–125a, 126c–126d, 134c–134d, SG•56, SG•57, UR•28–UR•29, UR•31, UR•32–UR•33 TE 5: 206–207, 207a, 210–211a, 222–223, SG•34, SG•38, SG•39, SG•44, SG•51, SG•55, SG•61 TE 6: 323c, 324–325, 332–333a, 340–341a, 342–343a, 349h, 349l–349m, 360–361a, 364c–364d, 366–367a, 408–409a, 410–411a, 443l–443m, 458–459, 459a, UR•8–UR•9, UR•12–UR•13</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| Craft and Structure | |
| 4.2.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | <p>SE 1: 20–21</p> <p>TE 1: SG•38, 139a–139b, 142a–142b, 152a–152b, 153a, 160a</p> <p>TE 2: 192c, 259a, 260e, 260–261</p> <p>TE 3: 319a, 326–327, 347a, 424a–424b, 427a, SG•69</p> <p>TE 4: 81h, 81i, 109a, 161a</p> <p>TE 5: SG•9, 203a, 216–217, SG•42, SG•43, 272–273a, 307c</p> <p>TE 6: 325a, 349h, SG•4, SG•9, SG•13, 358–359, 359a, 368–369, 447a, 448a, 455a, 460a, 460–461a</p> |
| 4.2.5.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | <p>SE 1: 73, 140–141, 156, 174–175, 224–225, 340, 346–347, 366, 404–405, 454</p> <p>SE 2: 46, 76, 108–109, 160, 258–259, 278, 310, 324–325, 468</p> <p>TE 1: 72–73a, SG•21, 139c, 140–141, 144–145a, 148–149, 149a, 154–155, 156–157, 160–161, 161a, 162–163, 163a, SG•78, UR•52</p> <p>TE 2: 173c–175, 221c, 224–225a, SG•31, 273a, 306–307a</p> <p>TE 3: 340–341a, 345c, 346–347, 354–355, 356–357, 358c–358d, 358–359a, 360–361, 366c–366d, 366–367a, 368–, 369a, 403c, 404–405, 424c–424d, 424–425a, SG•50, SG•52, SG•55, SG•57, SG•60, SG•62, SG•64, 454c–454d, 454–455a, 456–457a, SG•74, SG•76, UR•22, UR•38–UR•39, UR•42–UR•43</p> <p>TE 4: 46c–46d, 46–47a, 48–449a, 76–77, 78–79a, 83c, 84–85, 90–91a, 96c–96d, 98–99a, 100–101a, 108c–108d, 108–109a, 111h, SG•42, SG•57, 160c–160d, 160–161a, 162–163a, SG•69, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33</p> <p>TE 5: 196–197a, 250c, 251a, 253a, 257c, 258–259, 268–269a, 270c–270d, 270–271, 271a, 276–277a, 278–279a, 282c–282d, 282–283a, 310c–310d, 310–311a, UR•22–UR•23, UR•42</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| <p>(Continued) 4.2.5.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> | <p>(Continued) TE 6: 323c, 324–325, 330–331a, 334–335a, 349h, 349l–349m, 373c, 376–377a, 440c, 440–441a, 460c–460d, 468c–468d, 469a, 471a, UR•8, UR•12–UR•13</p> |
| <p>4.2.6.6 Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.</p> | <p>SE 1: 43, 163, 341, 369 SE 2: 225, 285, 347</p> <p>TE 1: 42–43, 43a, 163a TE 3: 340–341, 368–369, 369a TE 5: 201c, 212–213a, 214c–214d, 223a, 224–225a, 227h, 227l–227m, SG•21, SG•26, UR•18–UR•19, UR•21 TE 6: 346–347</p> |
| Integration of Knowledge and Ideas | |
| <p>4.2.7.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> | <p>SE 1: 104–107, 192–193, 318–319, 326, 328, 332, 334, 336, 352, 368, 410, 420 SE 2: 46, 76–77, 78–79, 97, 109, 114–115, 120, 130, 185, 224, 285, 313, 370–371, 446–447, 453, 458, 461, 464</p> <p>TE 1: 39c, 72c–72d, 74–75, 75a, SG•21, 93b, 104c–104d, 104–105, 105a, 106–107a, 109b, 131d, 152c–152d, 160–161a, SG•69, SG•74 TE 2: 189c, 192–193a, SG•5, SG•10, 221c, 224c–224d, 224–225a, SG•21, 249c, 266–267a, 268c, 270–271a, 275c, 281a, 303c, SG•69, SG•79 TE 3: 317c, 318–319, 322–323a, 326–327a, 328–329a, 332–333, 334–335a, 336–337, 343h, 343l–343m, SG•2, SG•6, SG•7, SG•12, 352–353, 358–359a, 366–367, 367a, SG•18, SG•23, SG•29, 387b, 393c, 408–409a, 410–411, 411a, 412–413, 416–417a, 420–421, 421c, 424c–424d, SG•53, SG•63, UR•8–UR•9, UR•11, UR•12–UR•13</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|---|
| <p>(Continued) 4.2.7.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> | <p>(Continued) TE 4: 43c, 46c, 46–47a, 48–49a, 58–59a, 60–61, 70–71, 73c, 76c–76d, 76–77a, 78–79a, SG•21, SG•26, 92–93a, 96–97a, 105c, 108–109a, SG•37, 113c, 114–115, 120–121a, 122–123a, 130–131, 134–135, 135a, 139h, 139l–139m, SG•52, SG•58, SG•62, SG•63, UR•32, UR•38–UR•39, UR•41, UR•42–UR•43 TE 5: 184–185a, 193c, 219c, 222–223a, 224–225, 247c, 250c–250d, SG•38, 262–263a, 269b, 270–271a, 278–279, 279c, 282–283a, 284–285a, SG•53, SG•58, 307c, 310–311a, 312–313a, SG•69, SG•70, SG•74 TE 6: 364c–364d, 368–369, 370–371, 371a, 373c, 378–379, 379a, SG•26, 437c, 445c, 446–447, 452–453, 453a, 454–455, 457a, 458–459, 460c, 461a, 462–463, 464–465, 468c–468d, 468–469, 469a, 470–471, 471a, 473h, 473l–473m, UR•48–UR•49, UR•51, UR•52–UR•53</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards-English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|---|
| 4.2.8.8 Explain how an author uses reasons and evidence to support particular points in a text. | <p>SE 1: 42–43, 192–193, 259, 306–307 SE 2: 72, 161, 174–175, 192, 196–197, 223, 440–441</p> <p>TE 1: 42c–42d, 42–43a, SG•2, SG•5, SG•7, SG•10, SG•12, 47c, 48–49, 77h, 77l–77m, SG•34, SG•44, 154–155, 160c TE 2: 192–193a, SG•15, 249c, SG•34, SG•39, SG•44, 257c, 258–259, 266–267a, 268c–268d, 283h, 283l–283m, SG•50, SG•54, SG•55, 306–307, 307a, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43 TE 3: 345c, 346–347, 456–457a, UR•18–UR•19, UR•20–UR•21 TE 4: 48–49a, 66–67a, 69a, 76–77a, SG•30, SG•44, 160c–160d, 160–161, 161a, 162–163, 163a TE 5: 173c, 174–175, 178–179a, 180–181a, 182–183a, 186c, 190–191, 192–193a, 196c–196d, 196–197a, 199h, 199l–199m, SG•5, SG•15, 222c–222d, 222–223a, 264–265a, 276–277a, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13 TE 6: 364c, 376c–376d, 376–377a, SG•19, SG•23, SG•29, 440c–440d, 440–441a, UR•19</p> |
| 4.2.9.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | <p>SE 1: 75, 163, 307, 341 SE 2: 79, 109, 197, 225, 285, 313, 379</p> <p>TE 1: 74–75a, 105a, 107a, 162–163a TE 2: 300–301, 306–307a, SG•74 TE 3: 340–341a, 368–369, 369a, UR•15 TE 4: 48–49a, 78–79a, 108–109a, SG•37, 162–163a TE 5: 196–197, 219c, 224–225a, 284–285a, SG•53, 312–313a TE 6: SG•15, 378–379a, 441a, UR•11</p> <p>Writing to Sources: U1: 24–25 U3: 72–73, 84–85 U4: 108–109, 112–113, 116–117 U5: 136–137, 140–141, 148–149 U6: 168–169, 172–173, 184–185</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| Range of Reading and Level of Text Complexity | |
| 4.2.10.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. | |
| <p>a. Self-select texts for personal enjoyment, interest, and academic tasks.</p> | <p>SE 1: 157, 275, 303, 337, 363, 421 SE 2: 73, 105, 131, 193, 219, 279, 343, 373, 463</p> <p>TE 1: 20i, 46i, 78i, 110i, 138i, 156–157 TE 2: 172i, 196i, 228, 256i, 274–275, 284i, 302–303 TE 3: 316i, 336–337, 344i, 362–363, 372i, 402i, 420–421, 430i TE 4: 20i, 52i, 72–73, 82i, 104–105, 112i, 130–131, 140i TE 5: 172i, 192–193i, 200i, 218–219, 228i, 256i, 278–279, 288i TE 6: 322i, 342–343, 350i, 372–373i, 382i, 414i, 444i, 462–463</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|---|
| Reading Benchmarks: Foundational Skills K-5 (Common Core Reading Standards: Foundational Skills (K–5) [RF]) | |
