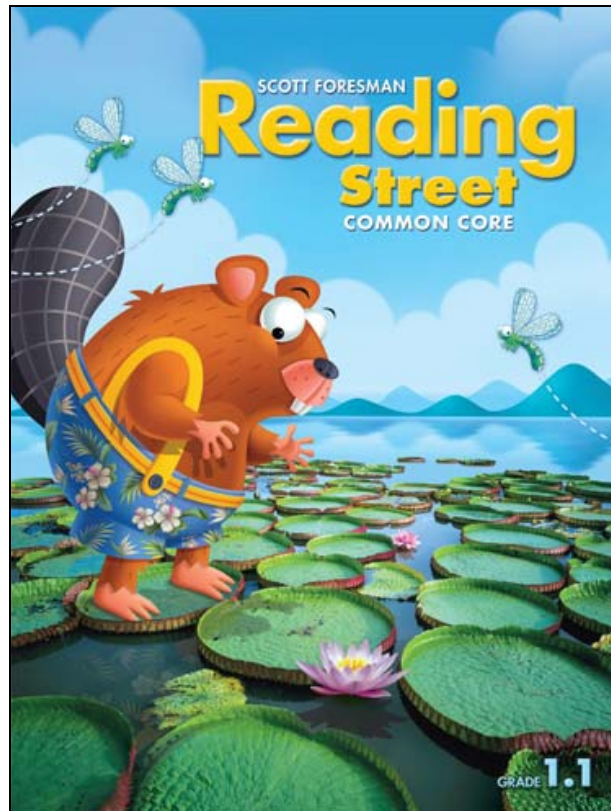


A Correlation of
**Scott Foresman
Reading Street
Grade 1, ©2013**



To the
**Oklahoma Academic Standards
for English Language Arts
Grade 1**

A Correlation of Scott Foresman Reading Street, Grade 1, ©2013, to the Oklahoma Academic Standards for English Language Arts, Grade 1

Introduction

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

Reading Street 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. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

Reading Street is built to help teachers easily implement 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** is the goal that all students are able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instruction that aids in this goal is the *Read for Understanding Routine*, which includes guiding students through the main selection using structured *Access Text* instruction, as well as *Close Reading* instruction to develop students' higher-order thinking skills. *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 instruction and research activities within **Reading Street** 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 knowledge for various purposes.

Reading Street's 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** follows the Response to Intervention model (RtI) to meet the instructional needs of all students. It offers a process that monitors student progress throughout the year so teachers can identify struggling readers early and support on-level and advanced students. 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.

Reading Street standards-based assessment program integrates the standards. The *Assessment Handbook*, *Weekly Tests*, *Fresh Reads*, 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 **Reading Street** echoes the same easy and manageable organization as the 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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Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 1, ©2013
1st Grade	
1: Speaking and Listening – Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Reading – Students will develop and apply effective communication skills through speaking and active listening.	
1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.	TE R: 15i, 15u, 16l, 34–35, 39i, 41e, 42l, 60–61, 65c, 65i, 93e, 94l, 112–113 TE 1: 64–65, 115b, 118–119, 167b, 171j TE 2: 42–43, 76–77, 103j, 131b, 137j, 163b, 168–169, 200–201 TE 3: 77b, 82–83, 83j, 117j, 149j, 177b, 180–181, 211b, 216–217, 217j TE 4: 81b, 86–87, 87j, 88–89, 119j, 189j TE 5: 12–13, 52–53, 81b, 88–89, 89j, 130–131, 159b, 201j, 241j

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<p align="center">Oklahoma Academic Standards for English Language Arts</p>	<p align="center">Scott Foresman Reading Street Grade 1, ©2013</p>
<p>1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.</p>	<p>TE R: 15j–15k, 16a–16b, 16m–16n, 37a–37b, 40a–40b, 41e, 42a–42b, 42l, 42m–42n, 61e, 63a–63b, 66a–66b, 67e, 68a–68b, 68l, 68m–68n, 86–87, 89a–89b, 92a–92b, 94a–94b, 94m–94n, 112–113, 115a–115b, 118a–118b, 119e, 120a–120b, 120l, 120m–120n, 138–139, 141a–141b, 144a–144b, 145e, 146a–146b, 146m–146n, 161b</p> <p>TE 1: 18a–18b, 30a–30b, 33b, 34a–34b, 36–37, 44a–44b, 58a–58b, 62a–62b, 72a–72b, 84a–84b, 88a–88b, 100a–100b, 112a–112b, 116a, 126a, 138a–138b, 142a–142b, 152a–152b, 164a–164b, 168a–168b</p> <p>TE 2: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 84a–84b, 96a–96b, 100a–100b, 110a–110b, 128a–128b, 132a–132b, 144a–144b, 160a–160b, 164a–164b, 176a–176b, 194a–194b, 197b, 198a–198b</p> <p>TE 3: 18a–18b, 34a–34b, 38a–38b, 50a–50b, 74a–74b, 78a–78b, 90a–90b, 106a–106b, 110a–110b, 124a–124b, 142a–142b, 146a–146b, 156a–156b, 174a–174b, 178a–178b, 188a–188b, 208a–208b, 212a–212b</p> <p>TE 4: 18a–18b, 44a–44b, 48a–48b, 58a–58b, 78a–78b, 82a–82b, 94a–94b, 110a–110b, 114a–114b, 126a–126b, 144a–144b, 148a–148b, 160a–160b, 182a–182b, 186a–186b, 196a–196b, 218a–218b, 222a–222b</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, 159b, 160a–160b, 164–165, 172a–172b, 194a–194b, 197b, 198a–198b, 208a–208b, 232a–232b, 236a–236b</p>
<p>1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p>	<p>TE R: 34–35, 91i, 93e, 112–113, 113d, 139d</p> <p>TE 1: 37j, 61b, 64–65, 65k, 66–67, 119j, 170–171</p> <p>TE 2: 43j, 66a, 69b, 70a, 77j, 99b, 102–103, 131b, 136–137, 169j, 201j</p> <p>TE 3: 43j, 83j, 117j, 118–119, 149j, 150–151, 181j, 182–183, 187f</p> <p>TE 4: 51j, 87j, 119j, 147b, 153j, 185b, 189j, 227j</p> <p>TE 5: 43b, 51j, 129j, 165j, 201j, 241j</p>

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1.1.R.4 Students will restate and follow simple two-step directions.	TE R: 93e, 94l, 119e, 120l TE 1: 167b, 170-171 TE 2: 197b, 200-201
Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.	TE R: 94i, 146l, 164-165 TE 1: 12, 38, 61b, 65j, 87b, 92-93, 93j, 141b, 144-145, 170-171 TE 2: 37b, 42-43, 44-45, 69b, 76-77, 102-103, 104, 38, 170 TE 3: 37b, 42-43, 43j, 109b, 116-117, 145b, 211b TE 4: 47b, 50-51, 113b, 118-119, 152-153, 226-227 TE 5: 50-51, 200-201, 201j
1.1.W.2 Students will work respectfully in groups.	TE R: 15i, 15u, 16l, 34-35, 39i, 41e, 42l, 60-61, 65c, 65i, 93e, 94l, 112-113 TE 1: 64-65, 115b, 118-119, 167b, 171j TE 2: 42-43, 76-77, 103j, 131b, 137j, 163b, 168-169, 200-201 TE 3: 77b, 82-83, 83j, 117j, 149j, 177b, 180-181, 211b, 216-217, 217j TE 4: 81b, 86-87, 87j, 88-89, 119j, 189j TE 5: 12-13, 52-53, 81b, 88-89, 89j, 130-131, 159b, 201j, 241j
2: Reading Foundations – Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
Phonological Awareness -Phonological awareness is the ability to recognize, think about and manipulate sounds in spoken language without using text.	
1.2.PA.1 Students will blend and segment onset and rime in spoken words (<i>e.g., /ch/+ /at/ = chat</i>).	TE R: 32d, 110d TE 1: 116c, 118c, 144c, 170c
1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.	TE 1: 14-15, 15a TE 2: 46-47, 76c, 80-81, 102c, 106-107, 136c, 140-141, 141a, 164c-164d, 168c, 172-173, 173a, 200c TE 4: 14-15, 15a, 54-55, 55a

