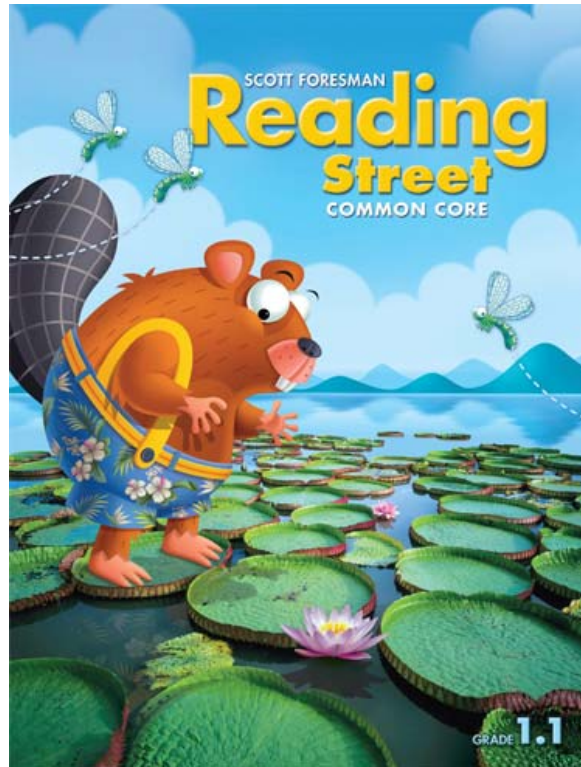


A Correlation of
**Scott Foresman
Reading Street
Common Core**
©2013



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

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

INTRODUCTION

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

Teaching *Scott Foresman Reading Street, Common Core* is teaching the Common Core. *Reading Street* 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.

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

At the heart of *Reading Street*—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Among the instruction to 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.

Writing on Reading Street

Writing instruction on *Reading Street* emphasizes the reciprocal nature of reading and writing. Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

Differentiated Instruction for Small Group Time

Reading Street instruction is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. *Reading Street* follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early.

ELL Instruction

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

21st Century Skills

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

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.

Table of Contents

Reading.....	4
Writing.....	19
Speaking & Listening.....	23
Multiple Literacies.....	27

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
Grade 1	
Reading	
LA 1.1 Students will learn and apply reading skills and strategies to comprehend text.	
LA 1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.	
LA 1.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)	1.R: 15c, 15p, 15s, 16g, 16j, 16s, 39c, 40g, 42g, 65c, 66g, 68g, 68s, 91c, 92g, 94g, 94s, 117c, 118g, 120g, 120s, 143c, 144g, 146g, 146s 1.1: 29f, 57e, 83f, 111f, 137f, 163f 1.2: 33f, 65f, 95f, 127e, 159f, 193e 1.3: 33f, 73f, 105f, 141e, 173e, 207f 1.4: 43e, 77f, 109f, 143e, 181e
LA 1.1.1.b Explain that the purpose of print is to carry information	1.R: 15l, 16c, 16o, 32c, 40c, 42c, 42o, 58c, 58i, 58-59, 66c, 68c, 84i, 84-85, 92c, 110i, 110-111, 118c, 120c, 136i, 138-139 1.1: 88i, 88-89, 90-91, 102-111, 119b, 142i, 142-143, 143a, 145c, 154-163, 163a 1.2: 38i, 38-41, 43a, 70i, 70-75, 77c, 86b, 86-95, 100i, 100-101, 103b, 103c, 132-135 1.3: 38i, 38-41, 92-105, 105b, 146i, 146-147, 149c, 158-173, 178i, 178-179 1.4: 48i, 48-49, 96b, 96-109, 109b, 114i, 114-117, 119b, 128b, 128-143, 148-151, 153b, 153c 1.5: 124i, 124-127, 129c, 138b, 138-155, 160i, 160-163, 165b, 165c, 174b, 174-193, 198-199
LA 1.1.1.c Demonstrate voice to print match (e.g., student points to words while reads)	1.R: 16g, 17, 40c, 41, 42c, 42h, 42o, 67, 68h, 93, 119, 120h, 121 1.1: 16b, 17, 19b, 30g, 34e, 35b, SG•10, 43, 58f, 58g, 84g, 112g 1.2: 17, 34g, 49, 66g, 83, 96g109, 128g, 143, 160g, 175, 194g 1.3: 17, 34g, 49, 74g, 89, 106g, 123, 142g, 155, 174g, 187, 208g 1.4: 17, 44g, 57, 78g, 93, 110g, 125, 144g, 159, 182g, 195, 218g 1.5: 17, 40g, 57, 78g, 95, 120g, 135, 156g, 171, 194g, 207, 232g

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.1.1.d Demonstrate understanding that words are made up of letters	1.R: 15l, 16c, 16m, 32c, 38-39, 40d, 42p, 64-65, 65a, 66d, 68p, 90-91, 92d 1.1: 14-15, 18c, 36c, 44c, 44d, 72c, 88d, 100c, 116d, 126d, 142d, 149a, 152d 1.2: 15a, 18d, 42c, 47a, 50d, 70d, 84d, 99c, 110c, 128c, 160c, 168c, 176c 1.3: 18c, 34d, 38d, 50c, 74d, 90d, 106d, 124d, 142d, 156c, 174c, 188c, 208c 1.4: 18c, 44d, 48c, 58c, 78c, 86c, 94c, 110c, 144d, 152c, 160c, 182c, 218d 1.5: 18c, 40c, 40d, 44c, 78c, 82c, 120c, 124c, 156c, 194c, 194d, 232d
LA 1.1.1.e Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents)	1.R: 31b, 57b, 58c, 66c, 68c, 92c, 118c, 120c 1.1: 29g, 33c 1.2: 17f, 33g, 164i, 164-165, 169c 1.3: 73g 1.4: 143f 1.5: 60a, 119g, 165c
LA 1.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom	1.R: 42c, 42o
LA 1.1.1.g Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)	1.R: 91f, 93b, 94j, 108-109, 109a, 113d, 162c 1.1: 17c, 29c, 32a, 32-33, 33a, 35c, 37g, 99c, 111c, 114a, 114-115, 115a, 117c, 119g, 125c, 137c, 140a, 140-141, 141a, 143c, 145g, 151c, 163c, 166a, 166-167, 167a, 169c, 171g