| Phonics and Word Recognition | |
| 4.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words. | |
| a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | <p>SE 1: 24, 50, 142, 176, 232, 406 SE 2: 116, 204, 260, 326</p> <p>TE 1: 24e, 24–25, 45a, 45h–45i, 49a, 50c, 50e, 50–51, 62–63, 63a, 76–77, 77a, 113a, 114c–114d, 142e, 142–143 TE 2: 176e, 176–177, 227a, 227c, 227i, 231c, 232c–232d, 232e, 232–233, 288c–288d, UR•10, UR•11, UR•13, UR•30 TE 3: 348c–348d, 401i, 406c–406d, 406–407, 414–415, 429h, 429i, 434c–434d, 459i, UR•40–UR•41, UR•42–UR•43, UR•50–UR•51, UR•52–UR•53 TE 4: 24e, 24–25, 86c–86d, 111i, 116e, 116–117, 144c–144d, 165i TE 5: 204e, 204–205, 260c–260d, 260e, 260–261, 266–267, 267a, 269c, 272–273, 273a, 315i, UR•40–UR•41, UR•43 TE 6: 326c–326d, 326–327, 354c–354d</p> |
| Fluency | |
| 4.3.0.4 Read with sufficient accuracy and fluency to support comprehension. | |
| a. Read grade-level text with purpose and understanding. | <p>SE 1: See all the main and paired selections. For specific fluency activities, see pp. 318–319, 346–347, 374–375, 404–405, 432–433</p> <p>TE 1: 26–27, 27a, 52–53, 53a, 84–85, 85a, 116–117, 117a, 144–145, 145a TE 2: 227j–227k, 242d TE 3: 318–319, 324–325, 325a, 326–327, 327a, 328–329, 329a, 343l–343m, 345a–345b, 345c, 346–347, 348–349, 354–355, 355a, 358c–358d, 371j–371k, 373c, 374–375, 401j–401k, 404–405, SG•36, SG•37, 429j–429k, 459j–459k, SG•78, SG•79 TE 4: 26–27, 27a, SG•24, SG•25, SG•42, SG•43, 114–115, 119a, 126c–126d, 144–145, 152a, SG•66, SG•67, SG•74, SG•75 TE 5: 174–175, 198–199, SG•7, SG•7, 227l–227m, 255l–255m, SG•44, SG•45, 287l–287m, 318–319, 319a</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|--|
| <p>(Continued) a. Read grade-level text with purpose and understanding.</p> | <p>(Continued) TE 6: 326–327, 349j–349k, 354–355, 440–441, 441a, 443j–443k, 443l–443m, 473l–473m, UR•53</p> |
| <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p>SE 1: 44, 76, 108, 136, 164</p> <p>TE 1: 21c, 22–23, 24e, 24–25, 39b, 44–45, 45j–45k, 50–51, 69b, 76–77, 80–81, 82–83, 101b, 108–109, 109j–109k, 112–113, 114–115, 131b, 136–137, 137j–137k, 157b, 165–165, 165j–165k, UR•13, UR•33, UR•43</p> <p>TE 2: 174–175, 176–177, 189b, 194–195, 195j–195k, 198–199, 200–201, 221b, 226–227, 227j–227k, 230–231, 232–233, 249b, 254–255, 255j–255k, 258–259, 260–261, 275b, 282–283, 283j–283k, 286–287, 288–289, 303b, 308–309, 309j–309k, 313a, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 3: 318–319, 320–321, 337b, 342–343, 343j–343k, 345c, 346–347, 348–349, 363b, 370–371, 371j–371k, 373c, 374–375, 376–377, 393b, 400–401, 404–405, 406–407, 421b, 428–429, 432–433, 434–435, 451b, 458–459, 459j–459k, 462–463, 463a, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 4: 22–23, 24–25, 43b, 50–51, 51j–51k, 54–55, 73b, 80–81, 81j–81k, 84–85, 86–87, 105b, 110–111, 111j–111k, 114–115, 131b, 138–139, 142–143, 144–145, 157b, 164–165j–165k, 168–169, 169a, SG•66, SG•67, UR•12–UR•13, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 5: 174–175, 176–177, 193b, 198–199, 199j–199k, 201c, 202–203, 219b, 219d, 226–227, 230–231, 232–233, 247b, 254–255, 255j–255k, 255l–255m, SG•34, SG•35, SG•48, 258–259, 260–261, 279b, 286–287, 287j–287k, SG•50, SG•51, 290–291, 292–293, 307b, 314–315, 315j–315k, SG•66, SG•67, UR•13, UR•23, UR•33, UR•43, UR•53</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| <p>(Continued) b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p>(Continued) TE 6: 324–325, 326–327, 343b, 348–349, 349j–349k, 352–353, 354–355, 373b, 380–381, 381j–381k, 384–385, 386–387, 405b, 412–413, 413j–413k, 416–417, 418e, 418–419, 437b, 442–443, 443j–443k, 445c, 446–447, 448–449, 465b, 472–473, 473j–473k, UR•13, UR•23, UR•33, UR•43</p> |
| <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>SE 1: 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400 SE 2: 24–25, 50, 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419, 442, 448–449, 472</p> <p>TE 1: 23a, 49a, 81a, 113a, 114e, 114–115, 136–137, 137j–137k, 141a TE 2: 221b, SG•52, SG•57, 292–293, 293a TE 3: 320–321, 342–343a, 347a, 348e, 348–349, 356–357, 357a, 370–371, 376e–377 TE 4: 24e, 24–25, 36–37, 37a, 50–51a, 51h, 56e, 56–57, 80–81, 81a, SG•25, 144–145, 164–165a TE 5: 232–233, 254–255, 292e, 292–293, 298–299, 299a, 315a, 315h TE 6: 386e, 386–387, 390–391, 391a, 396–397a, 412–413, 413h, 418e, 418–419, 442–443, 443h, 449–449, 472–473</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|--|
| Writing Benchmarks K-5 (Common Core Writing Standards K-5) [W] | |
| Text Types and Purposes | |
| 4.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | |
| a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. | <p>SE 1: 304–305 SE 2: 132–133, 280–281</p> <p>TE 1: 108–109, 109a, 156–157, 157a TE 2: 287e–287f, 297d–297e, 304–305, 305a, 305b–305c TE 4: 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e TE 5: 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, WP•2–WP•3, WP•4–WP•5 TE 6: 353e–353f, 363d–363e, 374–375, 375a, 381p–381q</p> <p>Writing to Sources: Unit 1: 198–199, 200–201 Unit 2: 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57 Unit 5: 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 160–161, 162–163</p> |
| b. Provide reasons that are supported by facts and details. | <p>SE 1: 304–305 SE 2: 132–133, 280–281</p> <p>TE 1: 157a TE 2: 220–221, 221a, 287e–287f, 297d–297e, 304–305, 309d TE 4: 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e, 139p–139q TE 5: 259e–259f, 269d–269e, 280–281, 281a, 281b–281c, WP•4–WP•5 TE 6: 363d–363e, 381p–381q</p> <p>Writing to Sources: Unit 1: 198–199, 200–201 Unit 2: 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57 Unit 5: 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 160–161, 162–163</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). | <p>SE 1: 304–305 SE 2: 280–281</p> <p>TE 2: 297d, 304–305, 309d TE 4: 139d TE 5: 280–281, 281a, 281b–281c, 287d–287e, WP•7</p> <p>Writing to Sources: Unit 1: 198–199, 200–201 Unit 2: 38–39, 42–43, 46–47, 48–49, 50–51 Unit 5: 134–135, 138–139, 142–143, 146–147, 152–153, 154–155, 162–163</p> |
| d. Provide a concluding statement or section related to the opinion presented. | <p>SE 1: 304–305 SE 2: 132–133</p> <p>TE 2: 287e–287f, 304–305, 309d TE 4: 132–133, 133b–133c, 139d–139e TE 5: 281b–281c, WP•4–WP•5</p> <p>Writing to Sources: Unit 1: 198–199, 200–201 Unit 2: 44–45, 52–53, 54–55, 56–57 Unit 5: 136–137, 140–141, 144–145, 148–149, 150–151, 154–155</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|--|
| 4.6.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | |