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<p>1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.</p>	<p>TE R: 14-15, 15a, 15m, 16d, 16q-16r, 38-39a, 40d, 42p, 64-65a, 66d, 84d, 90-91a, 92d, 116-117, 118d, 120-121, 144d</p> <p>TE 1: 14-15, 15a, 18c-18d, 34c-34d, 40-41, 41a, 62c-62d, 68-69, 69a, 72c-72d, 84c-84d, 88c-88d, 92c, 100c-100d, 122-123, 123a, 126c-126d, 126-127a, 142c-142d, 144c, 149a, 152d, 168c-168d, 170c</p> <p>TE 2: 14-15, 15a, 47a, 50d, 80-81, 81a, 100c, 128c-128d, 132c-132d, 140-141, 141a, 164c-164d, 172-173, 173a, 198c-198d</p> <p>TE 3: 38c, 86-87, 90c, 116c, 120-121, 124c, 142c, 152-153, 156c, 188c, 208c</p> <p>TE 4: 14-15, 15a, 18c, 48c-48d, 50c, 54-55, 55a, 78c, 82c, 86c, 90-91, 91a, 94c, 110c, 114c, 118c, 156-157, 182c</p> <p>TE 5: 78c, 82c, 88c, 92-93, 93a, 120c, 164c, 240c</p>
<p>1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string).</p>	<p>TE R: 16p, 32d, 42p, 58d, 68p, 68, 110d, 120p, 146p</p> <p>TE 1: 14-15, 15a, 18c-18d, 30c-30d, 40-41, 41a, 44c-44d, 58d, 58e, 68-69, 69a, 72c-72d, 116c, 118c, 122-123, 123a, 124, 126c-126d, 126-127a, 138d, 138e, 144c, 148-149, 149a, 152c-152d, 164d, 168d</p> <p>TE 2: 14-15, 15a, 18c, 34c, 38c 42c, 50c, 70c, 84c, 110c, 140-141, 141a, 172-173, 173a, 176c</p> <p>TE 3: 14-15, 18c, 34c, 38c, 42c, 46-47, 74c, 82c, 86-87, 90c, 106c, 110c, 116c, 124c, 142c, 174c, 178c</p> <p>TE 4: 14-15, 15a, 18c-18d, 54-55, 58c, 78c, 86c, 90-91, 91a, 94c, 110c, 118c, 122-123, 123a, 126c, 144c, 148c, 152c, 156-157, 160c, 182c, 186c, 188c, 192-193, 196c, 218c, 222c, 226c</p> <p>TE 5: 14-15, 15a, 54-55, 55a, 58c, 78c, 124c, 132-133, 133a, 156c, 160c, 164c, 168-169, 169a, 204-205, 205a, 208c</p>

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<p>1.2.PA.5 Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. <i>string</i>= /s/ /t/ /r/ /i/ /ng/).</p>	<p>TE R: 16p, 42p, 68p, 94p, 146p, 162d TE 1: 41a, 44c-44d, 62c-62d, 64c, 69a, 92c, 122-123, 123a, 126c-126d TE 2: 14-15, 15a, 18c, 106-107, 107a, 110c, 132c, 200c TE 3: 15a, 18c, 50c, 86-87, 90c, 110c, 152-153, 156c, 178c, 184-185, 188c, 212c TE 4: 14-15, 18c, 94c, 122-123, 126c, 152c, 156-157, 160c, 186c, 188c, 192-193, 196c TE 5: 14-15, 18c, 54-55, 92-93, 96c, 132-133, 136c, 168-169, 204-205, 205a, 208c</p>
<p>1.2.PA.6 Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of <i>low</i> to say ‘<i>glow</i>’;” “remove the /idge/ from ‘<i>bridge</i>,’ to say ‘<i>br</i>’;” “change the /ar/ in ‘<i>charm</i>’ to /u/ to say ‘<i>chum</i>’).</p>	<p>TE 3: 38c, 42c, 74c, 82c, 106c, 116c, 142c, 174c, 208c, 212c TE 4: 48c, 50c, 82c, 86c, 114c, 118c, 144c, 182c, 218c TE 5: 18c, 40c, 44c, 50c, 82c, 88c, 120c, 124c, 128c, 160c, 164c, 198c, 200c, 236c, 240c</p>
<p>Print Concepts-Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.</p>	
<p>1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p>	<p>TE R: 15g, 15s, 16j, 31c, 39g, 41c, 42j, 57c, 65g, 78c, 68j, 83c, 91g, 93c, 94j, 109c, 117g, 119c, 120j, 135c, 143g, 145c, 146j, 161c TE 1: 29f, 57e, 83f, 111f, 137f, 163f TE 2: 33f, 65f, 95f, 127e, 159f, 193e TE 3: 33f, 73f, 105f, 141e, 173e, 207f TE 4: 43e, 77f, 109f, 143e, 181e, 217e TE 5: 39e, 77f, 119f, 155f, 193e, 231f</p>
<p>1.2.PC.2 Students will recognize the distinguishing features of a sentence (e.g., <i>capitalization of the first word, ending punctuation, comma, quotation marks</i>).</p>	<p>TE R: 91f, 91h, 93b, 94i, 117h, 143f, 144c, 145b, 146c, 146i, 146o, 162c TE 1: 17c, 29c, 32a, 35c, 37g, 99c, 111c, 114a, 117c, 119g, 125c, 137c, 140a, 143c, 145g, 151c, 163c, 166a, 169c, 171g TE 5: 17c, 49c</p>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.</i></p>	

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Phonics and Word Study -Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
<p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of:</p>	<p>TE R: 16, 17a-17b, 32g-32h, 42-43a, 43b-43c, 66e-66f, 66, 66g, 68e-68f, 68g, 68q-68r, 68, 69a-69b, 74-75, 92, 94r, 94, 95a-95b, 113b, 118e-118f, 118, 120e-120f, 120, 121a-121b, 144, 146, 146g, 147a-147b, 154-155, 162g-162h</p> <p>TE 1: 16-16a, 16b-16c, 18-19a, 19b-19c, 19d, 34e-34f, 36c-36d, 37d-37e, 42-42a, 42b-42c, 44-45a, 45b-45c, 58e, 65d-65e, 68-69, 69a, 70-70a, 70b-70c, 72d, 72-73a, 73b-73c, 84d, 88e-88f, 92c, 93d-93e, 98, 98b-98c, 119d-119e, 124-124a, 124b-124c, 126-127a, 127b-127c, 127d, 142e-142f, 145d-145e, 150a, 150b-150c, 152-153a, 153b-153c, 153d, 164e, 170c, 171d-171e</p> <p>TE 2: 16-16a, 16c, 18d, 18-19a, 19b-19c, 19d, 38c, 38e-38f, 38g, 42c, 43d, 48a, 48b-48c, 51a, 51b-51c, 51d, 66d, 70e-70f, 77d, 82-82a, 82b-82c, 84-85a, 85d, 100e-100f, 108-108a, 108b-108c, 110-111a, 111b-111c, 111d, 128e, 132e-132f, 142-142a, 142b-142c, 144-145a, 145b-45c, 174-174a, 174b-174c, 177b-177c, 177d, 198e-198f</p> <p>TE 3: 16b-16c, 18-19a, 19b-19c, 19d, 38e-38f, 43d-43e, 48-48a, 48b-48c, 51d, 78e-78f, 83d-83e, 110e-110f, 117d-117e, 142e, 146e-146f, 149d-149f, 154-154a, 154b-154c, 157b-157c, 178e-178f, 181d-181f, 186b-186c, 188-189a, 189b-189c, 212d, 212e-212f, 217d-217e</p> <p>TE 4: 16b-16c, 18-19a, 19b-19c, 48e-48f, 51d-51e, 56b-56c, 59b-59c, 59d, 82e-82f, 87d-87e, 92-92a, 92b-92c, 94c-94d, 94-95a, 95b-95c, 114e-114f, 119d-119e, 124b-124c, 126-127a, 127b-127c, 148e-148f, 153d-153e, 158b-158c, 186e-186f, 196-197a, 198a, 222e-222f, 226c</p>

