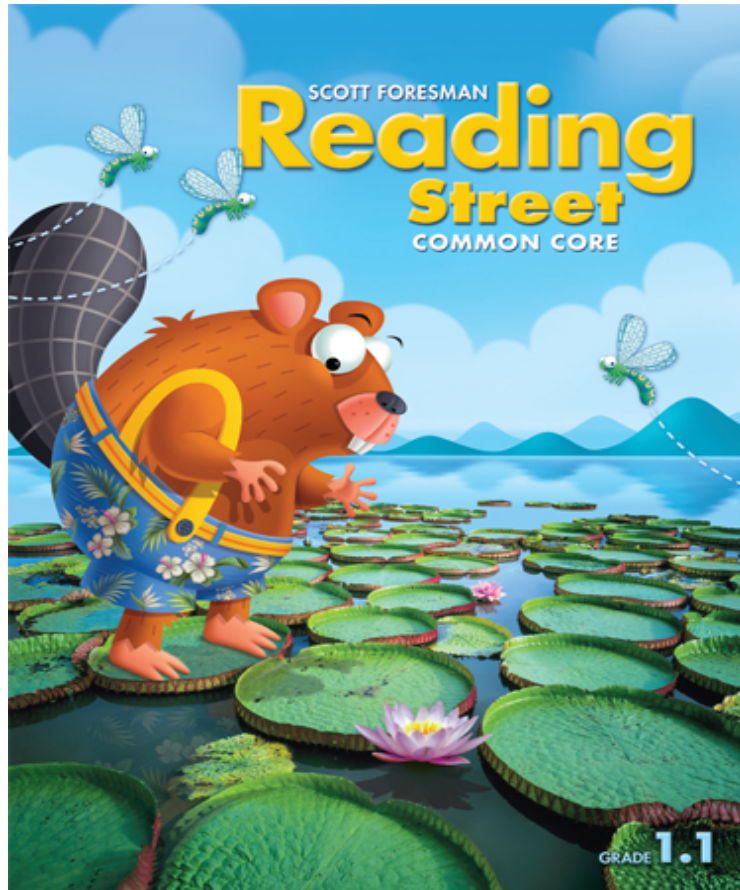


A Correlation of
Scott Foresman Reading Street
Common Core Edition
Grade 1, ©2013



To the
Pennsylvania Core Standards
for English Language Arts (2014)
Grade 1

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Introduction

This document demonstrates how **Scott Foresman Reading Street Common Core, ©2013**, meets the **Pennsylvania Core Standards English Language Arts**, approved in 2014. 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 Common Core is a comprehensive reading program that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally renowned authors who are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

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

At the heart of **Reading Street**—and the Common Core State Standards—is the goal 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.

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

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

Reading Street Common Core instruction for all learners is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. **Reading Street Common Core** follows the Response to Intervention model (RtI) to meet the instructional needs of all students. It offers a process that monitors student 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 Common Core 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 Common Core** 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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to the
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Pennsylvania Core Standards for English Language Arts, Grade 1	Scott Foresman Reading Street Common Core Edition, ©2013
1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
Book Handling	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Print Concepts	
CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.	
<ul style="list-style-type: none"> ▪ Recognize the distinguishing features of a sentence. 	SE/TE: 1.R: 15l, 16c, 16o, 31b, 32c, 40c, 42c, 42o, 57b, 58c, 66c, 68c, 68o, 83b, 84c, 91f, 91h, 92c, 93b, 94c, 94i, 94o, 110c, 117h, 118c, 120c, 120o, 135b, 136c, 143f, 144c, 145b, 146c, 146i, 146o, 162c 1.1: 17c, 29c, 32a, 35c, 37g, 99c, 111c, 114a, 117c, 119g, 125c, 137c, 140a, 143c, 145g, 151c, 163c, 166a, 169c, 171g 1.5: 17c, 49c
Phonological Awareness	
CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<ul style="list-style-type: none"> ▪ Distinguish long from short vowel sounds in spoken single-syllable words. 	SE/TE: 1.R: 14–15a, 42d, 58d, 64d, 94d, 94q–94r, 110d, 116, 118d, 120d, 136d, 146d, 162d 1.1: 30c–30d, 36c, 58c–58d, 64c, 68–69, 84c–84d, 88c–88d, 92c, 96–97, 112c, 138c–138d, 164c–164d, 170c 1.2: 46–47, 66c, 76c, 80–81, 102c, 106–107, 136c, 140–141, 141a, 164c–164d, 168c, 172–173, 173a, 200c 1.3: 78c, 146c, 148c, 180c, 216c 1.4: 14–15, 15a, 44c, 54–55, 55a 152c, 188c, 222c 1.5: 58d, 136c

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<ul style="list-style-type: none"> ▪ Count, pronounce, blend, and segment syllables in spoken and written words. 	<p>SE/TE: 1.R: 16p, 42p, 58d, 68p, 84d, 94p, 120p, 146p, 164d 1.1: 18c, 36c, 44c, 64c, 72c, 92c, 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</p>
<ul style="list-style-type: none"> ▪ Orally produce single-syllable words, including consonant blends and digraphs. 	<p>SE/TE: 1.R: 16p, 32d, 42p, 58d, 68p, 68, 110d, 116, 120, 120p, 142, 146p 1.1: 14–15, 15a, 18c–18d, 18, 19a, 19b–19c, 30c–30e, 34e–34f, 36c, 37d–37f, 40–41, 41a, 44c–44d, 58d, 58e, 62d, 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 1.2: 14–15, 15a, 16a, 16b–16c, 18c, 19d, 34c, 34e, 38c, 38e–38f, 42c, 43d–43e, 50c, 70c, 70d, 84c, 84d, 84, 85a–85c, 96d–96e, 100e–100f, 102c, 103d–103f, 110c, 132d, 140–141, 141a, 172–173, 173a, 176c 1.3: 14–15, 18, 18c, 34c, 38c, 42c, 46–47, 47a, 48, 48a, 48b–48c, 49f, 51d, 74c, 74d–74e, 78e–78f, 82c, 83d–83f, 86–87, 90c, 106c, 110c, 110d, 116c, 124c, 142c, 174c, 178c, 188 1.4: 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 1.5: 14–15, 15a, 54–55, 55a, 58c, 78c, 96, 124c, 132–133, 133a, 156c, 160c, 164c, 168–169, 169a, 204–205, 205a, 208c</p>