| a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | <p>SE 1: 70–71, 222–223, 276–277, 364–365, 422–423 SE 2: 106–107, 344–345</p> <p>TE 1: 49e–49f, 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q, 131c TE 2: 189d, 199e–199f, 211d–211e, 222–223a, 223b–223c, 227d–227e, 227p–227q, SG•22, SG•27, 259e–259f, 267d–267e, 276–277a, 277b–277c, 283d–283e, WP•4–WP•5, WP•6–WP•7 TE 3: 340–341a, 347e–347f, 357d–357e, 364–365a, 371d–371e, 405e–405f, 422–423a, 423b, 433e–433f, 443d–443e, 452–453a, 453b–453c, 459d–459e, WP•4–WP•5, WP•6–WP•7 TE 4: 81b, 85e–85f, 95d–95e, 106–107, 107a, 107b–107c, 111d–111e TE 6: 335d–335e, 344–345a, 345b–345c, 349d–349e, 379a, 405d, 413b, WP•6–WP•7</p> <p>Writing to Sources: Unit 2: 58–59, 66–67 Unit 3: 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 94–97, 98–99 Unit 6: 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 190–193, 194–195</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|---|
| <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> | <p>SE 1: 70–71, 222–223, 276–277 SE 2: 344–345, 466–467</p> <p>TE 1: 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q TE 2: 195b, 199e–199f, 211d–211e, 222–223a, 223b–223c, 224c–224d, 227d–227e, 259e–259f, 267d–267e, 276–277, 277b–277c, 283d–283e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7 TE 3: 347e–347f, 371b, 371d–371e, 371p–371q, 443b, 452–453a, 459d–459e, WP•4–WP•5 TE 4: SG•12, SG•15, 85e–85f, 106–107, 107a, 111d–111e TE 5: SG•36 TE 6: 325e–325f, 335d–335e, 344–345a, 345b–345c, 349d–349e, 375b–375c, 381d–381e, UR•15, WP•4–WP•5</p> <p>Writing to Sources: Unit 2: 58–59, 60–61, 62–65, 66–67 Unit 3: 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99 Unit 6: 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195</p> |
| <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> | <p>SE 2: 106–107, 344–345</p> <p>TE 1: SG•73 TE 2: 223b–223c TE 3: WP•2, WP•6 TE 4: 85e–85f, 106–107a, 107b–107c, 111d–111e TE 6: 325e–325f, 344–345a, WP•7</p> <p>Writing to Sources: Unit 2: 58–59, 66–67 Unit 3: 72–73, 76–77, 78–79, 86–87, 90–91, 98–99 Unit 6: 168–169, 170–171, 176–177, 180–181, 184–185, 186–187, 194–195</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|--|
| <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> | <p>SE 1: 222–223, 364–365, 422–423 SE 2: 344–345</p> <p>TE 2: 222–223a, 224c–224d, 283d–283e, WP•7 TE 3: 347e–347f, 364–365, 415d–415e, 422–423, 459p TE 5: SG•36 TE 6: 325e–325f, 344–345, 349d–349e, 375b–375c</p> <p>Writing to Sources: Unit 2: 58–59, 66–67 Unit 3: 70–71, 74–75, 82–83, 84–85, 88–89, 90–91, 94–97, 98–99 Unit 6: 166–167, 172–173, 174–175, 178–179, 182–183, 186–187, 192–193, 194–195</p> |
| <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> | <p>SE 1: 276–277 SE 2: 344–345</p> <p>TE 1: 49e–49f, 77d–77e TE 2: 199e–199f, 276–277, WP•6 TE 6: 344–345, 349d, 379a, WP•6</p> <p>Writing to Sources: Unit 2: 58–59 Unit 3: 90–91 Unit 6: 186–187</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| 4.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
| a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | <p>SE 1: 40–41, 102–103, 158–159, 338–339, 394–395 SE 2: 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467</p> <p>TE 1: 23e–23f, 31d–31e, 40–41a, 93d–93e, 102–103a, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e, 165p–165q, WP•4–WP•5 TE 2: 248–249, 249a TE 3: 319e–319f, 329d–329e, 338–339a, 375e–375f, 387d–387e, 394–395a, 395b–395c, 401d–401e TE 4: 23e–23f, 35d–35e, 42–43a, 44–45a, 45b–45c, 51p–51q, 74–75a, 143e–143f, 151d–151e, 158–159a, 159b–159c, 165d–165e, WP•4–WP•5 TE 5: 175e–175f, 185d–185e, 194–195a, 195b–195c, 203e–203f, 213d–213e, 220–221a, 221b, 227d–227e, 248–249, 291e–291f, 308–309a, 315d–315e TE 6: 385e–385f, 395d–395e, 406–407a, 417e–417f, 427d–427e, 438–439a, 439b–439c, 447e–447f, 466–467a</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, 30–33, 34–35 Unit 4: 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 126–129, 130–131</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards-English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> | <p>SE 1: 40–41, 132–133, 158–159, 338–339 SE 2: 44–45, 158–159 194–195, 220–221, 308–309, 406–407, 438–439, 466–467</p> <p>TE 1: 40–41, 41b–41c, 158–159 TE 2: 195i TE 3: 394–395a TE 4: 44–45a, 158–159a, 159b–159c, 165d, WP•6–WP•7 TE 5: 194–195, 220–221, 221a, 255d–255e, 291e–291f, 308–309a, 315d TE 6: 385e–385f, 406–407a, 407b–407c, 413d–413e, 417e–417f, 438–439a, 439b–439c, 443d–443e, 443p–443q</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 30–33, 34–35 Unit 3: 98–99 Unit 4: 102–103, 104–105, 106–107, 108–109, 110–111, 114–115, 116–117, 118–119, 120–121, 122–123, 126–129, 130–131</p> |
| <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> | <p>SE 1: 304 SE 2: 280</p> <p>TE 1: 165d–165e, 165p–165q, WP•6–WP•7, WP•10 TE 2: 304–305 TE 4: 165d–165e TE 5: 195b, 227d–227e, 280–281, 308–309a, 315d TE 6: 459d</p> <p>Writing to Sources: Unit 1: 6–7, 10–11, 12–13, 14–15, 18–19, 26–27, 34–35 Unit 3: 98–99 Unit 4: 106–107, 116–117, 118–119, 122–123, 124–125, 126–129, 130–131</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> | <p>SE 1: 40–41, 102–103, 338–339 SE 2: 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407</p> <p>TE 1: 40–41a, 41b–41c, 45d–45e, 50c–50d, 81e–81f, 93d–93e, 102–103a, 103b–103c, 109d–109e, 142b, 169a, WP•10 TE 2: 195d–195e, 232d, 250–251a, 255d–255e TE 3: 338–339a, 343p TE 4: 35d–35e, 44–45a, 45b–45c, 51d–51e, 74–75a, 75b–75c, 81d–81e, 158–159a, 159b–159c, 165d–165e, WP•6 TE 5: 194–195a, 199d, 204d, 213c, 214c, 220–221, 227d–227e, 227i, 227p–227q, 241d–241e, 248–249a, 249b–249c, 255d–255e, 255p, 291e–291f, 301d–301e, 306–307a, 308–309a, 315d, 315p TE 6: 346c–346d, 381d–381e, 406–407a, 407b, 413d–413e, 438–439a, 439b–439c, 473d</p> <p>Writing to Sources: Unit 1: 8–9, 12–13, 14–15, 16–17, 18–19, 22–23, 26–27, 28–29, 34–35, Unit 3: 98–99 Unit 4: 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 118–119, 120–121, 122–123, 124–125, 130–131</p> |
| <p>e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.</p> | <p>SE 1: 132–133 SE 2: 44–45</p> <p>TE 1: 31d–31e TE 4: 44–45a, 51d–51e, 158–159a, 165d–165e TE 5: 195b, 213e, 308–309, 315d TE 6: 427e, 443d, 459d, 466–467</p> <p>Writing to Sources: Unit 1: 26–27 Unit 3: 98–99 Unit 4: 104–105, 116–117, 122–123</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| Writing Process: Production and Distribution of Writing | |