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<p>Continued 1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of:</p>	<p>Continued TE 5: 16–16a, 19d, 40d–40e, 44e–44f, 51d–51e, 56–56a, 56b–56c, 78d–78e, 82d, 82e–82f, 82g, 89d–89e, 94–94a, 94b–94c, 97d, 124d, 124e–124f, 129d–129e, 134–134a, 134b–134c, 137d, 156c–156d, 160e–160f, 170–170a, 170b–170c, 173d, 194e, 198e–198f, 206b–206c, 208–209a, 209b–209c, 236e–236f, 236g</p>
<ul style="list-style-type: none"> • single consonants (<i>e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/</i>) 	<p>TE R: 15a-15c, 15n-15p, 16e-16g, 39a-39c, 40e, 42e-42g, 42, 65a-65c, 66e, 68e, 91a-91c, 92e, 94e, 117a-117c, 118e, 120e, 134a-134c, 144e, 146q-146s TE 1: 34d, 44d-45a, 64c, 72d-73a, TE 2: 50d-51a, 66d, 66e, 76c, 100d</p>
<ul style="list-style-type: none"> • consonant blends (<i>e.g., bl, br, cr</i>) 	<p>TE 1: 126-127a, 138d, 138e, 144c, 152d, 152-153a, 164d, 168d, 170c TE 2: 38d TE 4: 94d, 94-95a, 95b-95c, 95d, 95e, 110d, 110e, 118c, 126d, 126-127, 127b-127c, 148d, 152c, 186d</p>
<ul style="list-style-type: none"> • consonant digraphs and trigraphs (<i>e.g., sh-, -tch</i>) 	<p>TE 1: 30d, 30e, 37d-37e, 62d, 62g, 126-127a TE 2: 15a, 16–16a, 16b–16c, 19d, 34c, 34e, 38e–38f, 42c, 43d, 70d, 70g, 84d, 84–85a, 96d, 96e, 100e–100f, 102c, 103d, 132d TE 3: 47a, 48, 48a, 48b–48c, 51d, 74d, 110g, 188d, 188-189a, 189b-189c, 216c TE 4: 48d</p>

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<ul style="list-style-type: none"> • vowel sounds: 	<p>TE R: 16q-16s, 68q-68s, 94q-94s, 120q-120s, 146e</p> <p>TE 1: 15a-16a, 19d, 19e, 30f, 34h, 36c, 41a-42a, 45d, 58d, 62d, 64c, 69a-70a, 73d, 84d, 88d, 92c, 115d, 123a-124a, 127d, 138e, 144c, 149a-150a, 153d, 168d, 170c</p> <p>TE 2: 38g, 47a, 48-48a, 48b, 50-51a, 51c, 51d, 66d, 66e, 70e-70f, 76c, 77d, 82-82a, 82b-82c, 85d, 96c-96d, 96e, 100d, 100e-100f, 100g, 103d, 107a, 108-108a, 108b-108c, 111, 111d, 128d, 128e, 132d, 132e-132f, 132g, 136c, 137d-137e, 141a, 142-142a, 142b-142c, 142d, 145b-145c, 145d, 160d, 160e, 164c-164d, 164e-164f, 168c, 169d-169e, 173a, 174-174a, 174b-174c, 177c, 177d, 194c-194d, 194e, 198d, 198e-198f, 198g, 200c, 201d-201e</p> <p>TE 3: 15a, 16-16a, 16b-16c, 18d, 18-19a, 19b-19c, 19d, 38d, 38e-38f, 78d</p> <p>TE 4: 15a, 16-16a, 16b-16c, 19d, 44d, 44e, 48e-48f, 50c, 51d, 55a, 56-56a, 56b-56c, 59d, 78d, 78e, 82c-82d, 82e-82f, 87d-87e, 91a, 92-92a, 92b-92c, 95d, 95, 110d, 110e, 114d, 114e-114f, 114g, 118c, 119d-119e, 123a, 124-124a, 124b-124c, 127b-127c, 127d, 144d, 144e, 148d, 148e-148f, 148g, 152c, 153d-153e, 158b-158c, 161b-161c, 186d, 186e-186f, 186g</p> <p>TE 5: 44g, 56-56a, 78d, 78e</p>

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o long	<p>TE 2: 38g, 47a, 48–48a, 48b, 50–51a, 51c, 51d, 66d, 66e, 70e–70f, 76c, 77d, 82–82a, 82b–82c, 85d, 96c–96d, 96e, 100d, 100e–100f, 100g, 103d, 107a, 108–108a, 108b–108c, 111, 111d, 128d, 128e, 132d, 132e–132f, 132g, 136c, 137d–137e, 141a, 142–142a, 142b–142c, 142d, 145b–145c, 145d, 160d, 160e, 164c–164d, 164e–164f, 168c, 169d–169e, 173a, 174–174a, 174b–174c, 177c, 177d, 194c–194d, 194e, 198d, 198e–198f, 198g, 200c, 201d–201e</p> <p>TE 3: 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 38d, 38e–38f, 78d</p> <p>TE 4: 15a, 16–16a, 16b–16c, 19d, 44d, 44e, 48e–48f, 50c, 51d, 55a, 56–56a, 56b–56c, 59d, 78d, 78e, 82c–82d, 82e–82f, 87d–87e, 91a, 92–92a, 92b–92c, 95d, 95, 110d, 110e, 114d, 114e–114f, 114g, 118c, 119d–119e, 123a, 124–124a, 124b–124c, 127b–127c, 127d, 144d, 144e, 148d, 148e–148f, 148g, 152c, 153d–153e, 158b–158c, 161b–161c, 186d, 186e–186f, 186g</p> <p>TE 5: 44g, 56–56a, 78d, 78e</p>
o short	<p>TE R: 16q–16s, 68q–68s, 94q–94s, 120q–120s, 146e</p> <p>TE 1: 15a–16a, 19d, 19e, 30f, 34h, 36c, 41a–42a, 45d, 58d, 62d, 64c, 69a–70a, 73d, 84d, 88d, 92c, 115d, 123a–124a, 127d, 138e, 144c, 149a–150a, 153d, 168d, 170c</p> <p>TE 2: 18d–19a, 34d, 38d, 42c</p>
<ul style="list-style-type: none"> • r-controlled vowels (e.g., ar, er, ir or, ur) 	<p>TE 3: 90d, 90–91a, 106d, 116c, 124d, 124–125a, 125b–125c, 142d, 146d, 148c, 153a, 154–154a, 154b–154c, 157d, 178d, 212d</p>

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<ul style="list-style-type: none"> ● vowel spelling patterns: 	<p>TE 2: 81a-82a, 82d, 85d, 85e, 96d, 102c, 132d TE 4: 15a, 16-16, 16b-16c, 16d, 19d, 19e, 44d, 44e, 44f, 48h, 50c, 50d, 52h, 55a, 56-56a, 56b-56c, 56d, 59d, 59e, 78d, 78e, 78f, 82d, 82g, 82h, 86c, 86d, 88h, 91a, 92-92a, 92b-92c, 92d, 110e, 110f, 114d, 114h, 118c, 118d, 120h, 123a, 124-124a, 124b-124c, 124d, 127d, 127e, 144f, 148d, 148h, 152c, 152d, 160d, 161-161a, 161b, 161c, 186d, 188c, 222d TE 5: 19d, 19e, 40f, 44h, 50c, 50d, 55a, 56-56a, 56b-56c, 56d, 78d, 78e, 78f, 82d, 82h, 88c, 88d, 137e, 156f, 160h, 164d, 172d, 172-173a, 236d</p>
<p>o vowel digraphs (<i>e.g., ea, oa, ee</i>)</p>	<p>TE 4: 15a, 16-16, 16b-16c, 16d, 19d, 19e, 44d, 44e, 44f, 48h, 50c, 50d, 52h, 55a, 56-56a, 56b-56c, 56d, 59d, 59e, 78d, 78e, 78f, 82d, 82g, 82h, 86c, 86d, 88h, 91a, 92-92a, 92b-92c, 92d, 110e, 110f, 114d, 114h, 118c, 118d, 120h, 123a, 124-124a, 124b-124c, 124d, 127d, 127e, 144f, 148d, 148h, 152c, 152d, 160d, 161-161a, 161b, 161c, 186d, 188c, 222d TE 5: 19d, 19e, 40f, 44h, 50c, 50d, 172d, 172-173a, 236d</p>
<p>o vowel-consonant-silent-e (<i>e.g., lake</i>)</p>	<p>TE 2: 81a-82a, 82d, 85d, 85e, 96d, 102c, 132d</p>