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<ul style="list-style-type: none"> ▪ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. 	<p>SE/TE:</p> <p>1.R: 14–15, 15a, 15m, 16d, 16q–16r, 16–17, 38–39a, 40d, 42p, 64–65a, 66d, 84d, 90–91a, 92d, 116–117, 118d, 120–121, 142–143, 144d</p> <p>1.1: 14–15, 15a, 18c–18d, 34c–34d, 40–41, 41a, 62c–62d, 68–69, 69a, 72c–72d, 84c–84d, 88c–88d, 92c, 96, 100c–100d, 122–123, 123a, 126c–126d, 126–127a, 142c–142d, 144c, 148, 149a, 152d, 168c–168d, 170c</p> <p>1.2: 14–15, 15a, 46, 47a, 50d, 80–81, 81a, 100c, 128c–128d, 132c–132d, 140–141, 141a, 164c–164d, 172–173, 173a, 198c–198d</p> <p>1.3: 38c, 86–87, 90c, 116c, 120–121, 124c, 142c, 152–153, 156c, 184, 188c, 208c</p> <p>1.4: 14–15, 15a, 18c, 48c–48d, 50c, 54–55, 55a, 78c, 82c, 86c, 90–91, 91a, 94c, 110c, 114c, 118c, 156–157, 182c, 192</p> <p>1.5: 78c, 82c, 88c, 92–93, 93a, 120c, 164c, 240c</p>
<ul style="list-style-type: none"> ▪ Add or substitute individual sounds (phonemes) in one syllable words to make new words. 	<p>SE/TE:</p> <p>1.3: 38c, 42c, 74c, 82c, 106c, 116c, 142c, 174c, 208c, 212c</p> <p>1.4: 48c, 50c, 78c, 82c, 86c, 110c, 114c, 118c, 144c, 182c, 218c</p> <p>1.5: 124c, 128c, 160c, 164c, 198c, 200c</p>

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<p>Phonics and Word Recognition</p>	
<p>CC.1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words.</p>	
<ul style="list-style-type: none"> ▪ Identify common consonant digraphs, final e, and common vowel teams. 	<p>SE/TE: 1.1: 18, 30d, 30e, 37d–37e, 62d, 62g, 126–127a 1.2: 15a, 16–16a, 16b–16c, 19d, 34c, 34e, 38e–38f, 38g, 42c, 43d, 47a, 48–48a, 48b, 50–51a, 51c, 51d, 66d, 66e, 70e–70f, 70g, 76c, 77d, 82–82a, 82b–82c, 84d, 84–85a, 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, 176, 177c, 177d, 194c–194d, 194e, 198d, 198e–198f, 198g, 200c, 201d–201e 1.3: 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 38d, 38e–38f, 47a, 48, 48a, 48b–48c, 51d, 74d, 78d, 110g 1.4: 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, 94, 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 1.5: 44g, 56–56a, 78d, 78e</p>

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<ul style="list-style-type: none"> ▪ Decode one and two-syllable words with common patterns. 	<p>SE/TE:</p> <p>1.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>1.1: 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, 150, 152–153a, 153b–153c, 153d, 164e, 170c, 171d–171e</p> <p>1.2: 16–16a, 16c, 18d, 18–19a, 19b–19c, 19d, 38c, 38e–38f, 38g, 42c, 43d, 48a, 48b–48c, 50, 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, 176d, 176–177a, 177b–177c, 177d, 194e, 198e–198f, 200c, 201d, 201e</p> <p>1.3: 16b–16c, 18–19a, 19b–19c, 19d, 38d–38f, 43d–43e, 48–48a, 48b–48c, 50–51a, 51b–51c, 51d, 74d, 78e–78f, 83d–83e, 90, 110e–110f, 117d–117e, 124, 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>1.4: 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, 124, 126–127a, 127b–127c, 148e–148f, 153d–153e, 158b–158c, 160, 186e–186f, 194–194a, 194b–194c, 196–197a, 198a, 222e–222f, 226c</p>

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<p>(Continued)</p> <ul style="list-style-type: none"> ▪ Decode one and two-syllable words with common patterns. 	<p>(Continued)</p> <p>1.5: 16–16a, 18c–18d, 18–19a, 19b–19c, 19d, 40d–40e, 44e–44f, 50c, 51d–51e, 56–56a, 56b–56c, 58c–58d, 58–59a, 59b–59c, 59d, 78c–78e, 82d, 82e–82f, 82g, 88c, 89d–89e, 94–94a, 94b–94c, 96, 97d, 124d, 124e–124f, 124g, 129d–129e, 134–134a, 134b–134c, 137d, 156c–156d, 160e–160f, 170–170a, 170b–170c, 172–173a, 173b–173d, 194e, 198e–198f, 206b–206c, 208–209a, 209b–209c, 236d–236f, 236g</p>
<ul style="list-style-type: none"> ▪ Read grade level words with inflectional endings. 	<p>SE/TE:</p> <p>1.1: 97a, 98–98a, 98b–98c, 100d, 100–101a, 101b–101c, 101d–101e, 102a, 112c–112d, 112e, 116e–116f, 118c, 119d–119e, 142d</p> <p>1.2: 144d, 144–145a, 145b–145c, 160e, 164e–164f, 168c, 169d–169e, 198d, 198g</p> <p>1.3: 49c, 87a, 88–88a, 88b–88c, 91d–91e, 91, 106d–106e, 106f, 110e–110f, 116c, 117d–117e, 121a, 122–122a, 122b–122c, 125d, 125, 126a, 142d, 146d, 146e–146f, 146g, 148c, 149d–149f, 178d, 178g, 185a, 186–186a, 186b–186c, 189, 189d, 216c</p> <p>1.4: 19d, 48d, 48g, 58–59a, 59b–59c, 82e–82f, 86c, 114d</p> <p>1.5: 44g, 96d, 96–97a, 97b–97c, 120d, 120e, 124e–124f, 128c, 129d–129e, 134b–134c, 160d, 160g</p>