| <p>4.6.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p>SE 1: 40–41, 70–71, 102–103, 132–133, 158–159</p> <p>TE 1: 23e–23f, 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, SG•6, SG•11, SG•16, 49e–49f, 70–71a, 71b–71c, 81e–81f, 93d–93e, 102–103a, 109d–109e, 109p–109q, SG•37, 113e–113f, 123d–123e, 131c, 132–133a, 133b–133c, 137d–137e, 137p–137q, SG•53, 151d–151e, 158–159, 159b–159c, 165p–165q, 169a, SG•69</p> <p>TE 2: 175e–175f, 183d–183e, 190–191a, 195p–195q, 223b–223c, 227d–227e, SG•22, SG•27, SG•32, 231e–231f, 241d–241e, 250–251a, 255p–255q, SG•53, SG•59, SG•63, 304–305, 305a, 305b–305c, 309p–309q, SG•69</p> <p>TE 3: 339b–339c, 343d–343e, 357d–357e, 364–365, 365a, 365b–365c, 371d–371e, SG•22, SG•27, SG•32, 415d–415e, 422–423, 423a, 423b–423c, 429p–429q, 452–453, 453a, UR•15</p> <p>TE 4: 23e–23f, 51p–51q, 81p–81q, SG•22, SG•27, SG•32, 85e–85f, 95d–95e, 106–107, 107a, 111d–111e, 111p–111q, 132–133, 133a, 151d–151e, 159b–159c, 165d–165e, 165p–165q</p> <p>TE 5: 199p–199q, 213d–213e, 227p–227q, 231e–231f, 241d–241e, 248–249, 249a, 249b–249c, 255d–255e, 255p–255q, SG•39, SG•43, SG•48, 287p–287q, 315p–315q, SG•71, SG•74, WP•8–WP•9, WP•10</p> <p>TE 6: 349b, 349p–349q, 375b–375c, 381b, 381p–381q, 413b, 413p–413q, 443p–443q, 467b–467c, 473p–473q, UR•25, UR•55</p> <p>Writing to Sources: Unit 1: 8–9, 12–13, 16–17, 20–21, 26–27, 30–33, 34–35, 198–199, 200–201, 228–229 Unit 2: 40–41, 44–45, 48–49, 52–53, 62–65, 66–67, 206–207, 208–209, 210–211, 234–235, 236–237 Unit 3: 72–73, 76–77, 80–81, 84–85, 94–97, 98–99, 218–219, 220–221, 240–241</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| <p>(Continued) 4.6.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p>(Continued) Unit 4: 104–105, 108–109, 112–113, 116–117, 122–123, 126–129, 130–131, 214–215, 216–217, 238–239 Unit 5: 136–137, 1140–141, 144–145, 148–149, 154–155, 158–161, 162–163, 202–203, 204–205, 230–231, 232–233 Unit 6: 168–169, 172–173, 176–177, 180–181, 186–187, 190–193, 194–195, 222–223, 224–225, 226–227, 242–243, 244–245</p> |
| <p>4.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 41-42.)</p> | <p>SE 1: 40–41, 70–71, 102–103, 132–133, 158–159 TE 1: 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, SG•15, 71b, 77d–77e, 77p–77q, 103b–103c, 109d–109e, 133b, 137d–137e, 158–159, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9 TE 2: 223b, 227d–227e, 255d, 255p–255q, 277b, 283d–283e, 283p–283q, 305a, 305b–305c, 309b, 309d–309e, 309p–309q, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9 TE 3: 339b–339c, 343d–343e, 365b, 371d–371e, 395b, 401d–401e, 401p–401q, 423b, 429d–429e, 452–453, 453a, 459p–459q, SG•79, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9 TE 4: 45b, 51d–51e, 51p–51q, 55b, 67d–67e, 73d, 75b, 81d–81e, 107b, 111d–111e, 111p–111q, 133b–133c, 139d–139e, 139p–139q, 165p–165q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9 TE 5: 195b, 199p–199q, 221b, 227d–227e, 227p–227q, 231e–231f, 241d–241e, 249b, 255d–255e, 255p–255q, 281b, 287d–287e, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9, WP•10 TE 6: 325b, 345b, 349d–349e, 349p–349q, 363d–363e, 375b, 381d–381e, 381p–381q, 395d–395e, 407b–407c, 413d–413e, 413p–413q, 439b, 443d–443e, 467b–467c, 473p–473q, WP•6–WP•7, WP•8–WP•9</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards-English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| <p>4.6.6.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> | <p>TE 1: 45b, SG•13, SG•14, 77b, 137b, WP•9, WP•10 TE 2: 255b, 278c–278d, 278–279a, WP•9, WP•10 TE 3: 329b, 371b, 415b, 424c–424d, 424–425a, 426–427a, WP•9, WP•10 TE 4: 51b, 134c–134d, 165b, WP•9, WP•10 TE 5: 301b, 315b, WP•9, WP•10 TE 6: 349b, 437c–437d, 471a, WP•9, WP•10</p> <p>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67, 206–207 Unit 3: 98–99 Unit 4: 130–131, 212–213, 214–215, 216–217, 238–239 Unit 5: 162–163, 202–203, 204–205, 230–231, 323–233 Unit 6: 194–195, 224–225, 226–227, 242–243, 244–245</p> |
| Research to Build and Present Knowledge | |
| <p>4.6.7.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> | <p>TE 1: 23b, 31b, 39d, 45b, 45n, SG•13, SG•14, SG•15, 49b, 61b, 69d, 77b, 81b, 101d, 109b, SG•48, 113b, 123b, 131c, 131d, 137b, SG•63, SG•64, 141b, 151b, 157d, 165b, SG•80 TE 2: 175b, 189d, 195b, SG•12, 221d, 227b, 231b, 241b, 249d, 267b, 275d, 283b, SG•60, SG•61, 297b, 303d, 309b, SG•78, SG•79 TE 3: 319b, 329b, 337c, 337d, 343b, SG•12, SG•13, 347b, 357b, 363d, 371b, 371n, 375b, 387b, 401b, SG•44, SG•45, SG•48, 405b, 415b, 421d, 429b, 429n, 433b, 443b, 451d, 459b, SG•77, SG•78 TE 4: 23b, 55b, 67b, 85b, 95b, SG•44, 115b, 125b, 131d, 143b, 151b, 165n, SG•77 TE 5: 175b, 185b, SG•12, 203b, 213b, SG•28, SG•29, SG•30, 231b, 241b, SG•38, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 259b, 269b, 291b, SG•76, SG•77</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|--|
| <p>(Continued) 4.6.7.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> | <p>(Continued) TE 6: 325b, 335b, SG•12, SG•13, SG•14, SG•15, 353b, 363b, SG•22, SG•27, SG•28, SG•29, SG•32, 385b, 395b, SG•44, SG•45, 417b, 427b, 437c, SG•60, SG•61, SG•62, SG•63, 447b, 459b, 465c, SG•76, SG•77, SG•78, SG•79, WP•2–WP•3</p> <p>Writing to Sources: Unit 1: 24–25 Unit 3: 72–73, 84–85 Unit 4: 108–109, 112–113, 116–117 Unit 5: 136–137, 140–141, 148–149 Unit 6: 168–169, 172–173, 184–185</p> |
| <p>4.6.8.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> | <p>SE 1: 156, 220, 336, 450</p> <p>TE 1: 31b, 39d, 45b, SG•14, SG•15, 61d–61e, 69c, SG•18, SG•29, 93b, 101c, 101d, 104c–104d, 109b, 123b, 131c, 131d, 136–137a, 151b, 156–157, 157c, 157d, 165b, WP•4–WP•5</p> <p>TE 2: 175b, 183b, 189d, 195b, SG•13, 199b, 211b, 220–221, 227b, SG•28, SG•29, 231b, 241b, 249d, 255b, 259b, 267b, 275d, SG•62, 297b, 303d, 309b</p> <p>TE 3: 336–337, 343b, SG•6, SG•7, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 371b, 387b, 393c, 393d, 401b, 415b, 429b, 429n, 450–451, 459b, SG•79, WP•4–WP•5</p> <p>TE 4: 23b, 35b, 43d, 51b, SG•16, 67b, 73d, 81b, 95b, 105a, 105d, 111b, 111i, SG•48, 125b, 131d, 139b, 157c, 157d, 165b, WP•2–WP•3</p> <p>TE 5: 185b, 193d, 199b, SG•6, SG•16, 219d, 227b, 247d, 255b, 269b, 279c, 279d, 287b, SG•53, SG•61, 301b, 307d, 315b, SG•79</p> <p>TE 6: 335b, 343c, 343d, SG•6, SG•11, SG•14, SG•15, 363b, 373d, SG•30, 395b, 405d, 413b, SG•46, 437d, 443b, SG•62, SG•63, 459b, 465c, 465d, 473b, SG•76, SG•77, WP•2–WP•3, WP•4–WP•5</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| <p>(Continued) 4.6.8.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> | <p>(Continued) Writing to Sources: Unit 1: 24–25, 28–29 Unit 2: 58–59, 60–61 Unit 3: 72–73, 84–85, 92–93 Unit 4: 108–109, 112–113, 116–117, 124–125, 212–213, 238–239 Unit 5: 136–137, 140–141, 148–149, 156–157, 202–203, 204–205, 230–231, 232–233 Unit 6: 168–169, 172–173, 184–185, 188–189, 222–223</p> |
| <p>4.6.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | |