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Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 1, ©2013
<p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p>	<p>TE 1: 97a, 98–98a, 98b–98c, 100d, 100–101a, 101b–101c, 101d–101e, 102a, 112c–112d, 112e, 116e–116f, 118c, 119d–119e, 142d</p> <p>TE 2: 13a, 51c, 110c, 110d, 110, 111a, 127f, 132f, 135e, 136c, 144d, 144–145a, 145b–145c, 160e, 164d, 164e–164f, 168c, 169d–169e, 176d, 176–177a, 177b–177c, 198d, 198g, 200c</p> <p>TE 3: 18d, 18-19a, 19b-19c, 38b, 38d, 38e-38f, 42c, 49c, 50c, 50d, 50, 51a, 51c, 74e, 78f, 78d, 87a, 88–88a, 88b–88c, 91d–91e, 106d–106e, 106f, 110d, 110e–110f, 116c, 117d–117e, 121a, 122–122a, 122b–122c, 125d, 126a, 142d, 146d, 146e–146f, 146g, 148c, 149d–149f, 156d, 156, 157a, 157c, 173f, 174d, 174e, 178d, 178g, 178f, 179f, 180c, 185a, 186–186a, 186b–186c, 187c, 189d, 207c, 210-211, 212d, 215b, 215c, 216c, 217g, 217l, 310a</p> <p>TE 4: 19d, 48d, 48g, 58–59a, 59b–59c, 60a, 72-73, 73g, 82e–82f, 86c, 86-87, 87a, 114d, 148c, 156-157, 157a, 158a, 158b, 158d, 158, 159f, 160c, 161e, 182d, 182e, 186c, 186f, 186h, 188c, 192-193, 198a, 202-203, 222c, 222d, 226c, 226-227, 227a</p> <p>TE 5: 44g, 58d, 59-59a, 59b-59c, 59d, 82d, 88c, 96d, 96–97a, 97b–97c, 120d, 120e, 124d, 124e–124f, 128c, 129d–129e, 134b–134c, 160d, 160g, 168-169, 172c, 172d, 172, 173a, 173c, 174a, 186-187, 194c, 198f, 200-201, 201a</p>
<ul style="list-style-type: none"> • most major syllable patterns (<i>e.g., closed, open, vowel team, vowel silent e, r-controlled</i>) 	<p>TE 2: 176d, 176-177a, 177b-177c, 200c</p> <p>TE 3: 18d, 18-19a, 19b-19c, 38d, 38e-38f, 42c, 78d</p> <p>TE 4: 148c, 186c, 188c, 192-193, 222c, 226c</p> <p>TE 5: 58d, 59-59a, 59b-59c, 59d, 82d, 88c, 124d, 172c</p>

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<ul style="list-style-type: none"> • inflectional endings (e.g., -s, -ed, -ing) 	<p>TE 1: 97a, 98–98a, 98b–98c, 100d, 100–101a, 101b–101c, 101d–101e, 102a, 112c–112d, 112e, 116e–116f, 118c, 119d–119e, 142d</p> <p>TE 2: 144d, 144–145a, 145b–145c, 160e, 164e–164f, 168c, 169d–169e, 198d, 198g</p> <p>TE 3: 49c, 87a, 88–88a, 88b–88c, 91d–91e, 106d–106e, 106f, 110e–110f, 116c, 117d–117e, 121a, 122–122a, 122b–122c, 125d, 126a, 142d, 146d, 146e–146f, 146g, 148c, 149d–149f, 178d, 178g, 185a, 186–186a, 186b–186c, 189d, 216c</p> <p>TE 4: 19d, 48d, 48g, 58–59a, 59b–59c, 82e–82f, 86c, 114d</p> <p>TE 5: 44g, 96d, 96–97a, 97b–97c, 120d, 120e, 124e–124f, 128c, 129d–129e, 134b–134c, 160d, 160g</p>
<ul style="list-style-type: none"> • compound words 	<p>TE 2: 13a, 51c</p> <p>TE 3: 38b, 50c, 50d, 50, 51a, 51c, 74e, 78f, 110d</p> <p>TE 4: 60a, 72–73, 73g, 86–87, 87a, 156–157, 157a, 158a, 158b, 158d, 158, 159f, 160c, 161e, 182d, 182e, 186f, 186h, 198a, 202–203, 222d, 226–227, 227a</p> <p>TE 5: 168–169, 172c, 172d, 172, 173a, 173c, 174a, 186–187, 194c, 198f, 200–201, 201a</p>
<ul style="list-style-type: none"> • contractions 	<p>TE 2: 110c, 110d, 110, 111a, 127f, 132f, 135e, 136c, 164d</p> <p>TE 3: 156d, 156, 157a, 157c, 173f, 174d, 174e, 178f, 179f, 180c, 187c, 207c, 210–211, 212d, 215b, 215c, 217g, 217l, 310a</p>
<p>1.2.PWS.3 Students will read words in common word families (e.g., -at, -ab, -am, -in).</p>	<p>TE R: 120d</p> <p>TE 1: 30c, 37c, 84c, 164d, 171c</p> <p>TE 2: 66c</p> <p>TE 3: 118h, 148c</p> <p>TE 5: 232</p>

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Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 1, ©2013
Fluency -Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
<p>1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p>	<p>TE R: 16h, 17, 41, 42h, 67, 68h, 69, 119, 120h, 121, 145, 146h, 147</p> <p>TE 1: 17, 19, 30g, 37b, 43, 45, 58g, 65b, 71, 73, 84g, 93b, 99, 101, 112g, 119b, 125, 127, 138g, 145b, 151, 153, 164g, 171b</p> <p>TE 2: 17, 19, 34g, 43b, 49, 51, 66g, 77b, 83, 85, 96g, 103a, 109, 111, 128g, 137b, 143, 145, 160g, 169b, 175, 177, 194b, 201b</p> <p>TE 3: 17, 19, 34g, 43b, 49, 51, 74g, 83b, 89, 91, 106g, 117b, 123, 125, 142g, 149b, 155, 157, 174g, 181b, 187, 189, 208g, 217b,</p> <p>TE 4: 17, 19, 44g, 51b, 57, 59, 78g, 87b, 93, 95, 110g, 119b, 125, 127, 144g, 153b, 159, 161, 182g, 189b, 195, 197, 218g, 227b</p> <p>TE 5: 17, 19, 40g, 51b, 57, 59, 78g, 89b, 95, 97, 120g, 129b, 135, 137, 156g, 165b, 171, 173, 194g, 201b, 207, 209, 232g, 241b</p>
<p>1.2.F.2 Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	<p>TE 1: 45c, 45, 59b, 63b, 65a, 85b, 91a, 113b, 117b, 119a, 139b, 143b, 145a, 165b, 171a</p> <p>TE 2: 35b, 67b, 75b, 77a, 97b, 101b, 102-103a, 129b, 135a, 137a, 161b, 167a, 169a, 195b, 199b, 201a</p> <p>TE 3: 35b, 41a, 43a, 75b, 81a, 82-83, 107b, 115b, 117a, 143b, 145b, 149a, 175b, 179b, 181a, 209b, 215a, 217a</p> <p>TE 4: 45b, 49b, 51a, 79b, 85a, 87a, 111b, 113b, 117a, 119a, 145b, 151a, 153a, 187b, 219b, 225a, 227a</p> <p>TE 5: 41b, 49b, 51a, 79b, 87b, 89a, 127a, 129a, 157b, 163a, 165a, 195b, 199b, 201a, 233b, 239a, 241a</p>