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.	
LA 1.1.2.a Segment spoken sentences into words	1.1: 19b-19c, 42b-42c, 73b-73c, 101b-101c, 124b-124c, 150b-150c, 168e-168f 1.2: 16b-16c, 51b-51c, 85b-85c, 111b-111c, 145b-145c, 164e-164f, 177b-177c 1.3: 38e-38f, 78e-78f, 110e-110f, 146e-146f, 178e-178f, 190a, 198-199, 212e-212f 1.4: 19b-19c, 59b-59c, 95b-95c, 127b-127c, 153a, 186e-186f, 222e-222f 1.5: 19b-19c, 59b-59c, 97b-97c, 124e-124f, 138a, 165a, 173b-173c, 236e-236f
LA 1.1.2.b Identify and produce oral rhymes	1.R: 55a, 159a 1.1: 37c, 169a, 171c 1.3: 145b, 217c 1.4: 113b 1.5: 241c
LA 1.1.2.c Blend and segment syllable sounds in spoken words	1.R: 68d, 136d, 146d 1.1: 112c 1.3: 78c, 184-185 1.4: 148c, 152c, 186c, 188c, 192-193, 222c, 226c 1.5: 172
LA 1.1.2.d Blend and segment onset and rime orally (e.g., v-an, gr-ab)	1.R: 32d, 110d 1.1: 116c, 118c, 144c, 170c
LA 1.1.2.e Manipulate phonemes orally (e.g., blend, segment)	1.R: 16p, 42p, 68p, 94p, 120, 146p 1.1: 18c, 44c, 72c, 96-97, 100c, 126c, 152c 1.2: 14-15, 18c, 38c, 42c, 50c, 70c, 84c, 110c, 144c, 176c 1.3: 14-15, 18c, 46-47, 50c, 78c, 86-87, 90c, 110c, 124c, 146c, 178c, 184-185, 188c 1.4: 18c, 58c, 90-91, 126c, 156-157, 160c, 196c 1.5: 14-15, 18c, 54-55, 58c, 96c, 132-133, 136c, 168-169, 204-205, 208c
LA 1.1.2.f Manipulate phonemes to create new words, pseudo or real (e.g., "What is hand without the /h/?" –and; "The word is cat. Change the /t/ to /n/. What's the new word?" –can)	1.2: 34c, 96c, 128c, 160c, 194c 1.5: 40c, 44c, 50c, 78c, 82c, 88c, 120c, 156c, 194c, 236c, 240c

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.	
<p>LA 1.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter consonants, consonant blends, long and short vowels, digraphs)</p>	<p>1.R: 14-15, 38-39, 40d, 42e, 43a, 65a, 66d, 68e, 68q, 91a, 92e, 94e, 94q, 117a, 118e, 120e 1.1: 16d, 19e, 34f, 36d, 38h, 42d, 45e, 58f, 62h, 64d, 124d, 127e, 138f, 142h, 144d, 150d, 153e, 164f, 170d 1.2: 16d, 19e, 334f, 38h, 42d, 48d, 51e, 66f, 70h, 76d, 174d, 177e, 194f, 198h, 200d 1.3: 16d, 19e, 34f, 38h, 42d, 48d, 51e, 74f, 78h, 82d, 154d, 157e, 174f, 178h, 180d 1.4: 16d, 17f, 19e, 44f, 48h, 50d, 56d, 59e, 78f, 82h, 86d, 92d, 93f, 95e, 110f, 114h, 118d, 124d, 127e, 144f, 148h, 152d 1.5: 16d, 193, 40f, 44h, 50d, 56d, 59e, 78f, 82h, 88d, 94d, 97e, 120f, 124h, 128d, 170d, 173, 194f, 198h, 200d</p>
<p>LA 1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)</p>	<p>1.R: 15n-15p, 17a-17b, 39a-39c, 40, 43b-43c, 58e, 58g-58h, 66e-66g, 66, 69a-69b, 84e, 84g-84h, 91a-91c, 92, 95a-95b, 110e, 110g-110h 1.1: 126d, 126, 127a, 127b-127c, 138d-138e, 142e-142f, 144c, 145d-145f, 150d, 152, 153e, 153b-153c, 163g, 164f, 168h, 170d 1.2: 15a, 16, 16a, 16b-16c, 19d, 34e, 38e-38f, 42c, 43d-43e, 70d, 84d, 84, 85a, 85b-85c, 96d-96e, 100e-100f, 102c, 103d-103f, 132d 1.3: 18d, 38d, 42c, 47a, 50d, 50, 51a, 51b-51c, 73g, 74d-74e, 78e-78f, 82c, 83d-83f, 110d 1.4: 157a, 158, 158a, 158b-158c, 158d, 161d-161e, 182d-182e, 182f, 186e-186f, 186h, 188c-188d, 189d-189f, 222d 1.5: 15a, 18d, 40d, 44d, 50c, 55a, 58d, 78d, 82d, 88c, 93a, 96d, 120d, 124d, 128c, 188-189</p>

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.1.3.c Read at least 100 high-frequency words from a commonly used list	<p>1.R: 16h, 17, 19, 32e, 32f, 41, 42h, 43, 58e-58f, 67, 68h, 69, 84e-84f, 93, 94h, 95, 110e-110f</p> <p>1.1: 16b, 17, 19b, 19, 29g, 30g, 34e, 58g, 62e, 73, 84g, 101b, 101, 112g, 116e, 120h, 127b</p> <p>1.2: 16b, 19b, 38e, 43b, 48b, 51b, 66g, 70e, 77b, 82b, 85b, 100e, 108b, 128g, 145b, 169b, 174b</p> <p>1.3: 16b, 19b, 38e, 43b, 48b, 74g, 88b, 91b, 110e, 117b, 142g, 149b, 174g, 178e, 186b, 189b, 208g</p> <p>1.4: 16b, 19b, 44g, 48e, 51b, 56b, 59b, 87b, 110g, 114e, 119b, 124b, 127b, 161b, 182g, 186e, 194b</p> <p>1.5: 16b, 19b, 44e, 59b, 82e, 97b, 124e, 129b, 134b, 156g, 165b, 170b, 163b, 194g, 201b, 209b</p>
LA 1.1.3.d Spell single syllable phonetically regular words	<p>1.R: 16q, 16r, 32f, 68q, 68r, 84f, 94q, 94r, 110f, 118e, 118f, 136f, 162f</p> <p>1.1: 15a, 18d, 30f, 34h, 36d, 41a, 44d, 58f, 64d, 69a, 72d, 84f, 88d, 92d, 97a, 116h</p> <p>1.2: 15a, 18d, 18e, 34d, 34f, 38d, 38h, 42d, 47a, 50d, 66f, 70d, 81a, 84d, 96f, 100d</p> <p>1.3: 18d, 34d, 38d, 42d, 47a, 74d, 78d, 82d, 90d, 106d, 110d, 116c</p> <p>1.4: 15a, 16d, 44f, 50d, 55a, 78d, 86c, 91a, 92d, 118d</p> <p>1.5: 93a, 128c</p>
LA 1.1.3.e Blend sounds to read words	<p>1.R: 16p, SG•11, 42p, SG•29, 68p, SG•47, 94p, 120p, 146p, SG•101</p> <p>1.1: 18c, 36c, 41a, 44c-44d, 64c, 72c, 96-97, 100c, 126c, 152c</p> <p>1.2: 14-15, 18c, 34c, 38c, 42c, 46-47, 50c, 70b, 76a, 80-81, 84c, 100c, 106-107, 110c, 132c, 140-141, 144c, 168c, 172-173, 200c</p> <p>1.3: 50c, 86-87, 90c, 152-153, 156c, 188c</p> <p>1.4: 14-15, 18c, 48c, 50c, 54-55, 58c, 90-91, 94c, 122-123, 125c, 148c, 156-157, 192-193</p> <p>1.5: 14-15, 54-55, 92-93, 132-133, 168-169, 204-205, 208c</p>

