

A Correlation of
**Scott Foresman
Reading Street
Kindergarten**
©2013



To the
**Minnesota Academic Standards
for Language Arts
Kindergarten**

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

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 the Teacher's Edition and are cited by unit and page number. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages. Page references to *Writing to Sources* are also included.

Scott Foresman Reading Street, Common Core is a comprehensive reading program that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

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

At the heart of **Reading Street**—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instructions that aid in this goal is the *Read for Understanding Routine*, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

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

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

Reading Street Common Core instruction for all learners is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. **Reading Street Common Core** follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early. Daily support for English language learners can be found throughout the Teacher's Editions. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

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

Technology within **Scott Foresman Reading Street Common Core** echoes the same easy manageable organization as print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment enrich instruction and assist in the management of classroom learning.

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn!

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Reading Benchmarks: Literature K-5 (Common Core Reading Standards for Literature K–5) [RL]	
Kindergartners:	
Key Ideas and Details	
<p>0.1.1.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>MSB 1: 27, 47, 48–49, 67, 70–71, 87, 107, 110–111, 130–131 MSB 2: 30–31, 50–51, 70–71, 87, 90–91, 110–111, 127 MSB 3: 47, 50–51, 67, 87, 90–91, 110–111, 127, 129 MSB 4: 27, 30–31, 47, 50–51, 67, 87, 90–91, 127 MSB 5: 27, 29, 30–31, 87, 90–91, 130–131 MSB 6: 47, 50–51, 70–71, 87, 110–111</p> <p>TE 1: 26–27, 44, 60–75, 88, 89, 146, 160, 161, 162–171, 174–175, 184–185, 242, 256, 258–277, 290, 291, 302–303, 304–305, 348, 364–383, 397, 469–485, 499, 608–609 TE 2: 96–97, 196–197, 296–297, 340, 342, 358–373, 387, 398–399, 498–499, 544, 560–571, 585 TE 3: 144, 159–173, 187, 198–199, 244, 258–259, 260–271, 285, 298–299, 342, 357–371, 396–397, 494–495, 496–497, 522–523, 540, 554, 556–567, 594–595, 598 TE 4: 44, 59–69, 82, 83, 94–95, 140, 154, 156–171, 184, 196–197, 198–199, 242, 258–271, 277, 284, 285, 298–299, 342, 358–373, 398–399, 494–495, 496–497, 540, 555–573 TE 5: 44, 60–71, 96–97, 204–205, 234, 280–281, 304–305, 348, 362, 363–381, 406–407, 608–609, 610–611 TE 6: 144–145, 160–171, 196–197, 296–297, 342, 358–373, 386, 387, 398–399, 494–495, 496–497, 594–595</p>

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<p>0.1.2.2 With prompting and support, retell familiar stories, including key details.</p>	<p>MSB 1: 26, 46, 66, 86, 106</p> <p>TE 1: 42–43, 58, 60–75, 144–145, 160, 224–225, 240–241, 256, 258–277, 290, 291, 304–305, 346–347, 362, 454, 468, 503</p> <p>TE 2: 96–97, 196–197, 296–297, 340–341, 356, 542–543, 558</p> <p>TE 3: 142–143, 158, 242–243, 340–341, 356, 403, 538–539, 554</p> <p>TE 4: 26–27, 42–43, 58, 138–139, 154–155, 202, 224–225, 241, 256, 340–341, 356, 398–399, 538–539, 554</p> <p>TE 5: 42–43, 58–59, 346–347, 362, 608–609</p> <p>TE 6: 142–143, 158, 177, 296–297, 340–341, 356, 494–495</p> <p>Writing to Sources: Unit 6: 200–201</p>
<p>0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>MSB 1: 14–15, 27, 30, 34–35, 47, 54, 70, 94–95, 107, 110</p> <p>MSB 2: 34–35, 70, 89, 90, 129</p> <p>MSB 3: 34–35, 50, 74–75</p> <p>MSB 4: 74–75, 87, 90, 109, 114–115</p> <p>MSB 5: 50, 74–75, 128, 130</p> <p>MSB 6: 34–35, 47, 74–75, 89, 94–95, 107, 108–109, 129</p> <p>TE 1: 26–27, 42, 44, 58, 60–75, 88, 89, 100–101, 128–129, 144–145, 146, 160, 161, 162–171, 184–185, 198–199, 203, 224–225, 240–241, 242, 256, 258–277, 290, 291, 302–303, 304–305, 306, 364–383, 396, 436–437, 454, 441, 468, 469–485, 498, 596, 608–609</p> <p>TE 2: 30, 124–125, 184, 196–197, 198–199, 203, 296–297, 298–299, 328, 358–373, 376–377, 386, 398–399, 500–501, 530, 560–571, 574–575, 585</p> <p>TE 3: 30, 76–77, 100–101, 126–127, 144, 158, 159–173, 186, 198–199, 200–201, 204, 205, 260–271, 324–325, 347, 356, 357–371, 384, 385, 396–397, 398–399, 402, 494–495, 496–497, 522–523, 545, 556–567, 580, 581, 585, 594–595</p>

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<p>(Continued) 0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>(Continued) TE 4: 26–27, 44, 58, 59–69, 82, 83, 96–97, 100, 156–171, 184, 185, 189, 196–197, 198–199, 202, 224–225, 256, 258–271, 284, 298–299, 302, 303, 324–325, 342, 347, 356, 358–373, 386, 387, 391, 398–399, 400–401, 404, 430, 472–473, 496–497, 522–523, 540, 554, 555–573, 586, 600–601 TE 5: 60–71, 84, 85, 190, 202–203, 204–205, 330–331, 334, 335, 348, 353, 362–381, 384–385, 394, 395, 399, 408–409, 412, 413, 536, 586–587, 608–609, 610–611 TE 6: 126–127, 144–145, 158, 160–171, 184, 185, 189, 198–199, 324–325, 328, 342, 347, 356, 358–373, 376–377, 386, 391, 398–399, 400–401, 404, 405, 426–427, 430, 431, 449, 472–473, 482, 494–495, 496–497, 526, 570–571</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 28–29, 30–31, 32, 33–35, 36–39 Unit 2: 54–55, 62–63 Unit 3: 82–83, 84–85, 90–91, 92–93, 102–103, 104, 105–107, 108, 109–111 Unit 4: 114–115, 118–119, 120–121, 126–127, 134–135 Unit 5: 150–151 Unit 6: 186–187, 190–191, 198–199, 202–203, 210–211, 213–215</p>
<p>Craft and Structure 0.1.4.4. Ask and answer questions about unknown words in a text.</p>	<p>MSB 1: 28, 88 TE 1: 62, 66, 149, 188, 245, 294, 351, 378, 400 TE 2: 358, 566, 567 TE 3: 160, 557, 558 TE 4: 61, 63, 65, 67, 68, 560, 565, 568, 573 TE 5: 65 TE 6: 347, 362, 364</p>