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<ul style="list-style-type: none"> ▪ Read grade appropriate irregularly spelled words. 	<p>SE/TE:</p> <p>1.R: 16h, 17a–17b, 17, 32f, 32g–32h, 35b, 41, 42h, 43b–43c, 43, 58f, 58g–58h, 61b, 67, 68h, 69a–69b, 69, 84f, 84g–84h, 87b, 93, 94h, 95a–95b, 95, 110g–110h, 113b, 119, 120h, 121a–121b, 121, 130–131, 136f, 136g–136h, 139b, 145, 146h, 147a–147b, 147, 162f, 162g–162h, 165b</p> <p>1.1: 16b–16c, 17, 19b–19c, 19, 30g, 34e–34f, 37b, 37d–37e, 42b–42c, 43, 45b–45c, 45, 58g, 62e–62f, 65b, 65e, 70b–70c, 71, 73, 84g, 88e–88f, 93b, 93d–93e, 99, 101, 112g, 119b, 119d–119e, 124b–124c, 125, 127, 138g, 145d–145e, 150–151, 152–153, 164g, 168e–168f, 171b, 171d–171e</p> <p>1.2: 16b–16c, 17, 19b–19c, 19, 34g, 38f, 43b, 43d, 48b–48c, 51b–51c, 51, 66g, 70e–70f, 77b, 77d, 82b–82c, 83, 85, 96g, 100e–100f, 100g, 103b, 103d, 108c, 108d, 111b–111c, 111, 128g, 132f, 132g, 137b, 137d, 142b–142c, 142d–143, 145b–145c, 145, 154–155, 156–157, 160g, 164g, 169b, 169d–169e, 174b–174c, 175, 177b–177c, 194g, 198e–198f, 198g–198h, 201b, 201d–201e</p> <p>1.3: 16b–16c, 17, 19b–19c, 19, 34g, 38g, 43b, 43d–43e, 48b–48c, 49, 51b–51c, 51, 52a, 74g, 78e–78f, 78g, 83b, 83d–83e, 88b–88c, 89, 91b–91c, 106g, 110e–110f, 117b, 117d–117e, 122b–122c, 123, 125b–125c, 125, 142g, 146e–146f, 146g, 149b, 149d–149f, 154b–154c, 155, 157b–157c, 157, 178e–178f, 181b, 181d–181f, 186b–186c, 186d, 189b–189c, 189, 208g, 212e–212f, 212g, 217b, 217d–217f</p> <p>1.4: 16b–16c, 17, 19b–19c, 19, 44g, 48e–48f, 48g, 51b, 51d–51e, 56b–56c, 57, 59b–59c, 78g, 82e–82f, 82g, 87b, 87d–87e, 92c, 93, 95b–95c, 95, 110g, 114e–114f, 119b, 119d–119e, 124b–124c, 125, 127b–127c, 144g, 148e–148f, 148g, 153b, 153d–153e, 158b–158c, 159, 161b–161c, 161, 182e, 182g, 186e–186f, 186g, 189b, 189d–189e, 194b–194c, 197b–197c, 197, 218g, 222f, 222g, 227b, 227d–227e</p>

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<p>(Continued)</p> <ul style="list-style-type: none"> ▪ Read grade appropriate irregularly spelled words. 	<p>(Continued)</p> <p>1.5: 16b–16c, 17, 19b–19c, 19, 40g, 44e–44f, 44g, 51b, 51d–51e, 56b–56c, 57, 59c, 59, 78g, 82e–82f, 89b, 89d–89e, 94b–94c, 95, 97b–97c, 97, 120e, 120g, 124e–124f, 129b, 129d–129e, 134b–134c, 135, 137b–137c, 137, 156e, 156g, 160e–160f, 165b, 165d–165e, 170b–170c, 171, 173b–173c, 173, 194e, 194g, 198f, 201b, 201d–201e, 206b–206c, 207, 209b–209c, 209, 232e, 232g, 236e–36f, 241b, 241d–241e</p>