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.1.3.f Read words in connected text	<p>1.R: 18-27, 32-33, 44-53, 58-59, 84-85, 96-105, 110-111, 122-131, 136-137, 148-157, 162-163</p> <p>1.1: 20-29, 34-35, 46-57, 62-63, 74-83, 88-91, 102-111, 116-117, 128-137, 142-143, 154-163, 168-169</p> <p>1.2: 20-33, 38-41, 52-65, 70-75, 86-95, 100-101, 112-127, 132-135, 146-159, 164-167, 178-193, 198-199</p> <p>1.3: 20-33, 38-41, 52-73, 78-81, 92-105, 110-115, 126-141, 146-147, 158-173, 178-179, 190-207, 212-215</p> <p>1.4: 20-43, 48-49, 60-77, 82-85, 96-109, 114-117, 128-143, 148-151, 162-181, 186-187, 198-217, 222-225</p> <p>1.5: 20-39, 44-49, 60-77, 82-87, 98-119, 124-127, 138-155, 160-163, 174-193, 198-199, 210-231, 236-239</p>
LA 1.1.3.g Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream)	<p>1.R: 16d, 32d, 38-39, 40d, 42p, 64-65, 66d, 68p, 90-91, 92d, 110d</p> <p>1.1: 18c, 36c, 44c, 64c, 72c, 92c, 96-97, 100c, 116c, 118c, 144c, 170c</p> <p>1.2: 14-15, 18c, 38c, 42c, 50c, 70c, 84c, 110c, 144c, 176c</p> <p>1.3: 50d, 50, 51a, 51b-51c, 73g, 74d-74e, 78e-78f, 82c, 83d-83f, 110d, 187c, 207c, 210a, 210-211, 215b, 217g</p> <p>1.4: 60a, 72-73, 87a, 157a, 158, 158b-158c, 158d, 161d-161e, 182d-182e, 198a, 203-204, 222d, 227a</p> <p>1.5: 44d, 50c, 58d, 78d, 124d, 160d, 164c, 174a, 186-187, 198d, 201a, 205a</p>
LA 1.1.3.h Monitor the accuracy of decoding	<p>1.R: 16g, 16s, 39c, 40g, 42g, 42h, 65c, 66g, 68g, 68h, 68s, 91c, 92g, 120h, 139b</p> <p>1.1: 16a, 19a, 30g, 58g, 65d, 84g, 91a, 93d, 101a, 112g, 119d, 127a, 138g, 164g</p> <p>1.2: 19a, 34g, 41a, 43d, 48a, 66g, 75b, 85a, 96g, 103d, 111a, 128g, 137d, 169d</p> <p>1.3: 19a, 34g, 41a, 43d, 48a, 74g, 83d, 91a, 106g, 115b, 117d, 122a, 149d, 181d</p> <p>1.4: 16a, 44g, 51d, 78g, 87d, 110g, 119d, 144h, 153d, 182h, 189d, 218h, 227d</p> <p>1.5: 40g, 51d, 78g, 89d, 120g, 129d, 156h, 165d, 194h, 201d, 232h, 241d</p>

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.	
LA 1.1.4.a Read in meaningful phrases that sound like natural language to support comprehension	1.R: 29a, 133a 1.1: 31b, 59b, 85b, 113b, 139b, 165b 1.2: 35b, 44j, 67b, 78j, 97b, 129b, 138j, 161b, 170j, 195b 1.3: 35b, 75b, 107b, 143b, 147b, 148-149, 149b, 159a, 175b, 179b, 181a, 209b, 212i, 214-215, 217a 1.4: 12j, 45b, 49b, 51a, 52j, 79b, 88j, 111b, 113b, 117a, 117e, 119a, 145b, 161, 183b, 190j, 219b 1.5: 41b, 49b, 51a, 79b, 87b, 89a, 121b, 127a, 129a, 157b, 195b, 233b, 236i, 236-237, 238-239, 239a
LA 1.1.4.b Use a core of high-frequency words and phrases	1.R: 16h, 17, 19, 32e, 32f, 41, 42h, 43, 58e-58f, 67, 68h, 69, 84e-84f, 93, 94h, 95, 110e-110f 1.1: 16b, 17, 19b, 19, 29g, 30g, 34e, 58g, 62e, 73, 84g, 101b, 101, 112g, 116e, 120h, 127b 1.2: 16b, 19b, 38e, 43b, 48b, 51b, 66g, 70e, 77b, 82b, 85b, 100e, 108b, 128g, 145b, 169b, 174b 1.3: 16b, 19b, 38e, 43b, 48b, 74g, 88b, 91b, 110e, 117b, 142g, 149b, 174g, 178e, 186b, 189b, 208g 1.4: 16b, 19b, 44g, 48e, 51b, 56b, 59b, 87b, 110g, 114e, 119b, 124b, 127b, 161b, 182g, 186e, 194b 1.5: 16b, 19b, 44e, 59b, 82e, 97b, 124e, 129b, 134b, 156g, 165b, 170b, 163b, 194g, 201b, 209b
LA 1.1.4.c Use repeating language patterns when reading	1.R: 15r, 16j, 26-27, 40, 43b, 46-53, 61c, 69a, 72-79, 84g, 98-105 1.1: 16, 16b, 19b, 34-35, 48-57, 62e, 62-63, 70b, 73b, 76-83, 98b 1.2: 16b, 19b
LA 1.1.4.d Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)	1.3: 143b, 147b, 147f, 149a, 175b, 179b, 181a, 209b, 215a, 215e, 217a 1.4: 45b, 49b, 51a, 111b, 117a, 117e, 119a, 145b, 151a, 153a, 219b, 225a, 227a 1.5: 41b, 49b, 51a, 79b, 87b, 89a, 121b, 127a, 129a, 195b, 199b, 201a