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<p>0.1.5.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>MSB 1: 70–71, 130–131 MSB 2: 30–31, 50–51, 70–71, 74–75, 90–91, 110–111, 114–115 MSB 3: 30–31, 50–51, 90–91, 110–111 MSB 4: 30–31, 50–51, 90–91, 110–111, 129 MSB 5: 14–15, 30–31, 50–51, 90–91, 110–111 MSB 6: 50–51, 70–71, 110–111, 130–131</p> <p>TE 1: 42, 100–101, 144, 240, 302–303, 346, 608–609 TE 2: 96–97, 196–197, 296–297, 324–325, 340, 356–357, 375, 386, 398–399, 400–401, 498–499, 526–527, 542, 558, 598–599 TE 3: 98–99, 142, 186, 198–199, 242, 340, 396–397, 494–495, 538 TE 4: 42, 94–95, 138, 196–197, 240, 340, 398–399, 494–495, 526, 538, 576–577, 586, 587 TE 5: 26–27, 42, 58, 84, 96–97, 98–99, 202–203, 346, 406–407, 504–505, 608–609 TE 6: 142, 196–197, 296–297, 340, 482, 494–495, 592–593</p>
<p>0.1.6.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>MSB 4: 89 MSB 6: 108–109</p> <p>TE 1: 142, 238, 344, 552 TE 2: 40, 138, 154, 238, 256, 338, 354, 440, 456, 540, 556 TE 3: 40, 56, 140, 142, 240, 338, 354, 438, 454, 536, 552 TE 4: 40, 56, 136, 152, 238, 254, 328, 338, 340, 354, 376–377, 440, 456, 552 TE 5: 40, 138, 154, 244, 260, 309, 360, 448, 464, 546, 562 TE 6: 40, 56, 140, 156, 238, 254, 338, 354, 430, 456, 472–473, 536, 552</p>

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Integration of Knowledge and Ideas	
0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<p>MSB 1: 110–111 MSB 6: 90–91</p> <p>TE 1: 42–43, 56–57, 62–75, 144–145, 158–159, 162–171, 258–277, 330–331, 346–347, 364–383, 469–485 TE 2: 124–125, 340–341, 356, 358–373, 542–543, 560–571 TE 3: 142–143, 159–173, 242–243, 260–271, 340–341, 357–371, 538–539, 556–567 TE 4: 42–43, 59–69, 138, 156–171, 240, 258–271, 340–341, 358–373, 538–539, 555–573 TE 5: 42–43, 60–71, 346–347, 362, 363–381 TE 6: 142–143, 160–171, 184, 340–341, 358–373, 398–399</p> <p>Writing to Sources: Unit 1: 20–21, Unit 2: 44–45 Unit 3: 86–87 Unit 5: 172–173, 174–175, 176, 177–179, 180, 181–183</p>
0.1.8.8 (Not applicable to literature)	Not applicable according to the Minnesota Academic Standards
0.1.9.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<p>MSB 2: 14–15 MSB 3: 27, 30, 67 MSB 5: 54–55, 67, 87, 90 MSB 6: 27, 87</p> <p>TE 1: 330, 372, 469 TE 2: 97, 98–99, 203 TE 3: 100–101, 285, 384, 385, 389, 598 TE 4: 82, 475 TE 5: 89, 304, 348 TE 6: 49, 79, 202, 289, 303, 342</p> <p>Writing to Sources: Unit 1: 16–17 Unit 3: 84–85, 98–99 Unit 4: 116–117, 120–121, 128–129 Unit 5: 152–153, 164–165 Unit 6: 192–193</p>

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Range of Reading and Level of Text Complexity	
0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.	TE 1: 15, 117, 213, 319, 425 TE 2: 15, 113, 313, 415 TE 3: 15, 115, 215, 313, 511 TE 4: 15, 111, 213, 313, 328, 415, 511 TE 5: 15, 309, 319, 423, 521 TE 6: 15, 313, 415
Reading Benchmarks: Informational Text K–5 (Common Core Reading Standards for Informational Text K-5) [RI]	
Key Ideas and Details	
0.2.1.1 With prompting and support, ask and answer questions about key details in a text.	MSB 1: 50, 90, 126 MSB 2: 27, 47, 67, 107, 130 MSB 3: 27, 70, 94–95, 107, 130 MSB 4: 70, 107, 130 MSB 5: 47, 66, 68, 107, 114–115, 127 MSB 6: 27, 30, 67, 106–107, 114–115, 127 TE 1: 196–197, 408–409, 556, 572–583 TE 2: 44, 60–71, 85, 142, 156, 158–171, 185, 242, 256, 258–271, 285, 444, 459–473 TE 3: 44, 60–73, 296–297, 424–425, 442, 456, 458–469, 482, 500, 592–593 TE 4: 296–297, 444, 458, 459–469, 598–599 TE 5: 142, 158–177, 191, 208, 248, 264–277, 290, 291, 302–303, 452, 468–479, 492, 532–533, 550, 564, 566–583, 614 TE 6: 26–27, 59–73, 86, 98–99, 100–101, 242, 257–271, 298–299, 444, 458, 459–469, 483, 522–523, 540, 554, 556–557, 580, 598