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Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 1, ©2013
2: Reading and Writing Process – Students will use a variety of recursive reading and writing processes.	
Reading- Students will read and comprehend increasingly complex literary and informational texts.	
1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.	<p>TE R: 28–29a, 54–55a, 80–81a, 106–107a, 126–127, 132–133a, 158–159a</p> <p>TE 1: 30–31a, 52–53, 58–59a, 84–85a, 99a, 102b, 104–105, 106–107, 108–109, 111a, 112–113a, 138–139a, 142–143a, 163a, 164h, 165a</p> <p>TE 2: 34–35a, 66–67a, 75a, 86b, 90–91, 96h, 96–97, 97a, 103b, 128–129a, 132i, 143a, 152–153, 159b, 160–161a, 169b, 186–187, 190–191, 194–195a</p> <p>TE 3: 20b, 22–23, 30–31, 33b, 34–35a, 38–39, 74–75a, 105a, 117c, 142–143a, 175a, 207a, 208–209a</p> <p>TE 4: 44–45a, 57a, 60c, 78–79a, 93a, 98–99, 100–101, 102–103, 104–105, 108–109, 110h, 110–111, 111a, 119b, 130–131, 132–133, 134–135, 140–141, 144–145a, 153b, 159a, 180–181, 182–183a, 189c, 218–219a</p> <p>TE 5: 38–39, 40h, 40–41a, 78–79a, 102–103, 108–109, 119a, 121a, 135a–135b, 138b–138c, 142–143, 146–147, 150–151, 152–153, 154–155, 156–157a, 160i, 160–161, 162–163, 165b–165c, 188–189, 194h, 194–195, 195a, 207a–207b, 210b–210c, 226–227, 230–231, 231a, 222–233a, 241c</p>
1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.	<p>TE R: 69c, 91d, 93a, 95c, 100–101, 121c, 162–163, 168–169</p> <p>TE 1: 90–91, 116i, 116–117</p> <p>TE 2: 127a, 137c</p> <p>TE 3: 38i, 105b, 173a, 215c</p> <p>TE 4: 109a, 143a</p> <p>TE 5: 44i, 201c, 231b</p>

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<p>1.2.R.3 Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text.</p>	<p>TE R: 28–29a, 54–55a, 80–81a, 106–107a, 126–127, 132–133a, 158–159a TE 1: 30–31a, 52–53, 58–59a, 84–85a, 138–139a TE 2: 34–35a, 66–67a, 128–129a TE 3: 20b, 22–23, 30–31, 33b, 34–35a, 74–75a, 117c, 142–143a, 147a, 162–163, 174h, 200–201, 207a, 208–209a TE 4: 28–29, 44–45a, 57a, 60c, 78–79a, 159a, 180–181, 182–183a, 189c, 218–219a TE 5: 38–39, 40h, 40–41a, 78–79a, 171a–171b, 184–185, 190–191, 192–193, 194–195, 195a, 201b, 207a–207b, 210b–210c, 226–227, 230–231, 231a, 222–233a, 241c</p>
<p>Writing—Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing.</p>	
<p>1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</p>	<p>TE 1: 29d–29e, 32–33, 57c–57d, 60–61, 83d–83e, 86–87, 111d–111e, 114–115, 137d–137e, 140–141, 163d–163e, 166–167, WP•5, WP•6 TE 2: 33d–33e, 36–37, 65d–65e, 68–69, 95d–95e, 98–99, 127c–127d, 130–131, 159d–159e, 162–163, 193c–193d, 196–197, WP•5, WP•6 TE 3: 33d–33e, 36–37, 73d–73e, 76–77, 105d–105e, 108–109, 141c–141d, 144–145, 173c–173d, 176–177, 207d–207e, 2210–2211, WP•5, WP•6 TE 4: 43c–43d, 46–47, 77d–77e, 77f, 80–81, 109d–109e, 112–113, 143c–143d, 146–147, 181c–181d, 181e, 184–185, 217c–217d, 217e, 220–221, WP•5, WP•6 TE 5: 39c–39d, 39e, 42–43, 77d–77e, 80–81, 119d–119e, 119f, 122–123, 155d–155e, 155f, 158–159, 193c–193d, 193e, 196–197, 231d–231e, 231f, 234–235, WP•5, WP•6</p>
<p>1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.</p>	<p>TE 1: 29d–29e, 32–33, 57c–57d, 60–61, 61a, 111d–111e, 114–115, 137d–137e, 140–141, 141a, WP•5, WP•6 TE 3: 33d–33e, 36–37, 37a, TE 4: 43c–43d, 46–47, 47a, 143c–143d, 146–147, WP•5, WP•6 TE 5: 39c–39d, 42–43, 193c–193d, 196–197, 199d–199e</p>

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Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 1, ©2013
1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (<i>e.g., cup, like, cart</i>) and common, irregularly spelled sight words (<i>e.g., the</i>) while editing.	TE 1: 37h, 65h, 93h, 119h, 145h, WP•9 TE 2: 43h, 77h, 103h, 137h, 169h, WP•9 TE 3: 43h, 83h, 149h, 181h, 217h, WP•9 TE 4: 51h, 87h, 119h, 189h, 227h, WP•9 TE 5: 51h, 89h, 129h, 165h, 241h, WP•9
1.2.W.4 Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook</i>).	TE 1: 37h, 65h, 93h TE 2: 43h, 43i, 77h, 103h, 169h TE 3: 43h, 83h, 149h, 181h, 217h TE 4: 51h, 119h, 227h TE 5: 51h, 89h, 129h, WP•9
3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.	
Reading- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
1.3.R.1 Students will identify the author’s purpose (<i>i.e., tell a story, provide information</i>) with guidance and support.	TE 1: 30-31, 84-85, 112-113, 138-139 TE 2: 34-35, 83a-83b, 88-89, 94-95, 96-97, 101a, 103b, 104i, 128-129, 132-133, 143a-143b, 148-149, 154-155, 160-161, 164-165, 169b, 170i, 184-185, 194h, 194-195 TE 3: 22-23, 34h, 34-35, 74-75, 106-107, 123a-123b, 128-129, 138-139, 142-143, 146-147, 149b, 150i, 179a, 207a, 208-209 TE 4: 78-79, 110-111, 182-183, 218-219 TE 5: 78-79, 120-121, 156-157, 194-195
1.3.R.2 Students will describe who is telling the story (<i>i.e., point of view</i>).	TE 1: 22-23 TE 2: 58-59 TE 3: 73b, 143b, 207a, 207b, 209b, 212i TE 4: 36-37, 45b, 62-63, 109b, 219b TE 5: 121b

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<p align="center">Oklahoma Academic Standards for English Language Arts</p>	<p align="center">Scott Foresman Reading Street Grade 1, ©2013</p>
<p>1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:</p>	<p>TE R: 15d-15e, 15q, 17c, 18a, 20-21, 22-23, 27a, 28-29, 32-33, 39d-39e, 41a, 43d, 44a, 46-47, 48-49, 53a, 54-55, 65d-65e, 67a, 70a, 70-71, 72-73, 76-77, 79a, 80-81, 95c, 96a-96b, 98-99, 104-105, 105a, 106-107, 117d-117e, 119a, 128-129, 132, 136-137, 143d-143e, 152-153</p> <p>TE 1: 17a-17b, 22-23, 24-25, 28-29, 29a-29b, 30h, 30-31, 35a, 37b, 43a-43b, 46b, 48-49, 52-53, 56-57, 58h, 58-59, 65c, 71a-71b, 74b, 74-75, 76-77, 78-79, 80-81, 84h, 116i, 117, 119c, 128b, 130-131, 132-133, 134-135, 136-137, 137a, 138h</p> <p>TE 2: 17a, 20b, 24-25, 26-27, 28-29, 33a, 33b, 34-35, 49a, 54-55, 60-61, 62-63, 64-65, 65a, 65b, 66h, 67a, 109a, 112b, 114-115, 118-119, 120-121, 122-123, 124-125, 127a, 128h, 128-129, 137c</p> <p>TE 3: 17a-17b, 28-29, 30-31, 33b, 34-35a, 43b, 43c, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 73a, 73b, 74h, 74-75a, 112-113, 114-115, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 141a-141b, 142h, 194-195, 196-197, 198-199, 200-201, 202-203, 204-205, 207a, 208h</p> <p>TE 4: 17a, 22-23, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 40-41, 43a, 57a, 64-65, 66-67, 68-69, 70-71, 74-75, 76-77, 77a, 82i, 82-83, 84-85, 162b, 164-165, 166-167, 170-171, 174-175, 176-177, 178-179, 181a, 182h, 189b-189c, 195a, 198-199, 200-201, 204-205, 206-207, 208-209, 210-211, 214-215, 216-217, 218h, 227b-227c</p> <p>TE 5: 17a, 22-23, 26-27, 30-31, 32-33, 36-37, 38-39, 39a, 40-41, 41a, 44i, 44-45, 46-47, 51b, 57a-57b, 62-63, 64-65, 68-69, 74-75, 76-77, 77b, 82i, 82-83, 84-85, 86-87, 87a, 89c, 207a-207b, 210-211, 212-213, 214-215, 216-217, 218-219, 220-221, 224-225, 226-227, 230-231, 231a, 232h</p>