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.1.4.e Read along with others and independently practice keeping an appropriate pace for a text	<p>1.1: 31b, 35b, 37a, 59b, 85b, 91e, 93a, 113b, 117b, 119a, 139b, 165b</p> <p>1.2: 35b, 41a, 43a, 67b, 97b, 129b, 135a, 135e, 137a, 161b, 195b, 199b, 201a</p> <p>1.3: 35b, 41a, 43a, 75b, 107b, 143b, 175b, 209b</p> <p>1.4: 45b, 79b, 85a, 87a, 111b, 145b, 151a, 153a, 183b, 219b</p> <p>1.5: 41b, 49b, 51a, 79b, 87b, 89a, 121b, 157b, 195b, 233b</p>
LA 1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	
LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)	<p>1.R: 15f, 15r, 16i, 30-31, 31a, 35d, 39f, 41b, 42i, 56-57, 57a, 61d</p> <p>1.1: 18d, 36c, 44d, 62d, 62h, 64d, 72d, 88d, 92d, 97a, 100d, 100</p> <p>1.2: 17c, 33c, 36a, 36-37, 41b, 43g, 143c, 159c, 162a, 162-163, 167b, 169g</p> <p>1.3: 50d, 50, 51a, 51b-51c, 73g, 74d-74e, 78e-78f, 82c, 83d-83f, 110d</p> <p>1.4: 157a, 158, 158a, 158b-158c, 158d, 161d-161e, 182d-182e, 182f, 186e-186f, 186h, 188c-188d, 189d-189f, 222d</p> <p>1.5: 44d, 88c, 96d, 1124d, 136d, 160d, 188-189, 205a</p>
LA 1.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	<p>1.R: 15a, 15d, 16j, 18a, 31a, 32i, 39a, 58i, 84i, 110i, 148b, 148-149, 156-157, 157a</p> <p>1.1: 34i, 62i, 88i, 116i, 142i, 168i</p> <p>1.2: 38i, 70i, 100i, 132i, 150-151, 156-157, 158-159, 160-161, 164i, 198i</p> <p>1.3: 88i, 78i, 110-111, 112-113, 114-115, 146i, 190c, 192-193, 198-199, 204-205, 209a, 211c</p> <p>1.4: 48i, 82i, 82-83, 114i, 148i, 186i, 222i</p> <p>1.5: 44i, 60b, 64-65, 68-69, 74-75, 78-79, 82i, 124i, 160i, 198i, 236i</p>

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
<p>LA 1.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words</p>	<p>1.R: 18a, 18-19, 22-23, 441, 44-45, 56-57, 52-53, 70a, 70-71, 72-73, 76-77, 96a, 98-99 1.1: 34g, 50-51, 62g, 88g, 116g, 142g, 168g 1.2: 38g, 56-57, 70g, 77c, 100g, 122-123, 132g, 146a, 150-151, 164g, 169a, 198g 1.3: 26-27, 38g, 78g, 110g, 146g, 178g, 190a, 194-195, 198-199, 206-207, 212g, 217a 1.4: 24-25, 48g, 68-69, 82g, 114g, 128a, 136-137, 148g, 153a, 186g, 222g 1.5: 44g, 66-67, 82g, 112-113, 119g, 124g, 138a, 146-147, 155b, 160g, 165a, 178-179, 198g, 236g</p>
<p>LA 1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)</p>	<p>1.R: 15q, 35a, 67a, 87a, 93a, 113a, 145a, 165a 1.1: 74a, 78-79, 93a, 128a, 132-133, 145a, 154a, 160-161, 171a 1.2: 20a, 30-31, 43a, 112a, 114-115, 116-117, 137a, 160-161, 178a, 192-193, 201a 1.3: 20a, 26-27, 43a, 52a, 68-69, 83a 1.4: 96a, 108-109, 119a 1.5: 20a, 24-25, 30-31, 51a, 98a, 108-109, 116-117, 129a</p>
<p>LA 1.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer (s), teacher)</p>	<p>1.R: 61a, 93a, 113a, 119a, 139a, 145a, 165a 1.1: 20a, 46a, 74a, 83g, 128a, 154a 1.2: 20a, 85a, 146a, 178a, 193f 1.3: 125a, 126a, 134-135, 149a, 158a, 162-163, 168-169, 181a 1.4: 20a, 87h, 143f, 162a, 168-169, 189a 1.5: 20a, 60a, 72-73, 77g, 81c, 87f, 89a, 174a</p>
<p>LA 1.1.5.f Locate words in reference materials (e.g., alphabetical order)</p>	<p>1.R: 120o 1.1: 46a, 50-51, 65a, 102a, 119a, 159g 1.3: 73g, 126a, 134-135, 158a, 162-163, 168-169, 181a 1.4: 143f, 162a, 168-169, 189a, 217f 1.5: 72-73, 77g</p>

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	
LA 1.1.6.a Identify author, illustrator, and author’s purpose (e.g., explain, entertain, inform)	<p>1.R: 31b, 66c, 92c, 118c 1.1: 29g, 30-31, 84-85, 112-113, 138-139, 164-165 1.2: 33g, 34-35, 83a-83b, 88-89, 94-95, 96-97, 101a, 103b, 128-129, 132-133, 143a-143b, 148-149, 154-155, 160-161, 164-165, 169b, 184-185, 194h, 194-195 1.3: 22-23, 34h, 34-35, 74-75, 106-107, 123a, 128-129, 138-139, 142-143, 145c, 146-147, 179a 1.4: 78-79, 110-111, 182-183, 218-219 1.5: 78-79, 155a, 156-157, 194-195</p>
LA 1.1.6.b Identify elements of narrative text (e.g., characters, setting, events)	<p>1.R: 15d-15e, 15q, 17c, 20-21, 22-23, 27a, 28-29, 39d, 41a, 46-47, 48-49, 53a, 54-55, 65d, 67a, 72-73, 76-77, 79a, 80-81, 98-99, 117d, 126-127, 131a, 132-133 1.1: 17a, 22-23, 24-25, 29a, 30-31, 30h, 35a, 37b, 43a, 46b, 48-49, 52-53, 56-57, 58h, 58-59, 63a, 65b, 71a, 78-79, 83a, 84h, 84-85, 87c, 93b, 100, 117a, 137a, 138h, 163a 1.2: 22-23, 33b, 65a, 66h, 66-67, 65b, 66h 1.3: 43c, 62-63, 72-73, 73a, 73b, 115a, 136-137, 142h 1.4: 22-23, 68-69, 218h 1.5: 17a, 22-23, 26-27, 30-31, 32-33, 36-37, 38-39, 39a, 40-41, 51b, 62-63, 68-69, 87a, 224-225, 231a, 232h</p>
LA 1.1.6.c Retell information from narrative text including characters, setting, and events	<p>1.R: 28-29, 29a, 54-55, 55a, 80-81, 81a, 106-107, 107a, 132-133, 133a, 145e, 146l, 159a 1.1: 30-31, 31a, 58-59, 59a, 84-85, 85a, 138-139, 139a 1.2: 16c, 19c, 34-35, 35a, 66-67, 67a, 70f, 132f, 164f, 174c, 177c 1.3: 34-35, 35a, 74-75, 75a, 142-143, 143a, 208-209, 209a 1.4: 16c, 19c, 45a, 56c, 78-79, 79a, 82f, 92c, 95c, 161c, 182-183, 183a, 219a, 222f 1.5: 40-41, 41a, 78-79, 79a, 120-121, 121a, 195a, 233a</p>