| <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> | <p>SE 1: 38, 68, 100, 130, 188, 220, 248, 392, 450 SE 2: 42, 156, 246, 306, 404, 436</p> <p>TE 1: 38–39a, 42c–42d, 68–69, 100–101, 130–131a TE 2: 188–189a, 220–221a, 248–249 TE 3: 362–363a, 392–393, 450–451a TE 4: 45b–45c, 156–157a TE 5: 227d–227e, 306–307a TE 6: 404–405, 436–437, 443p–443q</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 Unit 2: 38–39, 40–41, 42–43, 44–45, 46–47, 48–49 Unit 3: 78–79, 80–81, 88–89 Unit 4: 102–103, 104–105, 106–107, 108–109, 112–113, 118–119, 120–121 Unit 5: 142–143, 150–151, 152–153, 202–203 Unit 6: 174–175, 176–177, 178–179, 180–181</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|--|
| <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> | <p>SE 1: 156, 274, 302, 336, 362, 420 SE 2: 72, 104, 130, 192, 218, 278, 342, 372, 464</p> <p>TE 1: 72–73, 73a, 156–157 TE 2: 274–275, 302–303a TE 3: 336–337, 362–363a, UR•15 TE 4: 72–73, 104–105, 130–131 TE 5: 192–193, 218–219, 246–247a, 278–279 TE 6: 342–343a, 372–373, 464–465</p> <p>Writing to Sources: Unit 1: 10–11, 12–13, 16–17, 22–23, 24–25 Unit 2: 44–45, 50–51, 52–53, 54–55, 56–57 Unit 3: 70–71, 72–73, 74–75, 76–77, 82–83, 84–85, 86–87, 88–89 Unit 4: 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 120–121 Unit 5: 134–135, 136–137, 138–139, 140–141, 144–145, 146–147, 148–149, 152–153 Unit 6: 166–167, 168–169, 170–171, 172–173, 176–177, 180–181, 182–183, 184–185</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| Range of Writing | |
| 4.6.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |
| <p>a. Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.</p> | <p>SE 1: 40–41, 70–71, 102–103, 132–133, 158–159, 190–191, 250–251, 276–277, 304–305, 338–339, 364–365, 394–395, 422–423, 452–453</p> <p>SE 2: 44–45, 106–107, 132–133, 158–159, 194–195, 220–221, 248–249, 280–281, 308–309, 344–345, 374–375, 406–407, 438–439, 466–467</p> <p>TE 1: 23e–23f, 40–41, 41a–41c, 49e–49f, 70–71, 71a–71c, 81e–81f, 102–103, 103a–103c, 113e–113f, 132–133, 133a–133c, 141e–141f, 158–159, 159a–159c, WP3</p> <p>TE 2: 175e–175f, 190–191, 191a–191c, 199e–199f, 222–223, 223a–223c, 231e–231f, 250–251, 251a–251c, 259e–259f, 276–277, 277a–277c, 287e–287f, 304–305, 305a–305c, WP3</p> <p>TE 3: 319e–319f, 338–339, 339a–339c, 347e–347f, 364–365, 365a–365c, 375e–375f, 394–395, 395a–395c, 405e–405f, 422–423, 423a–423c, 433e–433f, 452–453, 453a–453c, WP3</p> <p>TE 4: 23e–23f, 44–45, 45a–45c, 85e–85f, 106–107, 107a–107c, 115e–115f, 132–133, 133a–133c, 143e–143f, 158–159, 159a–159c, WP3</p> <p>TE 5: 175e–175f, 194–195, 195a–195c, 203e–203f, 220–221, 221a–221c, 231e–231f, 248–249, 249a–249c, 259e–259f, 280–281, 281a–281c, 291e–291f, 308–309, 309a–309c, WP3</p> <p>TE 6: 325e–325f, 344–345, 345a–345c, 353e–353f, 374–375, 375a–375c, 385e–385f, 406–407, 407a–407c, 417e–417f, 438–439, 439a–439c, 447e–447f, 466–467, 467a–467c, WP3</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|--|
| Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 (Common Core Speaking, and Listening Standards K–5) [SL] | |
| Comprehension and Collaboration | |
| 4.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. | |
| a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | SE 1: 45, 309 SE 2: 287, 349, 413 TE 1: 21a–21b, 45a, 45n, 69a, 79a–79b, 124c–124d, 130–131, 131a TE 2: 188–189a, 227n, 268a–268b, 278a–278b, 308–309a TE 3: 371n, SG•64, 459n, SG•80 TE 4: 76a–76b, SG•48 TE 5: 286–287a TE 6: 348–349a, 349n, 412–413, 443n |
| b. Follow agreed-upon rules for discussions and carry out assigned roles. | SE 1: 45, 77, 109, 137, 165, 283, 309 SE 2: 199, 413 TE 1: 45a, 45n, 76–77, 77n, SG•32, 108–109a, 109e, 109n, 136–137, 137n, 164–165a, 165n TE 2: 195n, 226–227a, 227n, 254–255a, 255n, 282–283a, 283n, 308–309a, 309n TE 3: 343n, 371n, 400–401a, 401n, 429n, 459n, SG•80 TE 4: 51n, SG•16, 80–81a, 81n, 110–111, 111a, 111n, 138–139, 139a, 139n, 165n TE 5: 198–199a, 227n, 286–287a, 287n, 315n, SG•80 TE 6: 348–349a, 349n, 381n, 412–413a, 413n, 473n Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195 |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> | <p>SE 1: 77, 78, 110, 137, 165, 255, 283, 284, 309, 316, 344, 372, 401, 429, 459 SE 2: 20, 52–53, 80–81, 82–83, 110–111, 112–113, 139, 140, 200, 255, 256, 287, 288, 315, 322, 349, 350, 382–383, 413, 414, 444, 473</p> <p>TE 1: 23a–23b, 45a, SG•14, 47a–47b, 49a–49b, 77a, 78j–79, 110–111, SG•20, SG•21, SG•23, SG•34, SG•35, SG•36, SG•37, SG•39, 111a–111b, SG•50, SG•51, SG•52, SG•53, SG•55, SG•66, SG•67, SG•68, SG•69, SG•71, 136–137, 164–165 TE 2: 175a, 175b, 199b, 212b, 254–255a, 255b, 255n, 259a, 259b, 278a–278b, 282–283a, 287a, 308–309a TE 3: 343n, 344–345, 371a, 371b, 371n, 372–373, SG•53, 400–401, 428–429, 459–459, 459n TE 4: 20–21, 21a–21b, SG•7, 52–53, 56a–56b, 80–81a, 81n, 82–83, SG•18, SG•19, SG•23, SG•28, 110–111a, 112–113a, SG•55, SG•60, 140–141, 141a–141b, UR•16 TE 5: 173a–173b, 175b, SG•12, 200–201, 201a, 222c, SG•20, SG•21, SG•30, SG•31, 229a, 255a, 256–257, SG•36, SG•37, SG•46, SG•47, 259a, 259b, 286–287, 287a, 288–289, 291b, 314–315, 315a, SG•69, SG•71, SG•78, SG•79 TE 6: 322–323, 323a, 348–349, 349a, 349n, 350–351, 382–383, 412–413, 414–415, 415a, 428a–428b, 443a, 444–445, 472–473</p> <p>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards-English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | <p>SE 1: 255, 309 SE 2: 255, 287, 349, 381, 413</p> <p>TE 1: 23a, 24a–24b, 32c–32d, 42a–42b, 42–43, 43a, 81a, 82a–82b, 104a–104b, 114a–114b, 124c–124d, 142a–142b, 152a–152b TE 2: 254–255, 308–309, SG•7, SG•50, SG•54, SG•55 TE 3: 406b TE 4: 99a, 116b, 134a–134b, UR•36–UR•37, UR•46–UR•47 TE 5: 254–255, 286–287 TE 6: 348–349, 349a, 380–381, 412–413</p> <p>Writing to Sources: Unit 5: 162–163</p> |
| e. Cooperate and problem solve as appropriate for productive group discussion. | <p>SE 1: 20–21, 170–171, 196–197, 228–229, 256–257 SE 2: 140–141</p> <p>TE: 20j, 20–21 TE 2: 172j, 170–171, 196j, 196–197, 228j, 228–229, 256j, 256–257, 309a TE 4: 81a, 140j, 140–141, 152a, 160a, 165a, 165f TE 6: 349a</p> <p>Writing to Sources: 27, 59, 91, 123, 155, 187</p> |
| 4.8.2.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <p>SE 1: 22</p> <p>TE 1: 21c, 22–23, SG•74 TE 2: 184c–184d, 189a, 221a, 249a, 255n, 268c–268d, 275a, 303a TE 4: 68c–68d, 126c–126d, 131a, 165n TE 5: 250–251, 251a, 252–253, 253a TE 6: 336c–336d, 342a, SG•9</p> <p>Writing to Sources: Unit 4: 130–131</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards-English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| 4.8.3.3 Identify the reasons and evidence a speaker provides to support particular points. | <p>SE 2: 51, 349, 413</p> <p>TE 1: SG•22, SG•23, SG•27, SG•32, 136–137a, 165a</p> <p>TE 2: 221a, SG•55, SG•59, SG•64</p> <p>TE 4: 42–43, 51a, 139q</p> <p>TE 6: SG•70, SG•71, SG•74, SG•75, SG•80</p> <p>Writing to Sources: Unit 5: 162–163</p> |