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Fluency	
CC.1.1.1.E	
Read with accuracy and fluency to support comprehension:	
<ul style="list-style-type: none"> ▪ Read on-level text with purpose and understanding. 	<p>SE/TE:</p> <p>1.R: 17b, 18a, 27a, 32h, 43c, 44a, 53a, 58h, 69b, 70a–79a, 84h, 95b, 96a–105a, 110h, 121b, 122a–131a, 136h, 147b, 148a, 157b, 162h</p> <p>1.1: 19c, 20b–29a, 31b, 34e–34f, 35b, 37, 37a, 46b–57a, 59b, 62e–62f, 63b, 65, 70c, 73b–73c, 74–83a, 85b, 88f, 91a, 93a, 98c, 101c, 102b–111a, 113b, 116e–116f, 117b, 124c, 127c, 128b–137a, 142f, 150c, 153c, 153, 154b–163a 168f, 169b</p> <p>1.2: 16c, 19c, 20b–33a, 35b, 38f, 41a, 43, 43a, 48c, 51c, 52b–65a, 70f, 82c, 86b–95a, 100f, 108c, 111c, 112b–127a, 132f, 137, 137a, 142c, 145, 146b–159a, 164f, 174c, 177c, 178b–193a, 198f, 201, 201a</p> <p>1.3: 16c, 20b–33a, 35b, 38e–38f, 43, 43d–43e, 48b–48c, 51b–51c, 52b–73a, 78e–78f, 83d–83e, 91b–91c, 92b–105a, 110e–110f, 117d–117e, 122b–122c, 125b–125c, 126b–141a, 146e–146f, 149d–149f, 157b–157c, 158b–173a, 178e–178f, 181d–181f, 186b–186c, 189b–189c, 190b–207a, 212e–212f, 217d–217f</p> <p>1.4: 16c, 19c, 20b–43a, 48f, 51d, 56c, 59c, 60b–77a 79b, 82f, 87, 87d, 92c, 95c, 96b–109a, 114f, 119d, 124c, 127c, 128b–143a, 148f, 153, 153d, 158c, 161c, 162b–181a, 183b, 186f, 189a, 189d, 194c, 197c, 198b–217a, 222f, 227d</p> <p>1.5: 16c, 19c, 20b–39a, 44f, 51d–51e, 56c, 59c, 60b–77a, 82f, 89d, 94c, 97c, 98b–119a, 124f, 129d–129e, 134c, 137c, 138b–155a, 160f, 165d, 170c, 173c, 174b–193a, 198f, 201d, 206c, 209c, 210b–231a, 236f, 241d</p>

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<ul style="list-style-type: none"> ▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	<p>SE/TE:</p> <p>1.1: 45c, 45, 59b, 63b, 65, 65a, 85b, 91a, 113b, 117b, 119a, 139b, 143b, 145, 145a, 165b, 171, 171a</p> <p>1.2: 35b, 67b, 75b, 77, 77a, 97b, 101b, 102–103a, 129b, 135a, 137a, 161b, 167a, 169, 169a, 195b, 199b, 201a</p> <p>1.3: 35b, 41a, 43a, 75b, 81a, 82–83, 107b, 115b, 117, 117a, 143b, 145b, 149, 149a, 175b, 179b, 181, 181a, 209b, 215a, 217, 217a</p> <p>1.4: 45b, 49b, 51, 51a, 79b, 85a, 87a, 111b, 113b, 117a, 119, 119a, 145b, 151a, 153, 153a, 187b, 219b, 225a, 227, 227a</p> <p>1.5: 41b, 49b, 51, 51a, 79b, 87b, 89, 89a, 127a, 129a, 157b, 163a, 165a, 195b, 199b, 201a, 233b, 239a, 241, 241a</p>
<ul style="list-style-type: none"> ▪ Use context to confirm or self correct word recognition and understanding, rereading as necessary. 	<p>SE/TE:</p> <p>1.1: 50–51</p> <p>1.2: 52b, 56–57, 72–73, 74–75, 120–121, 122–123, 169, 169a, 196–197, 206–207</p> <p>1.3: 26–27, 190a, 194–195, 217</p> <p>1.4: 20b, 24–25, 68–69, 128a, 136–137, 153a, 153</p> <p>1.5: 66–67, 112–113, 138a, 165a, 165, 178–179</p>

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<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Main Idea</p>	
<p>CC.1.2.1.A Identify the main idea and retell key details of text.</p>	<p>SE/TE: 1.1: 99a, 102b, 104–105, 106–107, 108–109, 111a, 112–113a, 142–143a, 163a, 164h, 164, 165a 1.2: 75a, 86b, 90–91, 96h, 96–97, 97a, 103b, 132i, 135, 143a, 152–153, 159b, 160–161a, 169b, 186–187, 190–191, 194–195a 1.3: 38–39, 105a, 175a 1.4: 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 1.5: 102–103, 108–109, 119a, 120, 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</p>

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<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.2.1.B Ask and answer questions about key details in a text.</p>	<p>SE/TE: 1.R: 58, 84–85, 136i, 136–137 1.1: 90–91, 104–105, 106–107, 108–109, 110–111, 111a, 111b, 112–113, 143a, 154c, 154–155, 156–157, 158–159, 160–161, 162–163, 163a, 164–165 1.2: 70–71, 72–73, 74–75, 75a, 86–87, 88–89, 94–95, 95a, 95b, 96–97, 101a, 132i, 132–133, 134–135, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–159, 159a, 160–161, 178b, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195 1.3: 39, 40–41, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 105a, 105b, 106–107, 146i–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 173a, 174–175 1.4: 49a, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 109a, 110–111, 114–115, 116–117, 128b, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 143a, 144–145, 150–151, 187a 1.5: 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 119a, 120–121, 124i, 124–125, 126–127, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 155a, 156–157, 160i, 162–163, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195, 199a</p>