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.1.6.d Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	1.R: 32i, 55a, 159a 1.1: 137b 1.2: 193a, 198i, 201c 1.3: 145b, 212-213, 214-215, 217c 1.4: 43a-43b, 82i, 84-85, 113b, 217a-217b, 224-225 1.5: 44i, 82-83, 236-237, 241c
LA 1.1.6.e Retell main ideas from informational text	1.R: 158-159, 159a, 164-165 1.1: 112-113, 113a, 164-165, 165a 1.2: 96-97, 97a, 128-129, 129a 1.3: 37b, 42-43, 106-107, 107a, 174-175, 175a 1.4: 48-49, 130-131, 132-133, 134-135, 140-141 1.5: 156-157, 157a, 194-195, 195a
LA 1.1.6.f Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)	1.R: 58-59, 84-85, 110-111, 136-137 1.1: 88-91, 102-111, 111a, 142-143, 143a, 154-163, 163a 1.2: 17a, 38-41, 70-75, 75a, 86-95, 95a, 100, 100-101, 114-115, 120-121, 124-125, 132-135, 175a-175b, 180-181, 184-185, 186-187, 188-189, 194-195 1.3: 17a-17b, 38-39, 40-41, 49a, 102-103, 105a, 106h, 146-147, 147a, 162-163, 164-165, 166-167, 174h, 179a 1.4: 48i, 48-49, 109a, 114-115, 132-133, 134-135, 143a, 144h, 148-149, 150-151 1.5: 95a, 95b, 124-125, 126-127, 129b, 148-149, 152-153, 156h, 171a-171b, 182-183, 184-185, 190-191, 192-193, 194-195, 201b

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
<p>LA 1.1.6.g Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)</p>	<p>1.R: 58-59, 84-85, 110-111, 112-113, 136-137, 138-139 1.1: 88-89, 90-91, 102-103, 104-105, 106-107, 108-109, 110-111, 142-143, 143a, 154b, 154-155, 156-157, 158-159, 163a 1.2: 38-41, 70i, 70-71, 72-73, 77c, 86b, 86-87, 88-89, 90-91, 92-93, 95a, 100i, 100-101, 101a, 112b, 112-113, 132i 1.3: 38i, 92b, 92-93, 96-97, 98-99, 102-103, 146i, 146-147, 158b, 158-159, 162-163, 164-165, 166-167, 172-173, 178i, 178-179 1.4: 48i, 48-49, 96b, 96-97, 106-107, 109a, 114i, 128b, 128-129, 138-139, 148i, 148-149, 150-151 1.5: 119g, 123c, 124i, 124-125, 138b, 138-139, 140-141, 146-147, 155a, 160i, 160-161, 155b, 174c, 198-199</p>
<p>LA 1.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)</p>	<p>1.R: 18a, 17c, 27a, 32i, 44a, 55, 55a, 58i, 84i, 110i, 121c, 133, 133a, 136i, 162i 1.1: 334a, 46c, 51a, 58h, 65c, 74b, 83a, 83b, 84h, 88a, 102b, 111a, 111b, 112b, 112h, 116a, 116i, 119c, 127a, 128h, 132a, 142i, 145c, 154b, 168a 1.2: 20b, 33a, 34h, 38i, 70i, 77c, 86b, 95a, 95b, 96h, 132i, 146b, 159a, 160h, 164i, 178b, 193a, 194h, 198a, 198i 1.3: 38i, 52b, 73a, 74h, 78a, 78i, 83c, 92b, 105a, 105b, 106h, 110a, 110i, 117c, 126c, 141a-141b, 142h, 146a, 146i, 149c, 158c, 178a, 190b, 207a, 207b, 212a 1.4: 48a, 60a, 77a, 77b, 78a, 78h, 82a, 82i, 87c, 96b, 109a, 110h, 114a, 114i, 128b, 143a, 144h, 153c 1.5: 20b, 39a, 40h, 44a, 44i, 51c, 60b, 77a, 77b, 78h, 82a, 82i, 87a, 89a, 98b, 119a, 119b, 120h, 124a, 124i, 129c, 138b, 155a, 156h, 160a, 174b, 193a-193b, 194h, 198a, 201c</p>

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.1.6.i Make connections between characters or events in narrative and informational text, to own life or other cultures	<p>1.R: 28-29, 54-55, 80-81, 106-107, 132-133, 158-159</p> <p>1.1: 29a, 30-31, 84-85, 112-113, 137a, 138-139, 164-165</p> <p>1.2: 34-35, 66-67, 96-97, 128-129, 159a, 194-195</p> <p>1.3: 34-35, 142-143</p> <p>1.4: 110-111, 144-145, 182h, 182-183, 187a, 218-219</p> <p>1.5: 78-79, 156-157, 193a, 194-195, 232-233</p>
LA 1.1.6.j Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text	<p>1.R: 18a, 18-19, 24-25, 32i, 58i, 84i, 96a, 96-97, 104-105, 105a, 110i, 136i, 162i</p> <p>1.1: 34i, 62i, 88i, 116i, 142i, 168i</p> <p>1.2: 38i, 70i, 100i, 101a, 132i, 164i, 178b, 182-183, 190-191, 194-195, 198i</p> <p>1.3: 38i, 78i, 110i, 146i, 178i, 212i</p> <p>1.4: 48i, 82i, 114i, 114-115, 116-117, 128b, 130-131, 134-135, 138-139, 144-145, 148i, 186i, 222i</p> <p>1.5: 44i, 48-49, 82i, 124i, 124-125, 160i, 198i, 236i</p>
LA 1.1.6.k Identify and explain purpose for reading (e.g., information, pleasure)	<p>1.R: 18a, 32i, 44a, 58i, 70a, 84i, 96a, 110i, 122a, 136i, 148a, 162i</p> <p>1.1: 20b, 30h, 34-35, 46c, 58h, 62i, 74c, 84h, 88i, 102b, 112h, 128b, 138h, 142i, 154c, 164h, 168i</p> <p>1.2: 34h, 38i, 52b, 66h, 70i, 86b, 96b, 100i, 112b, 128h, 132i, 146c, 160h, 164i, 178b, 194h, 198i</p> <p>1.3: 20b, 34h, 38i, 52b, 74h, 78i, 92b, 106h, 110i, 126b, 142h, 146i, 158b, 174h, 178i, 190c, 208h, 212i</p> <p>1.4: 20b, 44h, 48i, 60b, 78h, 82i, 96c, 110h, 114i, 128b, 144h, 148i, 162b, 182h, 186i, 198b, 218h, 222-223</p> <p>1.5: 20b, 40h, 44i, 60b, 78h, 82i, 98b, 120h, 124i, 138b, 156h, 160i, 174b, 194h, 198i, 210b, 232h, 236i</p>