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<p>0.2.2.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>MSB 1: 50, 126 MSB 2: 26, 46, 54–55, 66, 106, 130 MSB 3: 26, 70, 106, 114–115, 130 MSB 4: 106, 130 MSB 5: 46, 66, 70, 94–95, 106, 126 MSB 6: 26, 30, 54–55, 66, 106, 126</p> <p>TE 1: 196–197, 408–409, 554–555, 570, 572–583 TE 2: 42–43, 58, 140–141, 224–225, 240–241, 256–257, 277, 284, 426–427, 442–443, 458, 596–597 TE 3: 42–43, 75, 86, 87, 296–297, 440–441, 456, 592–593 TE 4: 296–297, 442–443, 458, 482, 483, 487, 598–599 TE 5: 140–141, 156, 246–247, 262, 302–303, 434–435, 450–451, 466–467, 492, 506–507, 510, 548–549, 564, 596 TE 6: 42–43, 98–99, 224–225, 240–241, 242, 256, 277, 284, 298–299, 302, 442–443, 458, 538–539, 554</p> <p>Writing to Sources: Unit 1: 26–27</p>

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<p>0.2.3.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>MSB 1: 50 MSB 2: 14–15, 94–95, 107 MSB 3: 14–15, 54–55 MSB 5: 34–35, 54–55 MSB 6: 14</p> <p>TE 1: 196–197 TE 2: 26–27, 44, 49, 58–59, 61, 67, 68, 84, 202, 284, 289, 426–427, 444, 458, 486, 504 TE 3: 26–27, 44, 58, 65, 73, 86, 226–227, 284, 297, 442, 447, 456, 458–469, 481, 483, 500 TE 4: 122–123 TE 5: 124–125, 142, 156, 160, 190, 191, 208, 230–231, 248, 262, 265, 266, 275, 290, 308, 471, 472, 475, 476 TE 6: 26–27, 44, 58, 61, 62, 64, 66, 68, 72, 86, 98–99, 100–101, 104, 284, 562, 564, 580</p> <p>Writing to Sources: Unit 2: 50–51 Unit 3: 94–95 Unit 5: 158–159</p>
Craft and Structure	
<p>0.2.4.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>TE 1: 579, 581 TE 2: 60, 62, 63, 67, 68, 71, 158, 169, 258, 259, 260, 261, 263, 265, 266, 267, 269, 271, 468 TE 3: 64, 465, 466 TE 4: 462 TE 5: 158, 164, 165, 270, 272, 273, 275, 276, 473, 474, 566, 572 TE 6: 60, 61, 64, 65, 258, 266, 459, 461, 463, 465, 467, 556, 566, 567</p>
<p>0.2.5.5 Identify the front cover, back cover, and title page of a book.</p>	<p>TE 1: 24, 554 TE 2: 42, 140, 240, 442 TE 3: 42, 440 TE 4: 442 TE 5: 140, 246, 309, 450 TE 6: 42, 240, 442, 538</p>

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0.2.6.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	TE 1: 150, 554 TE 2: 42, 140, 238, 240, 442, 540 TE 3: 440 TE 4: 140, 338, 442 TE 5: 140, 246, 309, 450 TE 6: 42, 240, 442, 538
Integration of Knowledge and Ideas	
0.2.7.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	MSB 1: 50 MSB 2: 130 MSB 3: 70 MSB 5: 70–71 TE 1: 196–197, 408–409, 554–555, 570, 572–583 TE 2: 42–43, 60–71, 140–141, 158–171, 224–225, 240–241, 258–271, 442–443, 459–473 TE 3: 42–43, 60–73, 296–297, 440–441, 458–469 TE 4: 442–443, 458, 459–469 TE 5: 140–141, 158–177, 246–247, 262, 264–277, 302–303, 450–451, 468–479, 548–549, 564, 566–583 TE 6: 42–43, 59–73, 98–99, 240–241, 256, 257–271, 442–443, 458, 459–469, 538–539, 554, 556–557 Writing to Sources: Unit 2: 42–43, 44–45, 66–67, 69–71, 73–75 Unit 4: 130–131, 136–137, 166–167 Unit 6: 194–195
0.2.8.8 With prompting and support, identify the reasons an author gives to support points in a text.	TE 2: 85, 185, 285, 487 TE 3: 87, 483 TE 4: 483 TE 5: 191, 291, 493, 597 TE 6: 87, 285, 483, 581
0.2.9.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	MSB 2: 127 MSB 6: 27, 127 TE 2: 87, 176, 276, 444, 478 TE 3: 78, 474 TE 4: 247, 474, 500 TE 5: 182, 250, 282, 484, 588 TE 6: 44, 78, 276, 289, 303, 474, 540, 572

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Range of Reading and Level of Text Complexity	
0.2.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.	TE 1: 247, 527 TE 2: 15, 213, 415, 515 TE 3: 15, 115, 215, 413, 511 TE 4: 15, 328, 415 TE 5: 15, 113, 219, 235, 309, 319 TE 6: 15, 115, 213, 313, 415, 511
Reading Benchmarks: Foundational Skills K-5 (Common Core Reading Standards: Foundational Skills (K-5) [RF])	
Print Concepts	
0.3.0.1 Demonstrate understanding of the organization and basic features of print.	
a. Follow words from left to right, top to bottom, and page by page.	TE 1: 24–25, 40–41, 42, 126, 138, 142–143, 144, 158, 183, 234, 238–239, 240, 340, 346 TE 2: 24 TE 3: 24 TE 5: 42, 548 TE 6: 340
b. Recognize that spoken words are represented in written language by specific sequences of letters.	TE 1: 23, 125, 138, 221, 234, 327, 340, 433, 446, 535 TE 2: 23, 36, 121, 134, 221, 234, 321, 334, 423, 436, 523, 537 TE 3: 23, 36, 123, 136–137, 223, 236, 321, 334, 421, 434–435, 519, 532–533 TE 4: 23, 36, 119, 132, 321, 321, 334, 423, 436, 519, 532–533 TE 5: 23, 37, 121, 134, 227, 240, 327, 340, 431, 444, 529, 542 TE 6: 23, 36, 123, 136, 221, 234, 321, 334, 423, 436, 519, 532
c. Understand that words are separated by spaces in print.	TE 1: 237, 599 TE 2: 23, 587 TE 3: 39, 583 TE 4: 538 TE 5: 613 TE 6: 597