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Key Ideas and Details Text Analysis	
CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.	SE/TE: 1.1: 142–143 1.2: 146–147, 148–149, 152–153, 160h, 175a, 178b–178c, 180–181, 182–183, 184–185, 186–187, 193a, 194 1.3: 89a–89b, 94–95, 100–101, 102–103, 106h, 117c, 158b, 158–159, 162–163, 164–165, 166–167, 170–171, 172–173, 173a, 174–175, 181c 1.4: 104–105, 108–109, 109a, 132–133, 136–137, 144h 1.5: 95a–95b, 100–101, 102–103, 114–115, 116–117, 118–119, 129b, 152–153, 156h, 171a–171b, 184–185
Craft and Structure Point of View	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Craft and Structure Text Structure	
CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.	SE/TE: 1.R: 31b, 57b, 58i, 84i, 85 1.1: 33c, 83g, 87c, 88i, 88–91, 154b 1.2: 33g, 37c, 38i, 43c, 77c, 95g, 159g, 164i, 164–165, 166–167, 169c, 193f 1.3: 73g, 109c, 141f, 145c, 170–171, 178i–179, 179a, 207g 1.4: 48i, 48–49, 96–97, 143f, 181f, 186i, 186–187, 187a 1.5: 81c, 119g, 123b–123c, 155b, 155g, 165c, 176–177, 182–183, 186–187, 193f, 194–195, 195a, 197c, 198i, 198–199, 199a, 231g
Craft and Structure Vocabulary	
CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	SE/TE: 1.2: 72–73, 74–75, 178b 1.3: 92b 1.4: 128b, 134–135, 138–139, 140–141 1.5: 112–113, 178–179, 186–187, 188–189, 190–191

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Integration of Knowledge and Ideas Diverse Media	
CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.	SE/TE: 1.R: 58c, 58–59, 84i, 84–85, 109b, 110i, 110–111, 136–137 1.1: 87c, 88i, 88–91, 93c, 102–103, 106–107, 111a, 111b, 154–155, 158–159 1.2: 43c, 70i, 70–75, 86b, 90–91, 92–93, 94–95, 95g, 100i, 100–101, 101a, 103c, 146–147, 159a, 159b, 164i, 164–167, 178–179, 182–183, 186–187, 190–191, 193a, 195a 1.3: 92–93, 105a, 106–107, 141f, 146–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 181c 1.4: 48i, 48–49, 49a, 51c, 100–101, 102–103, 106–107, 108–109, 109a, 109g, 114–115, 116–117, 132–133, 136–137, 138–139, 140–141, 143a, 148i, 148–149, 150–151, 153c, 185b, 221b 1.5: 98–99, 102–103, 119a, 119b, 123b, 124i, 124–125, 126–127, 129c, 138–139, 140–141, 142–143, 146–147, 148–149, 150–151, 155a, 155b, 160i, 160–161, 162–163, 165c, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 193a, 198i, 198–199, 199a
Integration of Knowledge and Ideas Evaluating Arguments	
CC.1.2.1.H Identify the reasons an author gives to support points in a text.	SE/TE: 1.1: 164, 171b 1.2: 70i, 74–75, 96–97, 97a, 103b, 132–133, 143a, 148–149, 154–155, 160, 161a, 164–165, 169b, 194h
Integration of Knowledge and Ideas Analysis Across Texts	
CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.	SE/TE: 1.1: 90–91, 163b 1.2: 132i, 134–135, 164i, 166–167, 198–199, 199a 1.3: 41, 1–5b, 115a, 147a, 215 1.4: 116–117 1.5: 162–163, 190–191

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Vocabulary Acquisition and Use	
<p>CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p>	<p>SE/TE: 1.R: 18a, 44a, 70a, 96a, 122a 1.1: 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 1.2: 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 1.3: 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 1.4: 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 1.5: 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>
<p>CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.</p>	<p>SE/TE: 1.1: 26–27, 37a, 67a–67b, 72a, 78–79, 84a, 88b, 102a 1.2: 52a, 86a, 92–93, 103a, 168–169a, 182–183, 184–185 1.3: 126a, 149a, 158a, 162–163, 168–169, 217a, 217 1.4: 87a, 87, 162a, 168–169, 188–189a, 227a, 227 1.5: 60a, 72–73, 77g, 174a</p>

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<p>Range of Reading</p>	
<p>CC.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>SE/TE: 1.R: 58i, 58–59, 84i, 84–85 1.1: 102c, 102–111, 154b–154c, 154–163, 164h 1.2: 38i, 38–41, 86c, 86–95, 146c, 146–159, 178–193 1.3: 92c, 92–105, 149c, 158c, 158–173 1.4: 96c, 96–109, 128c, 128–143 1.5: 98c, 98–119, 138c, 138–155, 174–193</p>

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1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
Key Ideas and Details Theme	
CC.1.3.1.A Retell stories, including key details, and Demonstrate understanding of their central message or lesson.	SE/TE: 1.R: 28–29a, 54–55a, 80–81a, 106–107a, 126–127, 132–133a, 145e, 158–159a 1.1: 30–31a, 52–53, 58–59a, 84–85a, 138–139a 1.2: 34–35a, 66–67a, 128–129a 1.3: 20b, 22–23, 30–31, 33b, 34–35a, 74–75a, 117c, 142–143a, 207a, 208–209a 1.4: 44–45a, 57a, 60c, 78–79a, 159a, 180–181, 182–183a, 189c, 218–219a 1.5: 38–39, 40h, 40–41a, 78–79a, 207a–207b, 210b–210c, 226–227, 230–231, 231a, 222–233a, 241c
Key Ideas and Details Text Analysis	
CC.1.3.1.B Ask and answer questions about key details in a text.	SE/TE: 1.R: 18–19, 24–25, 27a, 28–29a, 44–45, 46–47, 48–49, 50–51, 52–53, 53a, 54–55, 70–71, 72–73, 78–79, 79a, 80–81, 81a, 96a, 96–97, 98–99, 100–101, 102–103, 104–105, 105a, 106–107, 122–123, 124–125, 126–127, 128–129, 131a, 132–133, 133a, 148–149, 152–153, 156–157, 157a, 158, 159a, 162i, 162–163 1.1: 20b, 20–21, 22–23, 24–25, 28–29, 29a, 30–31, 37b–37c, 57a, 58–59, 63a, 74–75, 76–77, 82–83, 83a, 84–85, 93b–96c, 112, 117a, 125a, 132–133, 134–135, 136–137, 137a, 138–139, 145b–145c, 151a 1.2: 32–33, 33a, 33b, 34, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 66–67, 83a, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 127a, 128–129, 199a

