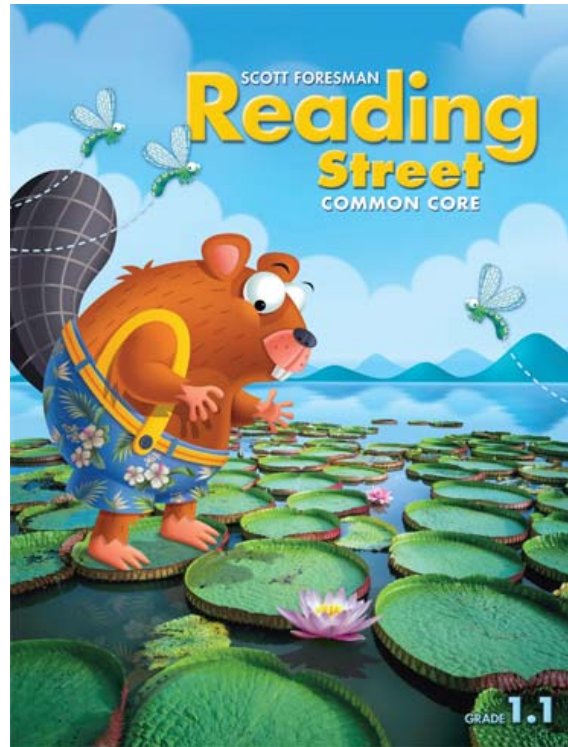


A Correlation of
Scott Foresman Reading Street
Grade 1, ©2013



To the
Archdiocese of New York
EngageNY ELA Module Standards

INTRODUCTION

This document demonstrates how ***Scott Foresman Reading Street Common Core***, ©2013 meets the ADNY EngageNY Module Standards. 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. ***Writing to Sources***, a component of ***Reading Street***, is also cited in this correlation by unit and page number.

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.

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2015—2016 SY

ADNY EngageNY ELA Grade 1 Guide 2015-2016

The EngageNY ELA Curriculum is composed of [Listening & Learning Domains](#) and [Skills Units](#). The Listening & Learning Domains and Skills Units are intended to be taught simultaneously. Recommendations for which domains to teach are provided in the table below. You may choose to teach the domains sequentially or to reorder the sequence of domains to better fit your students' needs. However, be sure to take into account the ADNY Interim Assessment Blueprints and the expected standards to be covered when determining which domains you will teach and the order in which you will teach them. Skills units should be taught based on the needs of your particular class. ***Please note that hyperlinks to the domains and units are provided throughout this document.***

<p align="center">Literary Domains <i>Teach all domains (1,3,9)</i></p>	<p align="center">Informational Text Domains *Choose one-two Science related domains (2,7,8) *Choose one-two Social Studies related domains (5,10,11)</p> <p align="center"><i>*Science and Social Studies related domains may also be integrated into the Science and Social Studies curricula. See Cross-Curricular Connections for recommendations.</i></p>	<p align="center">Integrated Domains: Literary and Informational Texts <i>Choose one (4,6)</i></p>
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Grade 1 Listening & Learning Domains	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7	Domain 8	Domain 9	Domain 10	Domain 11
Domain Title	Fables and Stories	The Human Body	Different Lands, Similar Stories	Early World Civilizations	Early American Civilizations	Astronomy	The History of the Earth	Animals and Habitats	Fairy Tales	A New Nation: American Independence	Frontier Explorers
Estimated Number of Days	14 days	14 days	13 days	21 days	15 days	13 days	12 days	13 days	13 days	10 days	15 days
Domain Standards	Reading for Literature: 1, 2, 3,4, 5, 7, 9	Reading for Literature: NONE	Reading for Literature: 1,2,3,4,5,7, 9	Reading for Literature: 3,6	Reading for Literature: NONE	Reading for Literature: 5	Reading for Literature: NONE	Reading for Literature: NONE	Reading for Literature: 1,2,3,4,5,7,9	Reading for Literature: NONE	Reading for Literature: NONE
	Reading for Informational Text: NONE	Reading for Informational Text: 1, 3,4,7,9,10	Reading for Informational Text: NONE	Reading for Informational Text: 1,2,3, 4,7,9,10	Reading for Informational Text: 1,2,3,4,6,7,9	Reading for Informational Text: 1,3,4,7,9	Reading for Informational Text: 1,3,4,7,9	Reading for Informational Text: 1,3,4,7,8,9	Reading for Informational Text: 1,3,5,6,7,8	Reading for Informational Text: 1,2,3, 4,6,7,8,9	Reading for Informational Text: 1,3,4,6,7,9
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	Language: 5a, 5c, 6	Language: 5a, 5c, 6	Language: 5c, 6	Language: 5c, 6	Language: 5a, 5c, 5d, 6	Language: 5a, 5c, 6	Language: 5c, 6	Language: 5a, 5b, 5c, 6	Language: 5a, 5c, 5d, 6	Language: 5a, 5c, 6	Language: 5a, 5c, 6
Textbook pages for these standards and domains	Scott Foresman Reading Street, ©2013 Grade 1										
	Reading for Literature										
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W.7:

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TE 4: 17e–17f, 43f, 47c, 57e–57f, 81c, 93e–93f, 113c, 125f, 143f, 147c, 159f, 185c, 195f, 217f, 221c

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Estimated Number of Days	32- 35 days	19- 22 days	19- 22 days	28- 31 days	22- 25 days	25- 28 days	20- 23 days
Skills Unit Standards	Reading for Literature: 1,3,7,10	Reading for Literature: 1,2,7,10	Reading for Literature: 1,3,5,7,10	Reading for Literature: 5	Reading for Literature: 1,3,6,7,10	Reading for Literature: 1,3,5,6,7,10	Reading for Literature: 1,3,5,6,7,10
	Reading for Informational Text: NONE	Reading for Informational Text: NONE	Reading for Informational Text: NONE	Reading for Informational Text: 1,2,4,5,6,7,10	Reading for Informational Text: NONE	Reading for Informational Text: NONE	Reading for Informational Text: NONE
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<p>Unit 4, 5 L.4b: TE 4: 193a, 195c, 197e TE 5: 44d, 136d, 198d, 205a, 206–206a, 206c, 209d–209e</p>
<p>Unit 4, 5 L.4c: TE 1: 97a, 98, 100, 101b–101c, 101d–101e, 112c–112d, 112e, 112f, 116e–116f TE 2: 144d, 144, 164e–164f TE 3: 87a, 88–88a, 91d, 122, 125d, 178d, 185a TE 4: 114d TE 5: 160d</p>
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<p>TE 4: 18a, 18b, 44a, 44b, 48a, 48b, 58a, 58b, 78a, 78b, 82a, 82b, 86–87, 94a, 94b, 110a, 110b, 114a–114b, 126a, 126b, 144a, 144b, 148a, 148b, 160a, 160b, 182a, 182b, 186a, 186b, 196a, 196b, 200–201, 204–205, 206–207, 208–209, 214–215, 216–217, 218a, 218b, 222a–222b, 227b</p> <p>TE 5: 18a, 18b, 40a, 40b, 44a, 44b, 58a, 58b, 78a, 78b, 82a, 82b, 96a, 96b, 120a, 120b, 124a, 124b, 136a, 136b, 156a, 156b, 160a, 160b, 172a–172b, 194a–194b, 198a, 198b, 208a, 208b, 232a, 232b, 236a, 236b</p>
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For further explanation of the 1st Grade ELA Curriculum, please go to: <https://www.engageny.org/resource/grade-1-english-language-arts>

For a comprehensive view of domain and unit alignment with the CCLS, please go to: <https://www.engageny.org/resource/ckla-grade-1-unit-by-unit-ccss-alignment>

Grade Level Text List: <https://www.engageny.org/resource/text-list-for-p-12-ela>

Interim Assessment Dates:

Interim 1 - October 19-30, 2015

Interim 2 - January 25-February 5, 2016