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d. Recognize and name all upper- and lowercase letters of the alphabet.	<p>MSB 1: 16, 36, 56, 76, 96, 116</p> <p>TE 1: 20–21, 36–37, 49, 54–55, 81, 86, 93, 96, 98–99, 107, 122, 138, 142, 156–157, 182, 183, 192, 194–195, 218, 229, 234, 238–239, 254–255, 278, 283, 288, 295, 298, 300–301, 324–325, 340, 358–359, 394, 405, 406–407, 446, 464–465, 495, 593</p> <p>TE 2: 54, 152, 352, 454, 549, 554</p> <p>TE 3: 54, 154, 254, 352, 452, 550</p> <p>TE 4: 54, 177, 253, 352, 454, 550</p> <p>TE 5: 54, 152, 258, 358, 462, 560</p> <p>TE 6: 54, 154, 252, 352, 454, 550</p>
Phonological Awareness	
<u>0.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	
a. Recognize and produce rhyming words.	<p>MSB 1: 12, 68</p> <p>MSB 2: 32, 90</p> <p>MSB 3: 30, 68, 72</p> <p>MSB 4: 110</p> <p>MSB 5: 30, 32, 72, 110</p> <p>MSB 6: 92, 130</p> <p>TE 1: 18–19, 34–35, 52–53, 84–85, 96, 137, 181, 188, 189, 217, 228, 279, 280–281, 287, 357, 547</p> <p>TE 2: 35, 49, 233, 375, 398–399, 419, 449</p> <p>TE 3: 98–99, 230, 274–275, 277, 433, 569</p> <p>TE 4: 494–495, 526, 527, 576–577</p> <p>TE 5: 96–97, 179, 279, 485, 504–505</p> <p>TE 6: 196–197, 375, 592–593</p> <p>Writing to Sources:</p> <p>Unit 2: 56–57</p> <p>Unit 6: 208–209</p>
b. Count, pronounce, blend, and segment syllables in spoken words.	<p>MSB 1: 32–33</p> <p>MSB 2: 52, 72, 92</p> <p>MSB 5: 108</p> <p>TE 1: 120–121, 123, 136–137, 139, 150, 151, 180, 192, 235, 251, 286–287, 323, 339, 356, 393, 429</p> <p>TE 2: 151, 351, 452, 553</p> <p>TE 3: 253</p> <p>TE 5: 257, 455</p> <p>TE 6: 351, 449</p>

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c. Blend and segment onsets and rimes of single-syllable spoken words.	<p>MSB 1: 116 MSB 3: 112 MSB 4: 32, 52, 56, 72, 112, 118 MSB 5: 112</p> <p>TE 1: 21, 325, 335, 341, 357, 392, 431, 447, 533, 549 TE 2: 449, 577 TE 4: 35, 292, 435, 453, 531, 549</p>
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	<p>MSB 1: 52, 72, 92, 96, 112 MSB 2: 12, 16, 32, 36, 52, 56, 72, 96, 112, 116, 118 MSB 3: 12, 16, 32, 36, 56, 76, 96, 116 MSB 4: 12, 32 MSB 5: 12, 72, 92, 96, 98 MSB 6: 12, 32, 52, 72, 92, 112</p> <p>TE 1: 216–217, 232–233, 250, 298, 322–323, 338–339, 356–357, 392, 404, 428–429, 444–445, 446, 462–463, 464, 491, 494, 496, 530–531, 546–547, 564–565, 592, 594, 604 TE 2: 18–19, 34–35, 36–37, 52–53, 80, 82, 89, 92, 116–117, 119, 132–133, 135, 150–151, 180, 192, 216–217, 219, 232–233, 234–235, 250–251, 280, 292, 316–317, 319, 332–333, 334–335, 350–351, 382, 394, 405, 434–435, 436–437, 452–453, 482, 494, 534–535, 536–537, 552–553, 580, 592 TE 3: 18–19, 21, 34–35, 36–37, 52–53, 82, 94, 118–119, 121, 134–135, 136–137, 152–153, 218–219, 221, 234–235, 236–237, 252–253, 280, 316–317, 319, 332–333, 334–335, 350–351, 380, 392, 416–417, 432–433, 434–435, 447, 450–451, 478, 490, 514–515, 530–531, 532–533, 548–549, 576, 588 TE 4: 18–19, 21, 34–35, 36–37, 52–53, 78, 90, 114–115, 117, 130–131, 132–133, 148–149, 180, 192, 280, 316–317, 319, 332–333, 350–351, 394, 434–435, 436–437, 452–453, 478, 490, 514–515, 530–531, 548–549, 582, 594</p>

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<p>(Continued) d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>(Continued) TE 5: 18–19, 21, 31, 34–35, 36–37, 52–53, 80, 92, 186, 222–223, 238–239, 256–257, 298, 322–323, 338–339, 356–357, 390, 402, 426–427, 442–443, 444–445, 460–461, 488, 500, 524–525, 540–541, 558–559, 592, 604 TE 6: 18–19, 34–35, 52–53, 82, 94, 118–119, 131, 134–135, 152–153, 192, 216–217, 232–233, 250–251, 280, 292, 316–317, 332–333, 350–352, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 530–531, 545, 548–549, 573, 576, 588</p>
<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>MSB 1: 72, 92, 112 MSB 2: 12, 32, 52 MSB 3: 112 MSB 4: 12, 32, 52, 72, 92, 112 MSB 5: 12, 32, 92 MSB 6: 12, 52</p> <p>TE 1: 21, 53, 232–233, 250, 323, 338, 356–357, 404, 429, 462–463, 531, 565 TE 2: 18–19, 35, 49, 53, 116–117, 182, 216–217, 252, 282, 316–317, 384, 434–435, 452–453, 518–519, 534–535, 553 TE 3: 18–19, 53, 118–119, 134–135, 152–153, 182, 194, 218–219, 234–235, 252–253, 292, 316–317, 329, 332–333, 351, 377, 389, 451, 479, 549 TE 4: 18–19, 34–35, 53, 114–115, 131, 149, 216–217, 232–233, 250–251, 292, 316–317, 332–333, 350–351, 382, 418–419, 452–453, 548–549 TE 5: 18–19, 34–35, 52–53, 116–117, 132–133, 150–151, 198, 223, 238–239, 256–257, 322–323, 338–339, 356–357, 426–427, 442–443, 460–461, 524–525, 540–541, 558–559 TE 6: 18–19, 34–35, 52–53, 118–119, 134–135, 152–153, 216–217, 232–233, 250–251, 316–317, 332–333, 350–352, 549</p>