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<p>(Continued) CC.1.3.1.B Ask and answer questions about key details in a text.</p>	<p>(Continued) 1.3: 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33a, 33b, 34h, 34–35, 49a–49b, 52b, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 74–75a, 80–81, 83b, 83c, 110–111, 112–113, 114–115, 115a, 123a–123b, 126b, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141b, 142–143, 143h, 155a, 187a–187b, 190b, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 207a, 208–209, 214–215 1.4: 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43a, 44h, 44–45, 51b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 87b–87c, 110–111, 125a, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 181a, 182–183, 189c, 198b, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 217a, 218–219, 227b–227c 1.5: 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 39a, 40–41, 48–49, 49a, 51b–51c, 57a, 60b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 79a, 82i, 87a, 89b–89c, 210b, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a, 232–233, 233a, 238–239</p>

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<p>Key Ideas and Details Literary Elements</p>	
<p>CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.</p>	<p>SE/TE: 1.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 1.1: 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 1.2: 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 1.3: 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 1.4: 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 1.5: 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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Craft and Structure Point of View	
CC.1.3.1.D Identify who is telling the story at various points in a text.	SE/TE: 1.1: 22–23 1.2: 58–59 1.3: 73b, 143b, 207a, 207b, 209b, 212i 1.4: 36–37, 45b, 62–63, 109b, 219b 1.5: 121b
Craft and Structure Text Structure	
CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	SE/TE: 1.R: 69c, 91d, 93a, 95c, 100–101, 121c, 162–163, 168–169 1.1: 90–91, 116i, 116–117, 168–169 1.2: 127a, 137c 1.3: 38i, 78–81, 105b, 110–115, 173a, 212–215, 215c 1.4: 109a, 143a 1.5: 44i, 45, 201c, 231b
Craft and Structure Vocabulary	
CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	SE/TE: 1.1: 17a, 137b 1.3: 73d–73e, 115a, 198–199, 212i–213, 217c 1.4: 43a, 113b, 168–169, 217a, 222–223, 224–225 1.5: 80–81, 210–211, 218–219, 236i, 236–237, 238–239

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Integration of Knowledge and Ideas Sources of Information	
<p>CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.</p>	<p>SE/TE: 1.R: 15d–15e, 20–21, 22–23, 32–33, 32i, 39d–39e, 44–45, 46–47, 48–49, 50–51, 52–53, 53a, 65d, 70–71, 72–73, 78–79, 79a, 98–99, 122–123, 148a, 148–149, 150–151, 152–153, 156–157, 157a, 162i 1.1: 20–21, 24–25, 34i, 46–47, 50–51, 62i, 62–63, 74b, 74–75, 78–79, 82–83, 128–129, 136–137 1.2: 20–21, 22–23, 24–25, 28–29, 52–53, 58–59, 60–61, 62–63, 65b, 112b, 112–113, 116–117, 120–121, 124–125, 127a 1.3: 20–21, 26–27, 30–31, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 76–77a, 78i, 78–79, 80–81, 112–113, 114–115, 115a, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141b, 142–143, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205 1.4: 20–21, 26–27, 28–29, 30–31, 32–33, 36–37, 38–39, 40–41, 43a, 66–67, 68–69, 74–75, 76–77, 77a, 82i, 82–83, 84–85, 162–163, 166–167, 170–171, 172–173, 174–175, 176–177, 178–179, 181a, 198–199, 200–201, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 217a 1.5: 20–21, 22–23, 26–27, 28–29, 30–31, 34–35, 36–37, 43b, 44i, 46–47, 48–49, 64–65, 68–69, 72–73, 77a, 82–83, 84–85, 86–87, 210–211, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a</p>
Integration of Knowledge and Ideas Text Analysis	
<p>CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.</p>	<p>SE/TE: 1.1: 29b, 34–35a, 58–59, 65c, 90–91, 116–117a, 142–143a, 168–169a 1.2: 40–41, 65b, 201b 1.3: 49a–49b, 64–65, 68–69, 73a, 74, 78–79, 80–81, 115a, 115, 141a–141b, 208h 1.4: 77a, 82–83, 84–85 1.5: 28–29, 34–35, 44–45, 48–49, 49a, 84–85, 86–87, 87a</p>

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Vocabulary Acquisition and Use Strategies	
<p>CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.</p>	<p>SE/TE: 1.1: 26–27, 37a, 67a–67b, 72a, 78–79, 84a, 88b, 102a 1.2: 52a, 86a, 92–93, 103a, 168–169a, 182–183, 184–185 1.3: 126a, 149a, 158a, 162–163, 168–169, 217a, 217 1.4: 87a, 87, 162a, 168–169, 188–189a, 227a, 227 1.5: 60a, 72–73, 77g, 174a</p>
Vocabulary Acquisition and Use	
<p>CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p>	<p>SE/TE: 1.R: 18a, 44a, 70a, 96a, 122a 1.1: 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 1.2: 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 1.3: 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 1.4: 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 1.5: 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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<p>Range of Reading</p>	
<p>CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.</p>	<p>SE/TE: 1.R: 18b, 29a, 32i, 44b, 70b, 122b, 133a, 148b, 162i 1.1: 20c, 20–21, 22–23, 24–25, 26–27, 28–29, 34–35, 36–37a, 46c, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 62i, 62–63a, 64–65a, 74c, 85b, 91a, 92–93a, 116i, 128c, 168i, 168–169, 171c 1.2: 20c, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 52b, 198i 1.3: 20c, 52c, 74h, 126c, 190c, 212i–213, 214–215, 217c 1.4: 20c, 60c, 113b, 128c, 198c, 222i, 222–223, 224–225 1.5: 20c, 60c, 236i, 236–237, 238–239</p>