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<ul style="list-style-type: none"> • setting (<i>i.e., time, place</i>) 	<p>TE R: 22-23, 27a, 39d-39e, 41a, 46-47, 53a, 54-55, 62i, 72-73, 152-153</p> <p>TE 1: 17a-17b, 22-23, 24-25, 30-31, 35a, 37b, 38i, 48-49, 58h, 63a, 71a-71b, 76-77, 78-79, 83a, 84-85, 93b, 138h</p> <p>TE 2: 33a, 65b, 66h</p> <p>TE 3: 73b</p> <p>TE 4: 22-23, 218h</p> <p>TE 5: 17a-17b, 22-23, 30-31, 32-33, 38-39, 39a-39b, 40-41, 51b, 52i</p>
<ul style="list-style-type: none"> • plot 	<p>TE R: 65d-65e, 67a, 76-77, 79a, 80-81, 88i, 98-99, 117d-117e, 119a, 126-127, 131a, 132-133, 140i</p> <p>TE 1: 29a, 30h, 43a-43b, 52-53, 56-57, 58-59, 65b, 66i, 83a, 84h, 137a</p> <p>TE 2: 33b, 65a, 66h</p> <p>TE 3: 33b, 72-73, 73a, 73b, 74h, 115a, 136-137, 142h</p> <p>TE 4: 181a, 174-175, 218h</p> <p>TE 5: 17a-17b, 22-23, 26-27, 30-31, 32-33, 36-37, 38-39, 39a-39b, 40-41, 51b, 52i, 78h, 119a, 214-215, 224-225, 232h</p>
<ul style="list-style-type: none"> • main characters and their traits in a story 	<p>TE R: 15d-15e, 15q, 20-21, 27a, 28-29, 36i, 32-33, 48-49, 50-51, 105a</p> <p>TE 1: 17a-17b, 22-23, 24-25, 29a, 30-31, 35a, 37b, 38i, 48-49, 58h, 71a-71b, 76-77, 78-79, 84-85, 93b, 94i, 137a, 138h</p> <p>TE 2: 33a, 65a, 65b, 66h</p> <p>TE 3: 62-63, 73b</p> <p>TE 4: 22-23, 68-69, 218h</p> <p>TE 5: 17a-17b, 22-23, 30-31, 32-33, 36-37, 38-39, 39a-39b, 40-41, 51b, 52i, 62-63, 68-69, 87a, 231a</p>

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<p>1.3.R.4 Students will ask and answer basic questions (<i>e.g., who, what, where, why, and when</i>) about texts.</p>	<p>Objective is met throughout Reading Street. Refer to the following examples: TE R: 18-19, 27a, 28-29a, 44-45, 53a, 70-71, 84-85, 96a, 100-101, 102-103, 105a, 131a, 132-133, 133a, 136i, 136-137, 148-149, 159a, 162i, 162-163 TE 1: 20b, 20-21, 24-25, 28-29, 37b-37c, 57a, 58-59, 63a, 74-75, 76-77, 82-83, 83a, 84-85, 93b-96c, 117a, 125a, 134-135, 137a, 138-139, 145b-145c, 151a TE 2: 32-33, 33a, 33b, 52-53, 54-55, 56-57, 58-59, 60-61, 66-67, 83a, 112-113, 114-115, 116-117, 118-119, 120-121, 124-125, 126-127, 127a, 128-129, 199a TE 3: 20-21, 22-23, 26-27, 30-31, 32-33a, 34h, 49a-49b, 52b, 56-57, 62-63, 73a, 112-113, 115a, 126b, 136-137, 141b, 143h, 155a, 192-193, 207a, 214-215 TE 4: 49a, 96-97, 100-101, 102-103, 108-109, 109a, 110-111, 114-115, 128b, 130-131, 132-133, 134-135, 136-137, 140-141, 143a, 144-145, 150-151, 187a TE 5: 98-99, 100-101, 104-105, 110-111, 114-115, 119a, 124i, 124-125, 138-139, 150-151, 154-155, 155a, 160i, 162-163, 178-179, 186-187, 193a, 194-195, 199a</p>
<p>1.3.R.5 Students will begin to locate facts that are clearly stated in a text.</p>	<p>TE 1: 164-165 TE 2: 96-97, 194-195 TE 3: 106-107, 174-175 TE 4: 93a-93b, 100-101, 102-103, 104-105, 110-111, 119b, 120i, 125a-125b, 130-131, 132-133, 134-135, 140-141, 144-145, 153b TE 5: 120-121, 156-157, 182-183, 184-185, 188-189, 194h, 194-195, 199a</p>

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Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
1.3.W.1 NARRATIVE	
Students will begin to write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>), and a basic setting (<i>i.e., time, place</i>) with guidance and support.	<p>TE 1: 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 115a, 117d, 117f, 119h–119i, 125d, 125e, 137d–137e, 140–141a, 143d, 143e, 145h–145i</p> <p>TE 2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i</p> <p>TE 3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d</p> <p>TE 4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e</p> <p>TE 5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p>
1.3.W.2 INFORMATIVE	
Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.	<p>TE 1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h</p> <p>TE 2: 33d–33e, 36–37a, 41c, 41d, 43h–43i, 49d, 49e, 65d–65e, 68–69, 69a, 75d, 75e, 77h–77i, 83d, 83e, 95d–95e, 98–99, 99a, 101d, 103h–103i, 143d, 143e, 159d–159e, 162–163, 163a, 167c, 167d, 169h–169i, 175d, 175e, 193c–193d, 196–197, 197a, 199d, 199e, 201h–201i</p> <p>TE 3: 89d, 89e, 105d–105e, 108–109a, 115d, 115e, 117h–117i, 123d, 123e, 141c–141d, 144–145a, 147d, 149h–149i, 155d, 155e, 173c–173d, 176–177a, 179d, 179e, 181h–181i</p> <p>TE 4: 57d–57e, 77d–77e, 80–81a, 85c, 85d, 87h–87i, 93d, 93e, 109d–109e, 112–113a, 117c, 117d, 119h–119i, 195d, 195e, 217c–217d, 220–221, 225c, 225d, 227h–227i</p> <p>TE 5: 57d, 57e, 77d–77e, 81a, 89h–89i, 123a, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p>

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1.3.W.3 OPINION	
Students will express an opinion in writing about a topic and provide a reason to support the opinion.	TE 2: 17e, 33d TE 3: 49d, 49e, 73d-73e, 76-77a, 81c, 83h-83i TE 4: 159d, 159e, 181c, 181d, 184-185a, 187d, 187e, 189h-189i TE 5: 77d, 80-81, 89h, 135d, 135e, 155d-155e, 158-159a, 163c, 163d, 165h-165i
4: Vocabulary -	
Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading- Students will expand academic, domain-appropriate, grade-level vocabulary through reading, word study, and class discussion.	
1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	TE R: 18a, 44a, 70a, 96a, 122a TE 1: 18a, 18b, 30a, 30b, 34a, 34b, 44a, 44b, 58a, 58b, 62a, 62b, 72a, 72b, 84a, 84b, 88a, 88b, 95b, 100b, 112b, 116b, 126a, 126b, 138a, 138b, 142a, 142b, 152a, 152b, 164a, 164b, 168a, 168b TE 2: 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 66a, 66b, 70a, 70b, 84a, 84b, 96a, 96b, 100a, 100b, 110a, 110b, 128a, 128b, 132a, 132b, 144a, 144b, 160a, 160b, 164a, 164b, 176a, 176b, 194a, 194b, 198a, 198b TE 3: 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 74a, 74b, 78a, 78b, 90a, 90b, 105g, 106a, 106b, 110a, 110b, 124a, 124b, 142a, 142b, 146a, 146b, 156a, 156b, 174a, 174b, 178a, 178b, 188a, 188b, 208a, 208b, 212a, 212b 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 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