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

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<p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>TE 2: 20–21, 36–37, 40–41, 54, 93, 94–95, 420–421, 436–437, 454–455, 495, 496–497, 520–521, 531, 536–537, 554–555, 593, 594–595, 603</p> <p>TE 3: 131, 418–419, 434–435, 452–453, 491, 492–493, 501, 516–517, 532–533, 550–551, 577, 589, 590–591</p> <p>TE 4: 79, 420–421, 436–437, 454–455, 491, 492–493, 516–517, 532–533, 550–551, 595, 596–597</p> <p>TE 5: 81, 224–225, 240–241, 258–259, 299, 300–301, 324–325, 340–341, 358–359, 391, 399, 403, 404–405, 489</p> <p>TE 6: 20–21, 36–37, 54–55, 95, 96–97, 120–121, 136–137, 154–155, 181, 193, 154–155, 194–195, 218–219, 234–235, 247, 252–253, 281, 292, 294–295, 303, 318–319, 334–335, 352–353, 383, 391, 395, 396–397, 420–421, 436–437, 440–441, 454–455, 487, 516–517, 532–533, 550–551</p>
<p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>MSB 5: 17, 37, 57, 77, 97, 117 MSB 6: 17, 37, 57, 77, 97, 117</p> <p>TE 1: 23, 24–25, 31, 39, 40–41, 56–57, 87, 97, 98–99, 125, 126–127, 141, 142–143, 177, 194–195, 221, 222–223, 237, 238–239, 289, 300–301, 327, 328–329, 343, 344–345, 360–361, 406–407, 433, 434–435, 449, 450–451, 465, 535, 536–537, 551, 552–553, 568–569, 595, 606–607</p> <p>TE 2: 23, 39, 40–41, 94–95, 121, 137, 138–139, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 496–497, 523, 539, 540–541, 594–595</p> <p>TE 3: 23, 39, 40–41, 96–97, 123, 139, 140–141, 196–197, 223, 236–237, 239, 240–241, 294–295, 321, 337, 338–339, 394–395, 421, 437, 438–439, 492–493, 519, 535, 536–537, 545, 590–591</p>

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<p>(Continued) c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>(Continued) TE 4: 23, 39, 40–41, 92–93, 119, 135, 136–137, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 596–597 TE 5: 23, 39, 40–41, 94–95, 121, 137, 138–139, 195, 200–201, 227, 243, 244–245, 300–301, 327, 343, 344–345, 404–405, 431, 448–449, 485, 502–503, 529, 545, 546–547, 606–607 TE 6: 23, 39, 40–41, 96–97, 123, 139, 140–141, 189, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 590–591</p>
<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>TE 2: 334–335, 352, 436–437, 454–455, 536–537 TE 3: 36, 54–55, 136–137, 191, 236, 334–335, 429, 434, 452, 475, 532, 573, 599 TE 4: 36, 87, 132, 150, 334, 436, 454, 532–533, 550 TE 5: 36–37, 134, 152, 240, 287, 340, 358, 444, 542 TE 6: 36, 136–137, 234, 252, 277, 352, 431, 436, 454, 585</p>

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Fluency	
0.3.0.4 Read emergent-reader texts with purpose and understanding.	<p>MSB 1: 18, 38, 58, 78, 98, 118 MSB 2: 18, 38, 58, 78, 98, 118 MSB 3: 18, 38, 58, 78, 98, 118 MSB 4: 18, 38, 58, 78, 98, 118 MSB 5: 18, 38, 58, 78, 98, 118 MSB 6: 18, 38, 58, 78, 98, 118</p> <p>TE 1: 40–41, 56–57, 142–143, 238–239, 344–345, 434–435, 450–451, 466–467, 536–537, 552–553 TE 2: 24–25, 40–41, 56–57, 122–123, 138–139, 154–155, 183, 222–223, 238–239, 254–255, 283, 322–323, 338–339, 424–425, 440–441, 456–457, 524–525, 540–541 TE 3: 24–25, 40–41, 56–57, 124–125, 140–141, 224–225, 240–241, 322–323, 338–339, 422–423, 438–439, 520–521, 536–537 TE 4: 24–25, 40–41, 120–121, 136–137, 222–223, 238–239, 322–323, 338–339, 424–425, 440–441, 520–521, 536–537 TE 5: 24–25, 40–41, 122–123, 138–139, 154–155, 228–229, 244–245, 328–329, 344–345, 432–433, 448–449, 464–465, 530–531, 546–547, 562–563 TE 6: 24–25, 40–41, 56–57, 124–125, 140–141, 156–157, 222–223, 238–239, 254–255, 322–323, 338–339, 354–355, 424–425, 440–441, 456–457, 520–521, 536–537, 552–553</p>

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Writing Benchmarks K-5 (Common Core Writing Standards K-5) [W]	
Text Types and Purposes	
<p>0.6.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...)</p>	<p>TE 1: 29, 413, 541, 558, 585 TE 2: 29, 127, 244 TE 3: 29, 189, 501 TE 4: 29, 125, 446, 471, 485 TE 5: 29, 127, 383 TE 6: 29, 129, 146, 446</p> <p>Writing to Sources: Unit 1: 222–223, 224–225, 226–227 Unit 2: 228–229, 230–231, 232–233, 234–235 Unit 3: 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104, 105–107, 108, 109–111, 236–237, 238–239, 240–241 Unit 4: 242–243, 244–245, 246–247, 248–249 Unit 5: 150–151, 152–153, 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176, 177–179, 180, 181–183, 250–251, 252–253, 254–255, 256–257 Unit 6: 258–259, 260–261, 262–263, 264–265</p>