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<p>1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	
<p>Informative/Explanatory</p>	
<p>CC.1.4.1.A Write informative/explanatory texts to examine a topic and convey ideas and information.</p>	<p>SE/TE: 1.1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h 1.2: 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 1.3: 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 1.4: 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 1.5: 57d, 57e, 77d–77e, 80–81, 81a, 89h–89i, 123a, 196–197, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p>

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<p>Informative/Explanatory Focus</p>	
<p>CC.1.4.1.B Identify and write about one specific topic.</p>	<p>SE/TE: 1.1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h 1.2: 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 1.3: 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 1.4: 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 1.5: 57d, 57e, 77d–77e, 80–81, 81a, 89h–89i, 123a, 196–197, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p>

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<p>Informative/Explanatory Content</p>	
<p>CC.1.4.1.C Develop the topic with two or more facts.</p>	<p>SE/TE: 1.1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h 1.2: 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 1.3: 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 1.4: 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 1.5: 57d, 57e, 77d–77e, 80–81, 81a, 89h–89i, 123a, 196–197, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p>

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<p>Informative/Explanatory Organization</p>	
<p>CC.1.4.1.D Group information and provide some sense of closure.</p>	<p>SE/TE: 1.1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h 1.2: 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 1.3: 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 1.4: 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 1.5: 57d, 57e, 77d–77e, 80–81, 81a, 89h–89i, 123a, 196–197, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p>

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<p>Informative/Explanatory Style</p>	
<p>CC.1.4.1.E Choose words and phrases for effect.</p>	<p>These pages provide opportunities for children to meet this standard. SE/TE: 1.1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h 1.2: 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 1.3: 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 1.4: 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 1.5: 57d, 57e, 77d–77e, 80–81, 81a, 89h–89i, 123a, 196–197, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p>

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<p>Informative/Explanatory Conventions of Language</p>	
<p>CC.1.4.1.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	
<ul style="list-style-type: none"> ▪ Capitalize dates and names of people. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>1.1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h</p> <p>1.2: 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>1.3: 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>1.4: 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>1.5: 57d, 57e, 77d–77e, 80–81, 81a, 89h–89i, 123a, 196–197, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p>

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<ul style="list-style-type: none"> ▪ Use end punctuation; use commas in dates and words in series. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>1.1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h</p> <p>1.2: 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>1.3: 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>1.4: 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>1.5: 57d, 57e, 77d–77e, 80–81, 81a, 89h–89i, 123a, 196–197, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p>

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<ul style="list-style-type: none"> ▪ Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>1.1: 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h</p> <p>1.2: 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>1.3: 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>1.4: 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>1.5: 57d, 57e, 77d–77e, 80–81, 81a, 89h–89i, 123a, 196–197, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p>
<p>Opinion/Argumentative</p>	
<p>CC.1.4.1.G Write opinion pieces on familiar topics.</p>	<p>SE/TE:</p> <p>1.2: 17e, 33d</p> <p>1.3: 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i</p> <p>1.4: 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i</p> <p>1.5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i</p>
<p>Opinion/ Argumentative Focus</p>	
<p>CC.1.4.1.H Form an opinion by choosing among given topics.</p>	<p>SE/TE:</p> <p>1.2: 17e, 33d</p> <p>1.3: 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i</p> <p>1.4: 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i</p> <p>1.5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i</p>

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Opinion/ Argumentative Content	
CC.1.4.1.I Support the opinion with reasons related to the opinion.	SE/TE: 1.2: 17e, 33d 1.3: 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i 1.4: 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i 1.5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i
Opinion/ Argumentative Organization	
CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.	SE/TE: 1.2: 17e, 33d 1.3: 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i 1.4: 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i 1.5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i
Opinion/ Argumentative Style	
CC.1.4.1.K Use a variety of words and phrases.	These pages provide opportunities for children to meet this standard. SE/TE: 1.2: 17e, 33d 1.3: 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i 1.4: 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i 1.5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i

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<p style="text-align: center;">Pennsylvania Core Standards for English Language Arts, Grade 1</p>	<p style="text-align: center;">Scott Foresman Reading Street Common Core Edition, ©2013</p>
<p>Opinion/ Argumentative Conventions of Language</p>	
<p>CC.1.4.1.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>These pages provide opportunities for children to meet this standard. SE/TE: 1.2: 17e, 33d 1.3: 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i 1.4: 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i 1.5: 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i</p>
<p>Narrative</p>	
<p>CC.1.4.1.M Write narratives to develop real or imagined experiences or events.</p>	<p>SE/TE: 1.1: 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 114–115, 115a, 117d, 117f, 119h–119i, 125d, 125e, 132, 137d–137e, 140–141a, 143d, 143e, 145h–145i 1.2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i 1.3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d 1.4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e 1.5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p>

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Narrative Focus	
CC.1.4.1.N Establish “who” and “what” the narrative will be about.	SE/TE: 1.1: 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 114–115, 115a, 117d, 117f, 119h–119i, 125d, 125e, 132, 137d–137e, 140–141a, 143d, 143e, 145h–145i 1.2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i 1.3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d 1.4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e 1.5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i
Narrative Content	
CC.1.4.1.O Include thoughts and feelings to describe experiences and events.	SE/TE: 1.1: 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 114–115, 115a, 117d, 117f, 119h–119i, 125d, 125e, 132, 137d–137e, 140–141a, 143d, 143e, 145h–145i 1.2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i 1.3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d 1.4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e 1.5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i