| Presentation of Knowledge and Ideas | |
| 4.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | <p>SE 1: 137, 195, 227, 309, 343, 401, 429, 459</p> <p>SE 2: 81, 111, 139, 165, 227, 255, 287, 381, 473</p> <p>TE 1: 32c–32d, SG•16, 77n, SG•32, 109n, SG•48, 111b, 136–137a, 137n, SG•64, 165n, SG•80</p> <p>TE 2: 194–195, 195a, 195n, SG•16, 226–227, 227a, 227n, 227q, 255n, SG•48, 283n, SG•64, 308–09a, 309n, SG•80</p> <p>TE 3: 330c–330d, 337d, 342–343a, 343n, SG•16, 371b, 371n, SG•32, 388d, 392–393a, 400–401a, 401n, SG•48, 429n, 450–451a, 458–459a, 459n, SG•80</p> <p>TE 4: 51n, SG•16, 72–73, 73a, 80–81, 81a, 81n, SG•32, 96c–96d, 105a, 110–111a, 111n, SG•48, 138–139a, 139n, SG•64, 157a, 164–165a, 165n, SG•73, SG•80</p> <p>TE 5: 193a, 199n, SG•16, 226–227a, 227n, SG•22, SG•25, SG•32 242c–242d, 247d, 254–255a, 255n, SG•48, 270c–270d, 287n, SG•64, 302c–302d, 307a, 315n, SG•72, SG•73, SG•80</p> <p>TE 6: 349n, SG•16, 364c–364d, 373a, 380–381a, 381n, SG•32, 396c–396d, 413n, SG•48, 428c–428d, 443n, SG•64, 465d, 473a, 472–473, 473n, SG•80</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| <p>(Continued) 4.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> | <p>(Continued) Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p> |
| <p>4.8.5.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> | <p>SE 1: 109, 137, 165, 429, 459 SE 2: 51, 81, 227, 255</p> <p>TE 1: 45q, 77q, 137q, 164–165a, SG•70 TE 2: 189d, 195q, 227q TE 3: 429a, 458–459a, SG•70, SG•75, SG•79 TE 4: 50–51a, 80–81a TE 5: 226–227, 254–255 TE 6: 380–381a, SG•32</p> <p>Writing to Sources: Unit 4: 130–131</p> |
| <p>4.8.6.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)</p> | <p>SE 1: 77, 195, 429</p> <p>TE 1: 45a, 76–77a, 137a TE 2: 194–195a, SG•11, 227a, 242a TE 3: 320d, 334–335, 343i, 428–429</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| Media Literacy | |
| 4.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media. | |
| a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers). | <p>SE 1: 160–161, 162–163, 194–195, 226–227, 428–429 SE 2: 80–81, 314–315, 380–381</p> <p>TE 1: 75a, 101c, 109a, 157c, 160c–160d, 160–161, 161a, 162–163, 163a, 165a, 194–195, 195a TE 2: 221c, 226–227, 227a TE 3: 393c, 428–429, 429a TE 4: 80–81, 81a TE 5: 314–315, 315a TE 6: 373c, 380–381, 381a, 395b</p> |
| b. Locate and use information in print, non-print, and digital resources using a variety of strategies. | <p>SE 1: 104–105, 106–107, 424–425, 426–427 SE 2: 250–251, 252–253, 468–469, 470–471</p> <p>TE 1: 31b, 39c, 39d, 45b, 61b, 69c, 69d, 93b, 101c, 101d, 104c–104d, 104–105, 105a, 106–107, 107a, 109b, 123b, 131c, 131d, 137b, 151b, 157c, 157d, 165b TE 2: 183b, 189c, 189d, 195b, 211b, 221b, 221c, 227b, 241b, 249c, 249d, 255b, 267b, 275b, 275d, 283b, 297b, 303c, 303d, 309b TE 3: 329b, 337c, 337b, 343b, 357b, 363c, 363d, 371b, 387b, 393c, 393d, 401b, 415b, 421c, 421d, 424c–424d, 424–425, 425a, 426–427, 427a, 429b, 443b, 451c, 451d, 459b TE 4: 35b, 43c, 43d, 51b, 67b, 73c, 73d, 81b, 95b, 105c, 105d, 111b, 125b, 131c, 131d, 139b, 151b, 157c, 157d, 165b TE 5: 185b, 193c, 193d, 199b, 213b, 219c, 219d, 227b, 241b, 247c, 247d, 250c–250d, 250–251, 251a, 252–253, 253a, 255b, 269b, 279c, 279d, 287b, 301b, 307c, 307d, 315b TE 6: 335b, 343c, 343d, 349b, 363b, 373c, 373d, 381b, 395b, 405c, 405d, 413b, 427b, 437c, 437d, 443b, 459b, 465c, 465d, 468c–468d, 468–469, 469a, 470–471, 471a, 473b, WP1–WP10</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| c. Check for accuracy of information between two different sources. | <p>SE 1: 104–105, 106–107, 424–425, 426–427 SE 2: 250–251, 252–253, 468–469, 470–471</p> <p>TE 1: 61b, 93b, 101c, 104c–104d, 104–105, 105a, 106–107, 107a TE 2: 183b, 211b, 221c, 267b, 297b TE 3: 329b, 357b, 415b, 424c–424d, 424–425, 425a, 426–427, 427a, 443b TE 4: 35b, 95b, 151b, 157c TE 5: 241b, 250c–250d, 250–251, 251a, 252–253, 253a, 301b TE 6: 373c, 468c–468d, 468–469, 469a, 470–471, 471a</p> |
| d. Recognize safe practices in social and personal media communications. | <p>SE 1: 278–279, 280–281</p> <p>TE 2: 278c–278d, 278–279, 279a, 280–281, 281a TE 5: 213b</p> |
| 4.8.8.8 Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) | |
| a. Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music. | <p>SE 1: 108–109, 164–165, 194–195, 226–227, 428–429, 458–459 SE 2: 50–51, 80–81, 164–165, 226–227, 254–255, 314–315, 380–381</p> <p>TE 1: 45b, 45n, 77b, 108–109, 109a, 137b, 137n, 164–165, 165a, 165b, 165n TE 2: 194–195, 195a, 195b, 195n, 226–227, 227a, 255b, 283b, 283n, 309b, 309n TE 3: 343b, 343n, 428–429, 429a, 458–459, 459a TE 4: 50–51, 51a, 51b, 80–81, 81a, 81b, 81n, 136b, 139n, 164–165, 165a, 165b TE 5: 199b, 199n, 226–227, 227a, 227b, 227n, 254–255, 255a, 255b, 255n, 287b, 287n, 314–315, 315a, 315b, 315n TE 6: 380–381, 381a, 413b, 413n, 443b, 443n, 473b</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|--|--|
| b. Publish the work and share it with an audience. | SE 1: 108–109, 164–165, 194–195, 226–227, 428–429, 458–459 SE 2: 50–51, 80–81, 164–165, 226–227, 254–255, 314–315, 380–381 TE 1: 45b, 45n, 77b, 108–109, 109a, 137b, 137n, 164–165, 165a, 165b, 165n TE 2: 194–195, 195a, 195b, 195n, 226–227, 227a, 255b, 283b, 283n, 309b, 309n TE 3: 343b, 343n, 428–429, 429a, 458–459, 459a TE 4: 50–51, 51a, 51b, 80–81, 81a, 81b, 81n, 136b, 139n, 164–165, 165a, 165b TE 5: 199b, 199n, 226–227, 227a, 227b, 227n, 254–255, 255a, 255b, 255n, 287b, 287n, 314–315, 315a, 315b, 315n TE 6: 380–381, 381a, 413b, 413n, 443b, 443n, 473b |
| Language Benchmarks K-5 (Common Core Language Standards K–5) [L] | |
| Conventions of Standard English | |
| 4.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | TE 1: 141d, 151c, 157e TE 5: 199d, 221b, 248–249, 280–281 TE 6: 374–375, 438–439 |
| b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | SE 1: 365 TE 1: 76–77a TE 3: 319c, 329c, 337e, 343c, SG•16, 357c, 363e, 371o, SG•27, UR•24 |
| c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. | TE 3: 347d, 357c, 363e, 371c, 371o, SG•22, SG•32, 415c, 429c, 429o, SG•54, SG•64, 443c |
| d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). | TE 5: 175d, 185c, 193e, 194–195, 195a, 199c, 199d, 199o, UR•14 |
| e. Form and use prepositional phrases. | SE 2: 309 TE 5: 291d, 301c, 307e, 308–309, 315c, 315o, 315p, SG•70, SG•75, SG•80, UR•54–UR•55 |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards-English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* | <p>SE 1: 103, 159, 453 SE 2: 195, 221, 309, 375</p> <p>TE 1: 23d, 39e, 49d, 93c, 101e, 102–103a, 109c, 109o, 109p–109q, SG•43, SG•48, 113d, 123c, 151c, 158–159, UR•34–UR•35, WP•8–WP•9 TE 2: 297d–297e TE 3: 394–395, 395a, 395b, 452–453a, 453b–453c, 459d, 459p TE 4: WP•8 TE 5: 194–195, 195b–195c, 198–199, 199d–199e, 220–221a, 221b–221c, 308–309, 309a TE 6: 363e, 374–375, 375a, 375b–375c, 381d–381e</p> |