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<p>0.6.2.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>TE 1: 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501 TE 2: 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475 TE 3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499 TE 4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603 TE 5: 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613 TE 6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597</p> <p>Writing to Sources: Unit 2: 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68, 69–71, 72, 73–75 Unit 4: 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140, 141–143, 144, 145–147</p>

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<p>0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>TE 1: 148, 244, 279, 293, 307, 456, 541, 558, 613 TE 2: 101, 327, 429, 489, 503, 529, 546, 601 TE 3: 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597 TE 4: 85, 125, 187, 201, 327, 389, 471 TE 5: 101, 127, 333, 350 TE 6: 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32, 33–35, 36, 37–39, 266–267, 268–269, 270–271 Unit 2: 272–273, 274–275 Unit 3: 276–277, 278–279, 280–281 Unit 4: 282–283, 284–285 Unit 5: 286–287, 288–289 Unit 6: 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212, 213–215, 216, 217–219, 290–291, 292–293</p>
Writing Process: Production and Distribution of Writing	
<p>0.6.4.4 (Begins in grade 3)</p>	<p>Not applicable according to the Minnesota Academic Standards</p>
<p>0.6.5.5 With guidance and support from adults, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.</p>	<p>TE 1: 91, 187, 293, 399, 501, 585, 599 TE 2: 87, 187, 287, 389, 489, 573, 587 TE 3: 89, 189, 287, 387, 485, 569, 583 TE 4: 85, 187, 287, 389, 485, 589, 603 TE 5: 87, 193, 293, 397, 495, 599, 613 TE 6: 89, 187, 287, 389, 485, 583, 597</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>

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<p>0.6.6.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>TE 1: 558, 585, 599, 613 TE 2: 546, 573, 587, 601 TE 3: 542, 569, 583, 597 TE 4: 575, 589, 603 TE 5: 613 TE 6: 569, 583, 597</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>
Research to Build and Present Knowledge	
<p>0.6.7.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>TE 1: 201, 227, 279, 333, 413, 541, 558, 585, 599, 613 TE 2: 87, 101, 173, 201, 273, 327, 375, 475, 529, 546, 573, 587, 601 TE 3: 75, 89, 103, 189, 203, 287, 301, 327, 401, 471, 485, 499, 525, 542, 569, 583, 597 TE 4: 71, 85, 99, 173, 187, 227, 244, 273, 287, 301, 327, 375, 471, 485, 499, 525, 542, 575, 589, 603 TE 5: 73, 101, 179, 233, 279, 293, 307, 333, 411, 481, 495, 508, 552, 585, 599, 613 TE 6: 75, 89, 103, 173, 187, 201, 227, 273, 287, 301, 327, 375, 389, 403, 471, 485, 499, 525, 542, 569, 583, 597</p> <p>Writing to Sources: Unit 4: 138–139, 140, 141–143, 144, 145–147</p>

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0.6.8.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>TE 1: 131, 148, 187, 201, 333, 501, 541 TE 2: 127, 144, 187, 227, 244, 287, 344, 389, 429, 446, 489, 503, 529 TE 3: 29, 89, 103, 129, 146, 189, 203, 229, 231, 232, 246, 287, 344, 387, 401, 427, 444, 485, 525, 573 TE 4: 29, 46, 71, 85, 99, 125, 142, 187, 201, 227, 273, 287, 301, 344, 389, 403, 429, 446, 485, 499, 525, 542 TE 5: 29, 46, 87, 127, 144, 193, 207, 233, 250, 293, 307, 350, 397, 411, 437, 454, 495, 508, 535, 552 TE 6: 29, 46, 75, 89, 103, 129, 187, 201, 227, 244, 273, 287, 301, 344, 429, 485, 499, 525, 542</p> <p>Writing to Sources: Unit 1: 222–223, 224–225, 226–227, 266–267, 268–269, 270–271 Unit 2: 228–229, 230–231, 232–233, 234–235, 272–273, 274–275 Unit 4: 138–139, 140, 141–143, 144, 145–147 Unit 5: 250–251, 252–253, 254–255, 256–257, 286–287, 288–289 Unit 6: 258–259, 260–261, 262–263, 264–265, 290–291, 292–293</p>
0.6.9.9 (Begins in grade 4)	Not applicable according to the Minnesota Academic Standards
Range of Writing	
0.6.10.10 (Begins in grade 3)	Not applicable according to the Minnesota Academic Standards

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

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b. Continue a conversation through multiple exchanges.	MSB 2: 69 MSB 6: 89 TE 1: 353, 389, 491, 542, 561 TE 2: 129, 228, 274–275, 479 TE 3: 130, 289, 429, 585 TE 4: 87, 101, 145, 203, 247, 289, 405, 430, 472–473, 475, 527, 545 TE 5: 74–75, 77, 128, 129, 180–181, 183, 209, 235, 283, 511, 537, 601 TE 6: 105, 149, 203, 229, 247, 303, 329, 405, 475, 501, 527
c. Listen to others and name emotions by observing facial expression and other nonverbal cues.	TE 1: 491, 517, 542, 586-587 TE 2: 103, 203 TE 3: 30, 49, 76-77, 91, 131, 303 TE 4: 75, 87, 126, 203, 289, 501 TE 5: 485 TE 6: 177, 405, 449
d. Follow basic oral directions.	TE 1: 30, 78–79 TE 2: 128, 174–175, 177 TE 4: 30, 72–73