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	<p>1.R: 28-29, 54-55, 80-81, 106-107, 132-133, 158-159, 160-161</p> <p>1.1: 29a, 30-31, 58-59, 84-85, 112-113, 137a, 138-139, 164-165</p> <p>1.2: 34-35, 66-67, 96-97, 128-129, 159a, 164i, 173a-173b, 194-195</p> <p>1.3: 34-35, 141a-141b, 142-143, 173a, 174-175</p> <p>1.4: 44-45, 78-79, 110-111, 143a-143b, 144-145, 182h, 182-183, 187a, 218-219</p> <p>1.5: 78-79, 156-157, 193a, 194-195, 232-233</p>
LA 1.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning	<p>1.R: 27a, 53a, 79a, 105a, 131a, 157a</p> <p>1.1: 28-29, 37i, 54-55, 65i, 82-83, 93i, 110-111, 119i, 136-137, 145i, 171i</p> <p>1.2: 32-33, 43i, 64-65, 77i, 94-95, 103i, 126-127, 137i, 158-159, 169i, 192-193, 201i</p> <p>1.3: 32-33, 43i, 72-73, 83i, 104-105, 117i, 140-141, 149i, 172-173, 181i, 217i</p> <p>1.4: 42-43, 51i, 76-77, 87i, 108-109, 119i, 142-143, 153i, 180-181, 189i, 216-217, 227i</p> <p>1.5: 38-39, 51i, 76-77, 89i, 118-119, 129i, 154-155, 165i, 192-193, 201i, 230-231, 241i</p>
LA 1.1.6.n Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)	<p>1.R: 27a, 53a, 79a, 105a, 131a, 157a</p> <p>1.1: 29a, 35a, 57a, 63a, 83a, 111a, 137a, 163a, 169a</p> <p>1.2: 33a, 65a, 75a, 95a, 101a, 127a, 159a, 193a, 199a</p> <p>1.3: 33a, 73a, 105a, 115a, 141a, 147a</p> <p>1.4: 43a, 49a, 77a, 109a, 143a, 181a, 187a, 217a</p> <p>1.5: 39a, 49a, 77a, 87a, 155a, 193a</p>

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.1.6.o Respond to text verbally, in writing, or artistically	<p>1.R: 27a, 32-33, 53a, 59, 79a, 84-85, 105a, 110-111, 131a, 136-137, 157a, 162-163</p> <p>1.1: 28-29, 30-31, 31a, 35a, 54-55, 58-59, 63a, 84-85, 85a, 112-113, 113a, 117a, 138-139, 139a, 143a, 164-165, 165a</p> <p>1.2: 34-35, 35a, 66-67, 67a, 96-97, 97a, 128-129, 129a, 160-161, 161a, 194-195, 195a</p> <p>1.3: 34-35, 35a, 74-75, 75a, 106-107, 107a, 142-143, 143a, 174-175, 175a, 208-209, 209a</p> <p>1.4: 44-45, 78-79, 110-111, 144-145, 182-183, 218-219</p> <p>1.5: 40-41, 78-79, 120-121, 156-157, 194-195, 232-233</p>

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
Writing	
LA 1.2 Students will learn and apply writing skills and strategies to communicate.	
LA 1.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	
LA 1.2.1.a Demonstrate that writing communicates thoughts and ideas	1.R: 35d, 41d, 61d, 65h, 68k, 87d, 91h, 93d, 94k, 113d, 117h, 120k, 139d 1.1: 28-29, 30-31, 31a, 35a, 54-55, 58-59, 63a, 84-85, 85a, 112-113, 113a, 165a 1.2: 34-35, 35a, 66-67, 67a, 96-97, 97a, 128-129, 129a, 160-161, 161a, 194-195 1.3: 34-35, 35a, 74-75, 75a, 106-107, 107a, 142-143, 143a, 174-175, 175a, 209a 1.4: 44-45, 78-79, 110-111, 114-115, 182-183, 218-219 1.5: 40-41, 78-79, 120-121, 156-157, 194-195, 232-233
LA 1.2.1.b Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools)	1.1: 29d–29e, 57c–57d, 83d–83e, 111d–111e, 137d–137e, 163d–163e, WP•2–WP•4 1.2: 33d–33e, 65d–65e, 95d–95e, 127c–127d, 159d–159e, 193c–193d, WP•2–WP•4 1.3: 33d–33e, 73d–73e, 105d–105e 141c–141d, 173c–173d, 207d–207e, WP•2–WP•4 1.4: 43c–43d, 77d–77e, 109d–109e, 143c–143d, 181c–181d, 217c–217d, WP•2–WP•4 1.5: 39c–39d, 77d–77e, 119d–119e, 155d–155e, 193c–193d, 231d–231e, WP•2–WP•4

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.2.1.c Generate a draft by:	
-Selecting and organizing ideas relevant to topic, purpose, and genre	1.1: 29d, 29e, 57c-57d, 83d-83e, 111d-111e, 137d-137e, 163d-163e, WP•2-WP•4 1.2: 33d-33e, 65d-65e, 95d-95e, 127c-127d, 159d-159e, 193c-193d, WP•2-WP•4 1.3: 33d-33e, 73d-73e, 105d-105e, 141c-141d, 173c-173d, 207d-207e, WP•2-WP•4 1.4: 43c-43d, 77d-77e, 109d-109e, 143c-143d, 181c-181d, 217c-217d, WP•2-WP•4 1.5: 39c-39d, 77d-77e, 119d-119e, 155d-155e, 193c-193d, 231d-231e, WP•2-WP•4
-Composing complete sentences of varying length and complexity (e.g., dictation, labeling, simple sentences)	1.1: 37h, 60-61, 61a, 86-87, 93h, 119h, 145h, 171h 1.2: 43h, 77h, 103h, 137h, 169h, 201h 1.3: 43h, 83h, 117h, 149h, 181h, 217h 1.4: 51h, 87h, 119h, 153h, 189h, 227h 1.5: 51h, 89h, 129h, 165h, 201h, 241h
LA 1.2.1.d Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	1.1: 35d, 63d, 91c-91d, 117d-117e, 143d-143e, 169d-169e, WP•7-WP•8 1.2: 41c-41d, 75c-75d, 101c-101d, 135c-135d, 167c-167d, 199d-199e, WP•7-WP•8 1.3: 41c-41d, 81c-81d, 115d-115e, 147d-147e, 179d-179e, 215c-215d, WP•7-WP•8 1.4: 49d-49e, 85c-85d, 117c-117d, 151c-151d, 187d-187e, 225c-225d, WP•7-WP•8 1.5: 49d-49e, 87d-87e, 127c-127d, 163c-163d, 199d-199e, 239c-239d, WP•7-WP•8
LA 1.2.1.e Provide feedback to other writers	1.1: 35d, 63d, 91c, 117d, 143d, WP•8 1.2: 41c, 75d, 101d, 135c, 167c 1.3: 41c, 81c, 147d, 179d, 215c 1.4: 49d, 85c, 117c, 187d, 225c 1.5: 49d, 87d, 127c, 163c, 239c
LA 1.2.1.f Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark.	1.1: 37h, 60-61, 61a, 86-87, 93h, 119h, 145h, 171h, WP•9 1.2: 43h, 77h, 103h, 137h, 169h, 201h, WP•9 1.3: 43h, 83h, 117h, 149h, 181h, 217h, WP•9 1.4: 51h, 87h, 119h, 153h, 189h, 227h, WP•9 1.5: 51h, 89h, 129h, 165h, 201h, 241h, WP•9