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1.4.R.2 Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define unfamiliar words with guidance and support.	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, 193a, 195c, 197e TE 5: 44d, 160d, 136d, 198d, 205a, 206-206a, 206c, 209d-209e
1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.	TE 2: 146a, 150-151, 168-169a TE 3: 190a, 194-195, 198-199, 206-207, 216-217a TE 4: 44-45, 128a, 152-153a TE 5: 112-113, 138a, 146-147, 164-165a
1.4.R.4 Students will name and sort words into categories based on common attributes.	TE R: 15f, 15h, 15q, 31, 31a, 35a, 67a, 86-87a, 93a, 112-113a, 145a, 164-165a TE 1: 20a, 128a, 132-133, 144-145a TE 2: 20a, 42-43a, 112a, 114-115, 136-137a, 193b TE 3: 105g TE 4: 96a, 108-109, 118-119a TE 5: 98a, 108-109, 128-129a
1.4.R.5 Students will use a dictionary (<i>print and/or electronic</i>) to find words.	TE 1: WP•7, WP•8 TE 3: 126a, 134-135, 148-149, 149a, 150h, 158a, 162-163, 168-169, 180-181, 181a TE 4: 162a, 168-169, 188-189, 189a, 190h TE 5: 60a, 72-73, 77g, 88-89, 89a, 90h
Writing -Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.	TE R: 154d-154e, 146k, 160-161a, 165d-165e TE 1: 29d-29e, 32-33a, 35d-35e, 83d-83e, 86-87, 91c-91d, 111d-111e, 114-115a, 140-141, 141a, WP•6, WP•7 TE 2: 41c-41d, 159d-159e, 162-163, 163a, 167c-167d, 193c-193d TE 3: 41c-41d, 73d-73e, 76-77, 77a, 81c-81d, 207d-207e, 210-211, 211a, WP•6, WP•7, WP•8 TE 4: 77d-77e, 80-81, 81a, 87h, 112-113, 133a, 117c-117d, 143c-143d, WP•6, WP•7, WP•8 TE 5: 39c-39d, 42-43, 43a, 49d-49e, 77d-77e, 80-81, 81a, 87d-87e, 119d-119e, 122-123, 123a

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1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.	<p>TE R: 154d-154e, 146k, 160-161a, 165d-165e</p> <p>TE 1: 29d-29e, 32-33a, 35d-35e, 83d-83e, 86-87, 91c-91d, 111d-111e, 114-115a, 140-141, 141a, WP•6, WP•7</p> <p>TE 2: 41c-41d, 159d-159e, 162-163, 163a, 167c-167d, 193c-193d</p> <p>TE 3: 41c-41d, 73d-73e, 76-77, 77a, 81c-81d, 207d-207e, 210-211, 211a, WP•6, WP•7, WP•8</p> <p>TE 4: 77d-77e, 80-81, 81a, 87h, 112-113, 133a, 117c-117d, 143c-143d, WP•6, WP•7, WP•8</p> <p>TE 5: 39c-39d, 42-43, 43a, 49d-49e, 77d-77e, 80-81, 81a, 87d-87e, 119d-119e, 122-123, 123a</p>
5: Language – Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading– Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
1.5.R.1 Students will recognize nouns as concrete objects (<i>i.e., people persons, places, and things</i>) and use the pronoun “I.”	<p>TE R: 15f, 15h, 15q, 15r, 16i, 16k, 30–31, 35d, 39f, 39h, 41b, 42i, 42k, 56–57, 57a, 61d</p> <p>TE 1: WP•8</p> <p>TE 2: 17c, 33c, 36a, 36–37a, 41b, 43g, 49c, 65c, 68a, 68–69, 75c, 77g, 109c, 127b, 130a, 135b, 137g, 143c, 159c, 162a, 163a, 175c, 193b, 196a, 199c, 201g</p> <p>TE 4: 18d</p> <p>TE 5: 95c, 119c, 122a, 127b, 129g, 129h-129i</p>
1.5.R.2 Students will recognize verbs as actions.	<p>TE R: 65f, 65h, 67b, 67d, 68i, 68k, 82-83, 83a, 87d, 91h</p> <p>TE 2: 77i</p> <p>TE 3: 17c, 33c, 36a, 41b, 43g, 43h-43i</p> <p>TE 4: 153i</p> <p>TE 5: 201i</p>
1.5.R.3 Students will recognize color and number adjectives.	TE 4: 57c, 77c, 80a, 85b, 87g, 87h-87i, 159c, 181b, 184a, 187c, 189g, 189h-189i WP•6
1.5.R.4 Students will recognize the prepositions (<i>e.g., The dog is on top of the doghouse</i>) through pictures and movement.	TE 5: 207c, 220–221, 226–227, 231c, 234a, 235a, 239b, 240–241a, 241g, 241h–241i

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1.5.R.5 Students will recognize singular and plural nouns with correct verbs in simple sentences (<i>e.g. He sits; we sit</i>).	TE R: 15f, 15h, 15r, 15t, 16i, 16k, 30–31, 31a, 35d, 39f, 39h, 41b, 41d, 42i, 42k, 56–57, 57a, 61d, 65f, 67b, 67d, 68i, 68k, 82–83, 83a, 87d, 93b, 93d, 94i, 94k, 109a, 113d, 143f, 143h, 145c, 146i, 146k, 160–161, 161a, 165d TE 2: 143c, 159c, 162a, 162–163, 167b, 169g, 169h, 175c, 193b, 196–197, 199c, 201g TE 3: 17c, 33c, 36a, 41b, 43g, 49c, 73c, 81b, 83g, 89c, 105c, 108a, 109a, 115c, 117g
Writing —Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
1.5.W.1 Students will capitalize:	TE R: 91f, 109a, 161a TE 1: 17c, 29c, 32a, 32–33, 35c, 37g, 61a, 93h, 119h, 145h, 171h, WP•9 TE 2: 43h, 49c, 65c, 68a, 68–69a, 75c, 77g, 77h–77i, 83c, 95c, 98a, 99a, 101c, 103g, 103h, 109c, 127b, 130a, 130–131a, 135b, 137g, 137h, 169h, WP•9 TE 3: 43h, 83h, 181h, 217h TE 4: 87h, 189h, 227h TE 5: 89h, 129h, 165h, 241h
• the first letter of a sentence,	TE R: 91f, 109a, 161a TE 1: 17c, 29c, 32a, 32–33, 35c, 37g, 61a, 93h, 119h, 145h, 171h, WP•9 TE 2: 43h, 77h, 169h TE 3: 43h, 83h, 181h, 217h TE 4: 87h, 189h, 227h TE 5: 89h, 129h, 165h, 241h
• proper names	TE 2: 49c, 65c, 68a, 68–69a, 75c, 77g, 77h–77i, 109c, 127b, 130a, 130–131a, 135b, 137g, 137h, WP•9
• months and days of the week.	TE 2: 109c, 127b, 130a, 130–131a, 135b, 137g, 137h

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1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.	TE R: 15u, 39i, 60–61, 65i, 87d, 164–165 TE 1: 17c–17d, 61b, 64–65, 118–119, 170–171 TE 2: 20–21, 86–87 TE 3: 155d, 180–181, 216–217 TE 4: 119j TE 5: 88–89, 89j, 129j, 235b
6: Research – Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading– Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find the information.	TE 1: 17f, 29g, 33c, 35f, 37j, 43f, 57f, 61c, 63f, 65j, 71f, 83g, 87c, 91e, 93j, 99f, 111g, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 151f, 169f TE 2: 41e, 43j, 49f, 65g, 69c, 77j, 83f, 99c, 101f, 103j, 109f, 135e, 137j, 143f, 175f, 199f, 201j TE 3: 17f, 73g, 81e, 147f, 217j TE 4: 181f TE 5: 51j
1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.	TE R: 31b, 57b, 58i, 84i, 85 TE 1: 33c, 83g, 87c, 88i, 88–91, 154b TE 2: 33g, 37c, 38i, 43c, 77c, 95g, 159g, 164i, 164–165, 166–167, 169c, 193f TE 3: 73g, 109c, 141f, 145c, 170–171, 178i–179, 179a, 207g TE 4: 48i, 48–49, 96–97, 143f, 181f, 186i, 186–187, 187a TE 5: 81c, 119g, 123b–123c, 155b, 155g, 165c, 176–177, 182–183, 186–187, 193f, 194–195, 195a, 197c, 198i, 198–199, 199a, 231g