| g. Correctly use frequently confused words (e.g., to, too, two; there, their).* | <p>SE 2: 176, 198</p> <p>TE 3: 347c, 357c, 363e, 371c, 433c, 451e, 459c, UR•24, UR•54 TE 5: 301c, UR•13</p> |
| 4.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| a. Use correct capitalization. | <p>SE 1: 191 SE 2: 375, 467</p> <p>TE 1: 23d, 31c, 45c, 45o, 49d, 61c, 69e, 77c, 77o TE 2: 175d, 183c, 190–191, 195p, 283d–283e TE 3: 433d, 459d TE 6: 353d, 363c, 373e, 374–375, 375a, 381c, 381o, 381p–381q, SG•22, SG•27, 427c, 447d, 459c, 465e, 466–467, 467a, 473c, 473o, SG•70, SG•75, SG•80, UR•24–UR•25, UR•54</p> <p>Writing to Sources: U1: 34–35 U2: 66–67 U3: 98–99 U4: 130–131 U5: 162–163 U6: 194–195</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards-English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| b. Use commas and quotation marks to mark direct speech and quotations from a text. | <p>SE 2: 158–159, 438–439</p> <p>TE 1: 159b</p> <p>TE 2: 176d, 260d</p> <p>TE 4: 158–159</p> <p>TE 6: 405e, 413o, 417d, 427c, 437e, 438–439, 439a, 443c, 443d–443e, 443o, 443p, SG•54, SG•64, UR•44</p> |
| c. Use a comma before a coordinating conjunction in a compound sentence. | <p>SE 1: 132–133</p> <p>SE 2: 407</p> <p>TE 1: 123c, 131e, 132–133, 133a, 137o, 137p, UR•44–UR•45, WP•7</p> <p>TE 6: 325d, 335c, 343e, 349c, 349o, SG•6, SG•11, SG•16, 395c, 405e, 406–407a, 413c, 413o, 413p, SG•38, SG•43, SG•48, 466–467, 467a, UR•14, UR•34–UR•35</p> |
| d. Spell grade-appropriate words correctly, consulting references as needed. | <p>TE 1: 23c, 31c, 39e, 45c, 45o, 49c, 61c, 69e, 77c, 77o, 81c, 101e, 109o, 109p, 113c, 123c, 131e, 137c, 137o, 141c, 151c, 157e, 165c, 165o, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p>TE 2: 175c, 183c, 189e, 195c, 195o, 195p, 199c, 211c, 221e, 227c, 227o, 231c, 241c, 249e, 255c, 259c, 275e, 283c, 283o, 287c, 303e, 309c, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p>TE 3: 319c, 329c, 337e, 343c, 343o, 347c, 371c, 371o, 375c, 387c, 393e, 401c, 401o, 405c, 415c, 421e, 429c, 429o, 433c, 443c, 451e, 459c, 459o, UR•14, UR•34, UR•44, UR•54</p> <p>TE 4: 23c, 35c, 43e, 51c, 51o, 55c, 67c, 73e, 81c, 81o, 85c, 95c, 105e, 111c, 111o, 115c, 125c, 131e, 139c, 139o, 143c, 151c, 157e, 165c, 165o, UR•24, UR•34, UR•44, UR•54</p> <p>TE 5: 175c, 185c, 193e, 199c, 199o, 203c, 213c, 219e, 227c, 227o, 231c, 241c, 247e, 255c, 255o, 259c, 269c, 279e, 287c, 287o, 291d, 301c, 307e, 315c, 315o, UR•14, UR•24, UR•34, UR•44, UR•54</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| <p>(Continued) d. Spell grade-appropriate words correctly, consulting references as needed.</p> | <p>(Continued) TE 6: 325c, 335c, 343e, 349c, 349o, 353c, 363c, 373e, 381c, 381o, 385c, 395c, 405e, 413c, 413o, 417c, 427c, 437e, 443c, 443o, SG•58, 447c, 459c, 465e, 473c, 473o, UR•14, UR•24, UR•34, UR•44, UR•54</p> |
| Knowledge of Language | |
| 4.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| <p>a. Choose words and phrases to convey ideas precisely.*</p> | <p>SE 1: 40–41, 77, 190–191, 250–251 SE 2: 45, 74–75, 248–249, 406–407</p> <p>TE 1: 40–41, 41b–41c, SG•3, 77a, 82d, 90–91a, 103b–103c, 114d, 132–133a, 137d–137e, 159b–159c TE 2: 190–191, 191a, 191b–191c, 192c, 192–193, 193a, 232d, 250–251, 251a, 251b–251c TE 3: 343d, 365b, 390–391, 391a, SG•35, SG•40, SG•62, 443d, 459p, WP•7 TE 4: 41a, 44–45, 45a, 45b–45c, 51d–51e, 56d, 60–61, 74–75, 75a, 75b, 81d–81e, 81i, 143d, 158–159, 159a, WP•6–WP•7 TE 5: 176d, 196c–196d, 199i, 231e–231f, 232c–232d, 248–249, 249b–249c, 259d, 260d, 268–269a, 274–275a, 279e, 287i, UR•22, WP•6–WP•7 TE 6: 346c–346d, 354d, 381d, 381i, 406–407, 407b, 443d–443e</p> |
| <p>b. Choose punctuation for effect.*</p> | <p>SE 1: 71</p> <p>TE 1: 31c, 39e, 40–41, 45c, 45o, 45p–45q, 70–71, 77o, 137d–137e, UR•14 TE 5: 304–305</p> |
| <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> | <p>SE 1: 132, 364, 422 SE 2: 132</p> <p>TE 1: 113e–113f, 132–133, 133b–133c, 159b–159c TE 2: 227a, 279a, 281a TE 3: 320d, 334–335, 357d–357e, 364–365, 422–423, 429d–429e, 429p–429q, 444–445, UR•50–UR•51 TE 4: 132–133 TE 5: 314–315a</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| Vocabulary Acquisition and Use | |
| 4.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. | |
| a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | <p>SE 1: 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400</p> <p>SE 2: 24–25, 50, 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419, 442, 448–449, 472</p> <p>TE 1: SG•4, SG•9, SG•14, 58–59, 59a, SG•25, 81a, SG•46, 111a–111b, 114e, 114–115, 117a, 123a, 125a, 136–137a, 137h, SG•62, UR•21, UR•30–UR•31, UR•40–UR•41, UR•43</p> <p>TE 2: 173a–173b, 175a, SG•4, SG•9, SG•14, 197a–197b, 204–205, 206–207a, 209a, 212a, 216–217a, SG•20, SG•25, SG•30, 243a, SG•36, SG•41, SG•46, 268–269a, SG•52, SG•57, SG•62, 292–293a, 298a, SG•68, SG•73, SG•78, UR•31, UR•41, UR•51</p> <p>TE 3: 320e, 320–321, 342–343, 343a, SG•4, SG•9, SG•14, 347a, 348e, 348–349, 370–371, 371a, 371h, SG•20, SG•25, SG•30, 376e, 376–377, 384–385a, 396a, 401a, 401h, SG•36, SG•41, SG•46, SG•52, SG•57, SG•62, SG•68, SG•73, SG•78, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•30–UR•31, UR•32–UR•33, UR•50–UR•51</p> <p>TE 4: 24e, 24–25, 36–37a, 51a, 51h, SG•4, SG•9, SG•10, SG•14, 56e, 56–57, 59a, 64–65a, 68–69, 69a, 80–81, 81a, 81h, SG•20, SG•30, 83a–83b, SG•36, SG•41, SG•46, 113a–113b, 122–123, SG•52, SG•62, 144e, 144–145, 165a, SG•68, SG•73, SG•78, UR•10–UR•11, UR•20–UR•21, UR•23, UR•30–UR•31, UR•53</p> <p>TE 5: 176c–176d, 188–189, 189a, 199h, SG•4, SG•9, SG•14, 204c–204d, SG•20, SG•30, 232e, 232–233, 238–239, 254–255, 255a, 255h, SG•36, SG•41, SG•46, 260a, 266–267, 267a, 270a, 282a–282b, SG•52, SG•62, 289a–289b, 292e, 292–293, 295a, 298–299a, 310b, 315a, 315h, SG•68, SG•73, SG•78, UR•30–UR•31, UR•33, UR•50–UR•51, UR•52–UR•53</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| <p>(Continued) a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> | <p>(Continued) TE 6: SG•4, SG•9, SG•14, SG•20, SG•25, SG•30, 386e–387, 390–391a, 396–397a, 412–413a, 413h, SG•36, SG•41, SG•46, 418e, 418–419, 423a, 426–427, 434–435a, 442–443, 443a, 443h, SG•52, SG•57, SG•62, 448e, 448–449, 460–461a, 472–473, 473a, SG•68, SG•72, SG•73, SG•78, SG•79, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53</p> |