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.2.1.g Publish a legible document (e.g., handwritten)	1.1: 37i, 65i, 93i, 119i, 145i, 171i, WP•10 1.2: 43i, 77i, 103i, 137i, 169i, 201i, WP•10 1.3: 43i, 83i, 117i, 149i, 181i, 217i, WP•10 1.4: 51i, 87i, 119i, 153i, 189i, 227i, WP•10 1.5: 51i, 89i, 129i, 165i, 201i, 241i, WP•10
LA 1.2.1.h Write with appropriate spaces between letters, words, and sentences.	1.1: 57e, 163f 1.2: 65f, 193e 1.3: 141e 1.4: 181e, 217e 1.5: 39e, 77f, 119f, 155f, 193e, 231f
LA 1.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	
LA 1.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)	1.1: 17d-17e, 29d-29e, 33a, 35d-35e, 71d-71e, 83d-83e, 98d-98e, 111d-111e, 115a, 117d-117e, 125d-125e, 137d-137e, WP1•10 1.2: 17d-17e, 33d-33e, 82d-83e, 95d-95e, 101d-101e, 143d-143e, 159d-159e, 163a, 167c-167d, 175d-175e, 193c-193d, WP•1-WP•10 1.3: 49d-49e, 73d-73e, 89d-89e, 105d-105e, 123d-123e, 141c-141d, 155d-155e, 173c-173d, 187d-187e, 207d-207e, WP•1-WP•10 1.4: 17d-17e, 43c-43d, 57d-57e, 77d-77e, 195d-195e, 217c-217d, 221a, 225c-225d, WP•1-WP•10 1.5: 17d-17e, 39c-39d, 57d-57e, 77d-77e, 171d-171e, 193c-193d, 135d-135e, 155d-155e, WP•1-WP•10
LA 1.2.2.b Write to known audience or specific reader (e.g., letter to familiar person)	1.2: 17d-17e, 33d-33e, 36-37, 37a, 41c-41d, 43h-43h, WP•1-WP•10 1.4: 17d-17e, 43c-43d, 46-47, 47a, 48d-48e, 61h-61i, 57d-57e, 77d-77e, 80-81, 81a, 85c-85d, 87h-87i, 159d-159e, 181c-181d, 184-185, 185a, 187d-187e, 189h-189i, 195d-195e, 217c-217d, 220-221, 221a, 225c-225d, 227h-227i 1.5: 57d-57e, 77d-77d, 80-81, 81a, 87d-87e, 89h-89i, 135d-135e, 158-159, 159a

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.2.2.c Write books and short pieces of writing that tell a story and/or provide information to readers about a topic	<p>1.1: 17d-17e, 29d-29e, 32-33, 33a, 35d-35e, 37h-37i, 43d-43e, 57c-57d, 60-61, 61a, 63d-63e, 65h-65i</p> <p>1.2: 83d-83e, 95d-95e, 98-99, 99a, 101d-101e, 103h-103i, 175d-175e, 193c-193d, 196-197, 197a, 199d-199e, 201h-210i</p> <p>1.3: 187d-187e, 207d-207e, 210-211, 211a, 215c-215d, 217h-217i, WP•1-WP•10</p> <p>1.4: 125d-125e, 143c-143d, 146-147, 147a, 151c-151d, 153h-153i, WP•1-WP•10</p> <p>1.5: 17d-17e, 39c-39d, 42-43, 43a, 49d-49e, 51h-51i, WP•1-WP•10</p>
LA 1.2.2.d Write stories with a beginning, middle, and end	<p>1.1: 17d-17e, 29d-29e, 32-33, 33a, 35d-35e, 37h-37i, 43d-43e, 57c-57d, 60-61, 61a, 63d-63e, 65h-65i, 125d-125e, 137d-137e, 140-141, 141a, 143d-143e, 145h-145i</p> <p>1.3: 17d-17e, 33d-33e, 36-37, 37a, 41c-41d, 43h-43i</p> <p>1.4: 125d-125e, 143c-143d, 146-147, 147a, 151c-151d, 153h-153i, WP•1-WP•10</p> <p>1.5: 17d-17e, 39c-39d, 42-43, 43a, 49d-49e, 51h-51i</p>
LA 1.2.2.e Compare models and examples (own and others) of various genres to create similar pieces	<p>1.1: 17d, 43d, 71d, 99d, 125d, 151d</p> <p>1.2: 17d, 49d, 95d, 109d, 143d, 175d</p> <p>1.3: 17d, 49d, 89d, 123d, 155d, 187d</p> <p>1.4: 17d, 57d, 93d, 125d, 159d, 195d</p> <p>1.5: 17c, 57d, 95d, 135d, 171d, 207d</p>

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
Speaking & Listening	
LA 1.3 Students will learn and apply speaking and listening skills and strategies to communicate.	
LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	
LA 1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	1.R: 29a, 133a, 159a 1.1: 31b, 59b, 85b, 113b, 139b, 165b 1.2: 35b, 44j, 67b, 78j, 97b, 129b, 138j, 161b, 170j, 195b 1.3: 35b, 75b, 107b, 143b, 148-149, 175b, 209b, 212i, 214-215 1.4: 12j, 45b, 52j, 79b, 88j, 111b, 113b, 145b, 161, 183b, 190j, 219b 1.5: 41b, 49b, 79b, 121b, 157b, 195b, 233b, 236i, 236-237, 238-239, 239a
LA 1.3.1.b Communicate orally in daily classroom activities and routines	1.R: 15u, 16l, 34-35, 35e, 39i, 60-61, 61e, 65i, 91i, 93e, 112-113, 113e, 138-139, 139e, 164-165, 165e 1.1: 36-37, 37k, 58a, 61b, 64-65, 65k 87b, 92-39, 93k, 115b, 118-119, 119k, 141b, 144-145, 145k 1.2: 42-43, 43j, 69b, 76-77, 77k 99b, 102-103, 103k, 131b, 136-137, 137k, 163b, 168-169, 169k 1.3: 37b, 42-43, 43k, 77b, 82-83, 83k, 106h, 116-117, 117k, 148-149, 177b, 181k, 216-217, 217k 1.4: 47b, 50-51, 51k, 81b, 86-87, 87k, 118-119, 119k, 188b. 226b, 227k 1.5: 81b, 88-89, 89k, 90j, 165k, 200b, 201b, 201k