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<p>1.6.R.3 Students will identify the location and purpose of various visual and text reference sources.</p>	<p>TE 1: 17f, 29g, 33c, 35f, 43f, 57f, 61c, 63f, 65j, 83g, 87c, 91e, 93j, 99f, 111g, 115c, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 163g, 167c, 169f TE 2: 33g, 37c, 41e, 65g, 69c, 75f, 99c, 101f, 127f, 131c, 135e, 159g, 163c, 175f, 197c, 199f TE 3: 33g, 37c, 41e, 49f, 77c, 89f, 109c, 123f, 155f, 177c, 187f, 211c TE 4: 17e–17f, 43f, 47c, 57e–57f, 81c, 93e–93f, 113c, 125f, 143f, 147c, 159f, 185c, 195f, 217f, 221c TE 5: 17f, 39f, 57f, 77g, 81c, 95f, 119g, 123b–123c, 135f, 159c, 171f, 193f, 197c, 207e–207f, 231g, 235c</p>
<p>Writing—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	
<p>1.6.W.1 Students will generate questions about topics of interest.</p>	<p>TE 1: 17f, 43f, 71f, 99f, 125f, 151f TE 2: 17f, 49f, 83f, 109f, 143f, 175f TE 3: 17f, 49f, 89f, 123f, 155f, 187f TE 4: 17f, 57f, 93f, 125f, 159f, 195f TE 5: 17f, 57f, 95f, 135f, 171f, 207f</p>
<p>1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.</p>	<p>TE 1: 33c, 35f, 61c, 63f, 87c, 91e, 115c, 141c, 143f, 117f, 167c, 169f TE 2: 37c, 41e, 69c, 75f, 99c, 101f, 131c, 135e, 163c, 167e, 197c, 199f TE 3: 37c, 41e, 77c, 81e, 109c, 115f, 145c, 147f, 177c, 179f, 211c, 215e TE 4: 47c, 49f, 81c, 85e, 113c, 117e, 147c, 151e, 185c, 187f, 221c, 225e TE 5: 43c, 49f, 81c, 87f, 123c, 127e, 159c, 163e, 197c, 199f, 235c, 239e</p>
<p>1.6.W.3 Students will make informal presentations of information gathered.</p>	<p>TE 1: 37j, 65j, 93j, 119j, 145j, 171j TE 2: 43j, 77j, 103j, 137j, 169j, 101j TE 3: 43j, 83j, 117j, 149j, 181j, 217j TE 4: 51j, 87j, 119j, 153j, 189j, 227j TE 5: 51j, 89j, 129j, 165j, 201j, 241j</p>

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7: Multimodal Literacies – Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading -Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
1.7.R.1 Students will use provided print and digital resources with guidance and support.	TE R: 161b TE 1: 29g, 33c, 57f, 61c, 83g, 87c, 111g, 115c, 137g, 141c, 163g, 167c TE 2: 33g, 37c, 65g, 69c, 95g, 99c, 127f, 131c, 159g, 163c, 193f, 197c TE 3: 33g, 37c, 73g, 77c, 105g, 109c, 141f, 145c, 173f, 177c, 207g, 211c TE 4: 43f, 47c, 77g, 81c, 109g, 113c, 143f, 147c, 181f, 185c, 217f, 221c TE 5: 39f, 43c, 77g, 81c, 119g, 123c, 155g, 159c, 193f, 197c, 231g, 235c
1.7.R.2 Students will explore and compare how ideas and topics are depicted in a variety of media and formats.	TE 1: 90–91, 163b TE 2: 132i, 134–135, 164i, 166–167, 198–199, 199a TE 3: 115a, 147a TE 4: 116–117 TE 5: 162–163
Writing -Students will create multimodal texts to communicate knowledge and develop arguments.	
1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.	TE 1: 37i, 65i, 93i, 119i, 145i TE 2: 43i, 77i, 103i, 137i, 169i, 193f TE 3: 43i, 83i, 149i, 181j, 217i TE 4: 87i, 119i, 186i, 186–187, 189i, 227i TE 5: 51i, 89i, 165i, 193f, 241i
1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	TE 1: 60–61a, 65j, 91, 93j, 119j TE 2: 103j, 169j, 201j TE 3: 43j, 117j, 149j, 177a TE 4: 51j, 119j, 153j, 189j TE 5: 51j, 129j, 165j, 235b, 240–241

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Oklahoma Academic Standards for English Language Arts, Grade 1**

Oklahoma Academic Standards for English Language Arts	Scott Foresman Reading Street Grade 1, ©2013
8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading- Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
1.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.	TE R: 12i, 36i, 62i, 88i, 114i, 140i TE 1: 12i, 38i, 66i, 94i, 120i, 146i TE 2: 12i, 44i, 78i, 104i, 138i, 170i TE 3: 12i, 44i, 84i, 118i, 150i, 182i TE 4: 12i, 52i, 88i, 120i, 154i, 190i TE 5: 12i, 52i, 90i, 130i, 166i, 202i
Writing- Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
1.8.W Students will write independently for extended periods of time through a combination of emergent and conventional writing with guidance and support.	TE R: 143h, 145d, 146k 160-161, 165d TE 1: 17d-17e, 29d-29e, 32-33a, 35d-35e, 37h-35i, 43d-43e, 57c-57d, 60-61, 63d-63e, 65h-65i, 71d-71e, 83d-83e, 86-87a, 91c-91d, 93h-93i, 99d-99e, 111d-111e, 114-115a, 117d-17e, 119h-119i, 125d-125e, 137d-137e, 140-141a, 143d-143e, 145h-145i, 151d-151e, 163d-163e, 166-167a, 169d-169e, 171h-171i, WP1-WP10 TE 2: 17d-17e, 33d-33e, 36-37a, 41c-41d, 43h-43i, 49d-49e, 65d-65e, 68-69a, 75d-75e, 77h-77i, 83d-83e, 95d-95e, 98-99a, 101d-101e, 103h-103i, 109d-109e, 127c-127d, 130-131a, 135c-135d, 137h-137i, 143d-143e, 159d-159e, 162-163a, 167c-167d, 169h-169i, 175d-175e, 193c-193d, 196-197a, 199d-199e, 201h-201i, WP•1-WP•10 TE 3: 17d-17e, 33d-33e, 36-37a, 41c-41d, 43h-43i, 49d-49e, 73d-73e, 76-77a, 81c-81d, 83h-83i, 89d-89e, 105d-105e, 108-109a, 115d-115e, 117h-117i, 123d-123e, 141c-141d, 144-145a, 147d-147e, 149h-149i, 155d-155e, 173c-173d, 176-177a, 179d-179e, 179d-179e, 181h-181i, 187d-187e, 207d-207e, 210-211a, 215c-215d, 217h-217i, WP•1-WP•10

**A Correlation of Scott Foresman Reading Street, Grade 1, ©2013, to the
Oklahoma Academic Standards for English Language Arts, Grade 1**

<p align="center">Oklahoma Academic Standards for English Language Arts</p>	<p align="center">Scott Foresman Reading Street Grade 1, ©2013</p>
<p>Continued 1.8.W Students will write independently for extended periods of time through a combination of emergent and conventional writing with guidance and support.</p>	<p>Continued TE 4: 17d-17e, 43c-43e, 46-47a, 49d-49e, 51h-51i, 57d-57e, 77d-77e, 80-81a, 85c-8d, 87h-87i, 93d-93e, 109d-109e, 112-113a, 117c-117d, 119h-119i, 125d-125e, 143c-143d, 146-147a, 151c-151d, 153h-153i, 159d-159e, 181c-181d, 184-185a, 187d-187e, 189h-189i, 195d-195e, 217c-217d, 220-221a, 225c-225d, 227h-227i, WP•1-WP•10 TE 5: 17d-17e, 39c-39d, 42-43a, 49d-49e, 51h-51i, 57d-57e, 77d-77e, 80-81a, 87d-87e, 89h-89i, 95d-95e, 119d-119e, 122-123a, 127c-127d, 129h-129i, 135d-135e, 155d-155e, 158-159a, 163c-163d, 165h-165i, 171d-171e, 193c-193d, 196-197a, 199d-199e, 201h-201i, 207d-207e, 231d-231e, 234-235a, 239c-239d, 241h-241i, WP•1-WP•10</p>