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<p>0.8.2.2 Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>MSB 1: 27, 30, 47, 50, 67, 69, 70, 87, 90, 107 MSB 2: 28–29, 48–49, 88–89 MSB 3: 48–49, 69, 108–109 MSB 4: 70, 108, 129, 130 MSB 5: 29, 70, 127, 128 MSB 6: 68–69, 90, 144</p> <p>TE 1: 44-45, 48, 89, 101, 132, 134, 146–147, 174-175, 196–197, 228, 242–243, 280-281, 284, 303, 308, 348–349, 353, 408–409, 452-453, 454–455, 542, 556, 560, 562, 588, 590 TE 2: 30, 74–75, 78, 102, 128, 130, 146, 148, 174–175, 176, 188, 246, 247, 276, 278, 346, 376–377, 378, 380, 404, 430, 448, 478, 480, 530, 532, 548, 574–575, 576, 578, 588, 589, 602 TE 3: 48, 50, 78, 80, 104, 130, 148, 150, 176–177, 178, 230, 248, 250, 274-275, 276, 278, 346, 348, 376, 378, 428, 446, 472–473, 474, 476, 528, 544, 572, 574 TE 4: 48, 50, 76, 87, 101, 128, 144, 146, 176, 178, 229, 230, 246, 248, 276, 278, 296–297, 330, 346, 348, 378, 380, 432, 448, 474, 476, 526, 544, 546, 576-577, 578, 580, 590, 598–599 TE 5: 48, 76, 78, 148, 182, 184, 194, 252, 254, 282, 284, 302–303, 352, 354, 386, 388, 456, 458, 484, 486, 538, 550-551, 554, 556, 588, 590 TE 6: 32, 48, 50, 76-77, 78, 80, 132, 144-145, 148, 150, 173, 176, 178, 228, 230, 246, 248, 274–275, 276, 278, 330, 348, 378, 380, 398–399, 432, 448, 450, 474, 476, 528, 544, 546, 572, 574</p>

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0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p>TE 1: 28, 30, 78–79 TE 2: 30, 74–75, 128, 174–175, 228, 328, 530, 574–575 TE 3: 249, 297, 374–375, 487, 570–571 TE 4: 174–175, 472–473, 545, 576–577 TE 5: 30, 74–75, 234, 280–281 TE 6: 91, 99, 130, 174–175, 274–275, 376–377</p> <p>Writing to Sources: Unit 1: 37–39 Unit 2: 73–75 Unit 3: 109–111 Unit 4: 145–147 Unit 5: 181–183 Unit 6: 217–219</p>
Presentation of Knowledge and Ideas	
0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<p>MSB 2: 108 MSB 3: 48–49, 88, 128 MSB 4: 68, 70 MSB 5: 48, 108–109</p> <p>TE 1: 132, 174–175, 224–225, 226, 240–241, 243, 292, 306, 332, 349, 384, 386–387, 398, 408–409, 412, 438, 501, 586–587 TE 2: 189, 229, 247, 274–275, 376–377, 430, 476–477 TE 3: 76–77, 302, 328, 374–375 TE 4: 30, 72–73, 74, 75, 174–175, 228, 274–275, 289, 296–297, 604 TE 5: 48, 209, 253, 295, 334, 384–385, 438, 439, 482–483, 497 TE 6: 31, 91, 131, 203, 346, 379, 430, 472–473, 526, 570–571</p> <p>Writing to Sources: Unit 1: 12–13</p>

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0.8.5.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	TE 1: 31, 106, 133, 176, 283, 306, 353, 384, 401, 459 TE 2: 31, 49, 89, 147, 177, 189, 303, 347, 391, 449, 505 TE 3: 79, 105, 179, 205, 277, 289, 303, 329, 585 TE 4: 49, 203, 329, 347, 431, 449, 545, 579 TE 5: 102, 103, 235, 295, 309, 457, 589 TE 6: 79, 131, 347, 475, 545, 585
0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.	MSB 1: 27, 47, 67, 69, 87, 107, 108–109 MSB 3: 28–29, 48–49, 69, 88–89 MSB 4: 129 MSB 5: 29, 127 MSB 6: 108–109, 144 TE 1: 44-45, 89, 132, 146-147, 152, 174–175, 228, 242-243, 280-281, 334, 348-349, 386–387, 440, 452-453, 488–489, 542 TE 2: 228, 247, 274–275, 476–477, 589 TE 3: 30, 76–77, 130, 176–177, 230, 274-275, 328, 374–375, 428, 472–473, 570–571 TE 4: 30, 72–73, 87, 228, 274–275, 430, 526, 576-577 TE 5: 30, 74–75, 128, 180–181, 438, 482–483, 536, 550-551, 586–587 TE 6: 30, 31, 32, 76–77, 144-145, 173, 328, 376–377, 430, 472–473 Writing to Sources: Unit 2: 73–75
Media Literacy	
0.8.7.7 Distinguish among different types of print, digital, and multimodal media.	
a. Recognize common signs and logos.	TE 2: 231 TE 4: 329, 605 TE 5: 31
b. Identify commercials or advertisements.	TE 3: 273 On these pages, students write persuasive statements.

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0.8.8.8 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.)	TE 1: 177, 353, 503, 589, 601 TE 2: 31, 89, 189, 303, 329, 347, 577 TE 3: 249, 277, 303, 475, 573, 585 TE 4: 145, 379, 475, 487, 527 TE 5: 49, 195, 413, 457, 511, 555, 589 TE 6: 79, 105, 149, 329, 347, 405, 487, 545, 585
Language Benchmarks K-5 (Common Core Language Standards K–5) [L]	
Conventions of Standard English	
0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print many upper- and lowercase letters.	TE 1: 22, 29, 38, 46, 77, 91, 124, 131, 140, 147, 148, 173, 187, 200, 201, 220, 227, 236, 244, 279, 307, 326, 333, 342, 350, 385, 399, 413, 415, 432, 439, 448, 456, 487, 501, 534, 550 TE 2: 22, 29, 38, 46, 73, 87, 101, 120, 127, 136, 144, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 475, 489, 503, 522, 538 TE 3: 22, 29, 38, 46, 75, 89, 103, 122, 138, 146, 175, 189, 203, 222, 229, 238, 246, 273, 287, 301, 320, 327, 336, 344, 373, 387, 401, 427, 436, 444, 471, 485, 499, 518, 534 TE 4: 22, 29, 38, 46, 71, 85, 118, 125, 134, 142, 173, 187, 201, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534 TE 5: 22, 29, 38, 46, 73, 87, 101, 120, 127, 136, 144, 179, 193, 207, 226, 233, 242, 250, 279, 293, 307, 326, 333, 342, 350, 383, 387, 397, 411, 430, 437, 446, 454, 481, 495, 509, 528, 544 TE 6: 22, 29, 38, 46, 75, 89, 103, 122, 129, 138, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 471, 485, 499, 518, 534