| <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> | <p>SE 1: 142–143, 164, 176–177, 194, 232–233, 254, 406–407, 428, 434–435 SE 2: 116–117, 138, 204–205, 226, 260–261, 286, 326–327, 348</p> <p>TE 1: 24e, 24–25, 142c–142d, 142e, 142–143, 164–165, 165a, 165h, UR•10, UR•11, UR•13, UR•50–UR•51, UR•53 TE 2: 176c–176d, 176e, 176–177, 195a, 195h, 195i, 232c–232d, 232e, 232–233, 242–243, 255a, 255h, 255i, 309i, UR•10–UR•11, UR•30–UR•31, UR•33 TE 3: 320c–320d, 320e, 320–321, 343i, 348c–348d, 371i, 376c–376d, 406c–406d, 406e, 406–407, 429a, 429h, 429i, 434c–434d, 434e, 434–435, 459a, 459h, UR•42–UR•43 TE 4: 24c–24d, 51i, 56c–56d, 81i, 86c–86d, 116c–116d, 116e, 116–117, 121a, 128–129, 138–139a, 139h, 139i, 143c, 144c–144d, 165i, UR•40–UR•41, UR•43 TE 5: 204c–204d, 204e, 204–205, 216–217, 226–227a, 227h, 227i, 231c, 241c, 255c, 260c–260d, 260e, 260–261, 266–267, 267a, 272–273, 273a, 287a, 287h, 287i, 310a, UR•20–UR•21, UR•23, UR•34, UR•40–UR•41, UR•43 TE 6: 326c–326d, 326e, 326–327, 336–337, 348–349a, 349i, 354c–354d, 381i, 418c–418d, 447a, 448c–448d, 473i, UR•10–UR•11, UR•13, UR•24</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> | <p>SE 1: 82–83, 108, 200–201, 226, 260–261, 282, 288–289, 308 SE 2: 86–87, 110, 176–177, 198, 354–355, 380</p> <p>TE 1: SG•4, SG•9, 82e–83, 87a, 109a, UR•30–UR•31, UR•32–UR•33 TE 2: 200c, 200e, 200–201, 203a, 204–205, 206–207a, 222–223, 227a, 227h, 232c, 260e, 260–261, 271a, 282–283a, 283h, SG•52, 288e, 288–289, 299a, 308–309a, SG•68, SG•78, UR•11, UR•20–UR•21, UR•23, UR•40–UR•41, UR•43, UR•50, UR•53 TE 3: SG•25, 401h TE 4: 86e, 86–87, 89a, 96–97, 110–111a, 111h, SG•41, 116e, 131c, 150–151, UR•30–UR•31, UR•33, UR•51, WP•9 TE 5: 176c–176d, 176e, 176–177, 188–189, 189a, 198–199, 199a, 199h, 199i, 292c–292d, UR•10–UR•11, UR•13, UR•30–UR•31 TE 6: 326c, 349a, 354c, 354e, 354–355, 357a, 358–359, 359a, 364–365, 381a, 386c–386d, 386e, 386–387, 405c, 413d, 413h, 413i, UR•20, UR•23</p> |
| <p>4.10.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.</p> | |
| <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> | <p>SE 1: 252–253, 310–311, 392 SE 2: 166–167, 346–347</p> <p>TE 1: 24a, 50d, 60–61, 77i, 85a, 103b–103c, 114e, 142d TE 2: 191b–191c, 200d, 227i, 251b–251c, 252–253, 253a, 310–311, 311a TE 3: 390–391, 391a, 392–393 TE 4: 144d, 165i, 166–167, 167a TE 5: 302a TE 6: 346–347a, SG•3, SG•13, 358–359a, SG•19, SG•24, 386d, 390–391a, 413i</p> <p>Writing to Sources: U6: 168–169</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards-English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|---|
| b. Recognize and explain the meaning of common idioms, adages, and proverbs. | SE 2: 50, 164, 412 TE 1: 32a, 61a TE 2: 252a TE 4: 24d, 51a, 51i, 116d, 122–123, 127a, 134a, 139i, 164–165a TE 5: 295a TE 6: 412–413, 413a, 448d, 473i |
| c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | SE 1: 114–115, 136 SE 2: 24–25, 144–145, 292–293, 314 TE 1: 32a, SG•4, SG•20, 104a–104b, 114e, 114–115, 117a, 122–123, 125a, 136–137, 137a, 137h, UR•40–UR•41, UR•43 TE 2: 184a, SG•9, 242a, 252a–252b, 298a, SG•68 TE 3: 366a TE 4: 24e, 24–25, 27a, 32–33, 33a, 36–37, 37a, 51h, SG•12, 96a, 108a, SG•44, 131c, 144e, 144–145, 150–151, 165h, SG•76, UR•10–UR•11, UR•12–UR•13, UR•50–UR•51, UR•53 TE 5: 292e, 292–293, 298–299, 215a, 315h, UR•50–UR•51, UR•53 TE 6: SG•12 |
| 4.10.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | TE 1: 21a–21b, 23a, 24b, 32a–32b, 42a–42b, SG•2, SG•3, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 47a–47b, 49a, 50a–50b, 62a–62b, 72a–72b, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•31, 79a–79b, 82a–82b, 82c–82d, 94a–94b, 104a–104b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•47, 111a–111b, 114a–114b, 124a–124b, 134a–134b, SG•50, SG•51, SG•53, SG•56, SG•58, SG•63, 139a–139b, 142a–142b, 152a–152b, 160a–160b, SG•66, SG•67, SG•69, SG•72, SG•74, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47 |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| <p>(Continued) 4.10.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> | <p>(Continued) TE 2: 173a–173b, 176b, 184b, 192b, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 197a–197b, 199a, 200b, 212b, 224b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•28, SG•29, SG•30, SG•31, 229a–229b, 231a, 232b, 242b, 252a–252b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 257a–257b, 260b, 268b, 278a–278b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 285a–285b, 287a, 288a–288b, 298a–298b, 306b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47 TE 3: 317a–317b, 319a, 320a–320b, 330a–330b, 340a–340b, SG•2, SG•3, SG•5, SG•7, SG•8, SG•10, SG•12, SG•13, SG•15, 345a–345b, 347a, 348a–348b, 358a–358b, 366a–366b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•28, SG•29, SG•31, 373a–373b, 375a, 376a–376b, 388a–388b, 396a–396b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 403a–403b, 405a, 406a–406b, 416a–416b, 424a–424b, SG•50, SG•51, SG•55, SG•56, SG•58, SG•61, 431a–431b, 434a–434b, 444a–444b, 454a–454b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47 TE 4: 21a–21b, 23a, 24a–24b, 36a–36b, 46a–46b, SG•2, SG•3, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 53a–53b, 55a, 56a–56b, 68a–68b, 76a–76b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•29, SG•31, 83a–83b, 85a, 86a–86b, 96a–96b, 108a–108b, SG•34, SG•35, SG•39, SG•42, SG•45, SG•47, 113a–113b, 116a–116b, 126a–126b, 134a–134b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 141a–141b, 143a, 144a–144b, 152a–152b, 160a–160b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p> |

**A Correlation of Scott Foresman Reading Street, Grade 4 ©2013
to the
2010 Minnesota Academic Standards-English Language Arts, Grade 4**

| 2010 Minnesota Academic Standards- English Language Arts, Grade 4 | Scott Foresman Reading Street Grade 4, ©2013 |
|---|--|
| <p>(Continued) 4.10.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> | <p>(Continued) TE 5: 173a–173b, 175a, 176a–176b, 186a–186b, 196a–196b, SG•2, SG•3, SG•5, SG•7, SG•10, SG•13, SG•15, 201a–201b, 204a–204b, 214a–214b, 222a–222b, SG•18, SG•19, SG•21, SG•22, SG•23, SG•24, SG•26, SG•28, SG•29, SG•31, 229a–229b, 232a–232b, 242a–242b, 250a–250b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, 257a–257b, 260a–260b, 270a–270b, 282a–282b, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•58, SG•60, SG•61, SG•63, 289a–289b, 291a, 292a–292b, 302a–302b, 310a–310b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47 TE 6: 323a–323b, 326a–326b, 336a–336b, 346a–346b, SG•2, SG•3, SG•5, SG•7, SG•9, SG•10, SG•12, SG•13, SG•15, 351a–351b, 354a–354b, 364a–364b, 376a–376b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•29, SG•31, 383a–383b, 386a–386b, 396a–396b, 408a–408b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 415a–415b, 417c, 418a–418b, 428a–428b, 440a–440b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 445a–445b, 448a–448b, 460a–460b, 468a–468b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p> |