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.	
LA 1.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)	<p>1.R: 15d-15e, 16a, 16m, 32a, 39d-39e, 39i,40a, 41e, 42a, 42l, 58a, 65d-65e, 65i, 66a, 68a, 67e, 68l, 91i, 93e, 94l, 138-139, 143i</p> <p>1.1: 17c, 19a, 19d, 19, 24-25, 29e, 29f, 30a, 30c, 30e, 32a, 33a, 34a, 35e, 36b, 36c, 36-37, 37b, 43c, 43e,141b, 144-145</p> <p>1.2: 17a-17b, 18a, 34a, 38a, 42a, 49a-49b, 50a, 66a, 70a, 76a, 83a-83b, 99b, 102-103, 131b, 136-137, 197b, 200-201</p> <p>1.3: 17a-17b, 18a, 34a, 38a, 42a, 49a-49b, 50a, 74a, 78a, 82a, 110a, 116-117, 145b, 148-149, 188a, 221b, 216-217</p> <p>1.4: 17a-17b, 18a, 44a, 48a, 50a, 57a-57b, 58a, 78a, 82a, 86a, 93a-93b, 113b, 118a, 125a-125b, 159a-159b, 182a, 186a</p> <p>1.5: 17a-17b, 18a, 40a, 44a, 50a, 57a-57b, 58a,78a, 82a, 88e, 95a-95b, 120a, 124a, 135a-135b, 156a, 164a, 171a-171b</p>
LA 1.3.2.b Use information in order to complete a task (e.g., following one/two step directions, responding to questions)	<p>1.R: 15j-15k, 37a-37b, 40a-40b, 51e, 42i, 63a-63b, 67e, 89a-89b, 92a-92b, 93e, 115a-115b, 120l, 138-139, 144a-144b</p> <p>1.1: 18a-18b, 33b, 34a-34b, 58a-58b, 62a-62b, 72a-72b, 84a-84b, 100a-100b, 116a, 126a, 138a-138b, 142-143, 145c</p> <p>1.2: 18a-18b, 34a-34b, 50a-50b, 84a-84b, 96a-96b, 100a-100b,132a-132b, 144a-144b, 164a-164b, 197b, 198a-198b</p> <p>1.3: 34a-34b, 50a-50b, 90a-90b, 106a-106b, 110a-110b, 142a-142b, 146i, 146-147, 188a-188b, 208a-208b, 212a-212b</p> <p>1.4: 44a-44b, 58a-58b, 78a-78b, 82a-82b, 110a-110b, 114a-114b, 126a-126b, 182a-182b, 196a-196b, 218a-218b</p> <p>1.5: 58a-58b, 78a-78b, 82a-82b, 96a-96b, 124a-124b, 136a-136b, 156a-156b, 159b, 172a-172b, 194a-194b, 232a-232b</p>

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.3.2.c Listen and retell specific details of information	<p>1.R: 29a, 55a, 81a, 107a, 133a, 145e, 146l, 159a, 164–165</p> <p>1.1: 31a, 35a, 59a, 63a, 85a, 113a, 139a, 165a</p> <p>1.2: 16c, 19c, 35a, 67a, 70f, 97a, 129a, 132f, 164f, 174c, 177c</p> <p>1.3: 35a, 37b, 42–43, 75a, 107a, 143a, 175a, 209a</p> <p>1.4: 16c, 19c, 45a, 56c, 79a, 82f, 92c, 95c, 161c, 183a, 219a, 222f</p> <p>1.5: 41a, 79a, 121a, 157a, 195a, 233a</p>
LA 1.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated	<p>1.R: 18a, 18-19, 24-25, 96a, 96-97, 104-105, 105a, 117i, 122a, 138–139, 143i</p> <p>1.1: 33b, 36-37, 171j</p> <p>1.2: 43j, 101a, 102–103, 137j, 178b, 182-183, 190-191, 194-195, 201j</p> <p>1.3: 43j, 109b, 117j, 149j, 181j, 211b</p> <p>1.4: 50–51, 114-115, 116-117, 128b, 130-131, 134-135, 138-139, 144-145, 153j, 189j, 227j</p> <p>1.5: 48-49, 51j, 89j, 124-125, 128–129, 164–165</p>

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
LA 1.3.3 Reciprocal Communication: Students will develop reciprocal communication skills.	
LA 1.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)	1.R: 15u, 16l 1.1: 87b, 92-93 1.2: 131b 1.3: 77b
LA 1.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)	1.R: 15i, 15u, 16l, 34-35, 93e, 94l, 164-165 1.1: 64-65, 87b, 92-93, 167b, 170-171 1.2: 76-77, 102-103, 131b, 136-137, 163b, 168-169, 169j 1.3: 37b, 42-43, 77b, 109b, 116-117, 145b, 148-149, 177b, 180-181, 211b, 216-217 1.4: 47b, 50-51, 51j
LA 1.3.3.c Participate in learning situations (e.g. small groups, show and share, cooperative problem solving, play)	1.R: 15c, 15p, 16g, 32f, 39c, 40g, 42g, 43a, 58f, 65c, 66g, 68g, 146s, 162f 1.1: 15c, 16d, 30f, 42d, 57a, 83a, 84f, 92d, 98d, 111a, 112f, 116h, 118d, 124d 1.2: 16d, 34f, 65a, 76d, 82d, 100h, 102d, 129f, 132h, 142d, 159a, 168d, 174d, 193a 1.3: 16d, 42d, 73a, 74f, 78h, 82d, 106f, 110h, 122d, 148d, 154d, 180d, 186d, 208f 1.4: 16d, 43a, 44f, 48h, 50d, 56d, 82h, 86d, 92d, 109a, 110f, 118d, 143d, 148h 1.5: 16d, 40f, 50d, 58d, 77a, 82h, 119a, 124h, 128d, 156f, 160h, 200d, 206d, 240d

**Scott Foresman Reading Street Common Core, Grade 1, ©2013
to the Nebraska Academic Standards for Language Arts**

Nebraska Academic Standards for Language Arts	Scott Foresman Reading Street, ©2013 Grade 1
Multiple Literacies	
LA 1.4 Students will identify, locate, and evaluate information.	
LA 1.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	
LA 1.4.1.a Identify resources to find information (e.g., print, electronic)	1.1: 33c, 61c, 87c, 115c, 141, 163g, 167c 1.2: 37c, 69c, 99c, 109f, 127f, 131c, 131c, 163c, 164i, 164-167, 169c, 197c 1.3: 37c, 77c, 109c, 145c, 177c, 211c 1.4: 47c, 81c, 113c, 147c, 185c, 221c 1.5: 39f, 43c, 81c, 123c, 159c, 197c, 231g, 235c
LA 1.4.1.b Demonstrate understanding of authorship of print and online resources	1.R: 31b, 77c, 79c, 119c 1.1: 29g, 57f 1.2: 33g 1.4: 147b, 185b, 221b 1.5: 193f
LA 1.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online)	This standard can be addressed in connection with the following activities: 1.1: 57f 1.4: 147b, 181f, 185b, 186i, 186-187, 187a, 221b 1.5: 193f
LA 1.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	This standard can be addressed in connection with the following activities: 1.4: 181f, 186i, 186-187, 187a
LA 1.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	1.2: 69c, 75f, 77j 1.3: 17f, 37c, 41e, 43j 1.4: 17f, 43f, 47c, 49f, 51j, 81f, 186i, 186-187, 187a