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b. Use frequently occurring nouns and verbs.	TE 1: 438, 441, 455, 459, 486, 490, 491, 500, 540, 557, 584, 598, 612, 615 TE 2: 72, 77, 126, 143, 186, 200, 272 TE 3: 28, 30, 31, 45, 49, 88, 91, 102, 128, 145, 147, 149, 174, 188, 190, 202, 228, 245, 272, 277, 286, 300, 326, 329, 343, 372, 386, 400, 470, 475 TE 5: 332, 349, 396, 410, 413, 436, 453, 480, 494, 508, 534, 551, 555, 584, 589, 598, 601, 612 TE 6: 74
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	TE 2: 28, 31, 45, 72, 86, 100, 172, 177 TE 5: 332, 349, 396, 410, 436, 480, 494, 508, 584
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	TE 2: 404 TE 3: 571 TE 4: 545 TE 5: 28, 45, 74–75, 86, 100, 178 TE 6: 326, 343, 388, 402, 470
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	TE 1: 309 TE 3: 205, 247, 248, 288 TE 5: 232, 249, 292, 306, 382 TE 6: 128, 145, 186, 200, 272
f. Produce and expand complete sentences in shared language activities.	TE 3: 524, 541, 572, 573, 582, 596, 599 TE 4: 28, 45, 70, 84, 98, 124, 127, 141, 172, 186, 200, 226, 229, 243, 272, 286, 289, 300, 326, 329, 343, 374, 388, 391, 402, 470 TE 5: 183, 436, 453, 494, 508, 584 TE 6: 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 527, 541, 568, 582, 596

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0.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize the first word in a sentence and the pronoun I.	TE 3: 524, 541, 582, 583, 596 TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602 TE 5: 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278 TE 6: 28, 45, 88, 102, 172, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596
b. Recognize and name end punctuation.	TE 3: 524, 541, 582, 596 TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 379, 388, 402, 428, 445, 470, 484, 498, 574 TE 5: 28, 45, 86, 100, 126, 143, 178, 192, 206, 278 TE 6: 226, 243, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	TE 2: 182, 282, 384, 484, 582 TE 3: 84, 184, 282, 382, 480, 578 TE 4: 80, 182, 282, 384, 480, 584 TE 5: 82, 188, 288, 392, 490 TE 6: 84, 182, 282, 384, 480, 578
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	TE 2: 182, 282, 384, 484, 582 TE 3: 84, 179, 184, 191, 282, 347, 382, 480, 578 TE 4: 80, 87, 182, 282, 384, 480, 584 TE 5: 82, 188, 288, 392, 490, 594 TE 6: 84, 182, 189, 282, 289, 379, 384, 480, 578, 585, 599
Knowledge of Language	
0.10.3.3 (Begins in grade 2)	Not applicable according to the Minnesota Academic Standards

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Vocabulary Acquisition and Use	
0.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	TE 1: 179, 355 TE 2: 79, 149, 179, 231, 381, 451, 481 TE 3: 33, 81, 279, 547 TE 4: 51, 279, 477, 547 TE 5: 33, 237, 337, 389 TE 6: 133, 179, 231, 249, 279
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	TE 1: 243, 438 TE 2: 28, 45, 86, 100, 488 TE 3: 128, 145, 188, 202, 228, 231, 245, 272, 286, 300, 372, 377 TE 4: 147, 179 TE 5: 332, 349, 396, 410, 480 TE 6: 74
0.10.5.5 With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	MSB 1: 48, 68, 74–75, 114–115, 127, 128 MSB 2: 28, 48 MSB 3: 28 MSB 4: 94–95 TE 1: 47, 81, 149, 188, 245, 294, 330–331, 349, 351, 362, 389, 396, 410–411, 415, 538–539, 543, 557, 561, 570, 596, 601, 610–611, 614 TE 2: 47, 84, 85, 89, 129, 289, 329, 345, 390, 447, 486, 549 TE 3: 47, 90, 147, 190, 247, 287, 302, 429 TE 4: 177, 245, 277, 288, 303, 391, 405, 426–427, 431, 475, 482, 500, 543, 579, 590 TE 5: 47, 88, 102, 103, 129, 235, 251, 294, 308, 335, 351, 398, 413, 497, 553, 600 TE 6: 47, 79, 90, 147, 149, 177, 188, 245, 277, 288, 345, 390, 500, 543, 573, 584 Writing to Sources: Unit 2: 46–47, 60–61

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<p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>MSB 3: 108 TE 1: 249, 559 TE 2: 326, 388, 391, 428, 431, 445, 488, 502, 505, 572, 576 TE 3: 28, 445, 446, 486 TE 5: 534, 598</p>
<p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>MSB 1: 68, 128 MSB 3: 108, 128 MSB 4: 28, 48, 68 MSB 5: 128 MSB 6: 108</p> <p>TE 1: 47, 92, 179, 228, 245, 246, 249, 282, 285, 292, 294, 351, 352, 401, 414, 443, 457, 461, 493, 502, 559, 589, 591, 600 TE 2: 33, 47, 48, 51, 88, 145, 179, 188, 226, 243, 286, 300, 326, 343, 374, 378, 379, 388, 402, 433, 474, 428, 545, 600 TE 3: 49, 74, 91, 105, 181, 233, 251, 345, 388, 445, 477, 486, 529, 543, 547, 575, 584 TE 4: 47, 77, 86, 129, 143, 179, 188, 245, 279, 288, 331, 349, 381, 447, 477, 486, 581 TE 5: 33, 79, 145, 194, 295, 337, 389, 441, 459, 487, 553, 600 TE 6: 33, 51, 81, 249, 279, 433, 447, 451, 477, 486, 529, 547, 575</p>
<p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>TE 3: 45, 88, 102, 151, 174, 188, 202, 233, 326, 343, 386, 400, 470 TE 5: 441, 534, 551, 598, 612 TE 6: 74, 331</p>

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