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Narrative Organization	
<p>CC.1.4.1.P Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.</p>	<p>SE/TE: 1.1: 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 114–115, 115a, 117d, 117f, 119h–119i, 125d, 125e, 132, 137d–137e, 140–141a, 143d, 143e, 145h–145i 1.2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i 1.3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d 1.4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e 1.5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p>
Narrative Style	
<p>CC.1.4.1.Q Use a variety of words and phrases.</p>	<p>These pages provide opportunities for children to meet this standard. SE/TE: 1.1: 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 114–115, 115a, 117d, 117f, 119h–119i, 125d, 125e, 132, 137d–137e, 140–141a, 143d, 143e, 145h–145i 1.2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i 1.3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d 1.4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e 1.5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p>

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<p>Narrative Conventions of Language</p>	
<p>CC.1.4.1.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> ▪ Capitalize dates and names of people. 	<p>These pages provide opportunities for children to meet this standard. SE/TE: 1.1: 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 114–115, 115a, 117d, 117f, 119h–119i, 125d, 125e, 132, 137d–137e, 140–141a, 143d, 143e, 145h–145i 1.2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i 1.3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d 1.4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e 1.5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p>
<ul style="list-style-type: none"> ▪ Use end punctuation; use commas in dates and words in series. 	<p>These pages provide opportunities for children to meet this standard. SE/TE: 1.1: 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 114–115, 115a, 117d, 117f, 119h–119i, 125d, 125e, 132, 137d–137e, 140–141a, 143d, 143e, 145h–145i 1.2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i 1.3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d 1.4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e 1.5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p>

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<ul style="list-style-type: none"> ▪ Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>SE/TE:</p> <p>1.1: 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 114–115, 115a, 117d, 117f, 119h–119i, 125d, 125e, 132, 137d–137e, 140–141a, 143d, 143e, 145h–145i</p> <p>1.2: 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i</p> <p>1.3: 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d</p> <p>1.4: 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e</p> <p>1.5: 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p>
<p>Response to Literature</p> <p>Intentionally Blank</p>	<p>Pennsylvania has no objectives for this strand at this grade level.</p>

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Production and Distribution of Writing Writing Process	
<p>CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>SE/TE: 1.R: 28–29, 55a, 81a, 107a, 133a, 159a 1.1: 30–31a, 35d, 35e, 37h–37i, 57c–57d, 58–59, 60–61, 61a, 63d, 63e, 65h–65i, 71d, 71e, 83d–83e, 84–85, 86–87, 87a, 91c, 91d, 93h–93i, 112–113, 117d–117e, 138–139, 140–141, 143d, 143e–143f, 145h–145i, 163d–163e, 164–165, 167a, 167c 1.2: 33d–33e, 35a, 36–37, 37a, 41c, 41d–41e, 67a, 69a, 75d, 95e, 97a, 101d, 101e, 129a, 135c, 135d–135e, 161a, 163a, 167c, 167d–167e, 175f, 193c–193d, 194–195, 199e–199f 1.3: 34–35, 41c, 41d, 74–75, 81c, 81d, 106–107, 115e, 117h–117i, 142–143, 147d, 147e, 173c–173d, 174–175, 176–177a, 179d, 179f, 208–209, 215d, 215e 1.4: 17d, 17e–17f, 43c–43d, 44–45, 46–47a, 49d, 49e–49f, 79a, 85c, 85d–85e, 109d–109e, 111a, 112–113a, 117c, 117d–117e, 118–119, 145a, 151e, 153h–153i, 183a, 187d, 187f, 219a, 225c, 225e 1.5: 41a, 49d, 49f, 77d–77e, 79a, 87d, 87e–87f, 89h–89i, 119d–119e, 121a, 127c, 127e, 129h–129i, 155d–155e, 156–157, 157a, 163c, 163e, 195a, 196–197, 197a, 199e–199f, 233a, 239c, 239d–239e</p>
Technology and Publication	
<p>CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p>	<p>SE/TE: 1.1: 37i, 65i, 93i, 119i, 145i 1.2: 43i, 77i, 103i, 137i, 169i, 193f 1.3: 43i, 83i, 149i, 181j, 217i 1.4: 87i, 119i, 186i, 186–187, 189i, 227i 1.5: 51i, 89i, 165i, 193f, 241i</p>

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Conducting Research	
<p>CC.1.4.1.V Participate in individual or shared research and writing projects.</p>	<p>SE/TE: 1.1: 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 1.2: 41e, 43j, 49f, 65g, 69c, 77j, 83f, 99c, 101f, 103j, 109f, 135e, 137j, 143f, 175f, 199f, 201j 1.3: 17f, 73g, 81e, 147f, 217j 1.4: 181f 1.5: 51j</p>
Credibility, Reliability, and Validity of Sources	
<p>CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>SE/TE: 1.1: 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 1.2: 33g, 37c, 41e, 65g, 69c, 75f, 99c, 101f, 127f, 131c, 135e, 159g, 163c, 175f, 197c, 199f 1.3: 33g, 37c, 41e, 49f, 77c, 89f, 109c, 123f, 155f, 177c, 187f, 211c 1.4: 17e–17f, 43f, 47c, 57e–57f, 81c, 93e–93f, 113c, 125f, 143f, 147c, 159f, 185c, 195f, 217f, 221c 1.5: 17f, 39f, 57f, 77g, 81c, 95f, 119g, 123b–123c, 135f, 159c, 171f, 193f, 197c, 207e–207f, 231g, 235c</p>

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<p>Range of Writing</p>	
<p>CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>	<p>SE/TE: 1.1: 17d–17e, 29d–29e, 32–33a, 35d–35e, 37h–37i, 43d–43e, 57c–57d, 60–61a, 63d–63e, 65h–65i, 71d–71e, 83d–83e, 86–87a, 91c–91d, 93h–93i, 99d–99e, 111d–111e, 114–115a, 117d–117f, 119h–119i, 125d–125e, 137d–137e, 140–141a, 143d–143e, 145h–145i, 151d–151e, 163d–163e, 166–167a, 169d–169e, 171h–171i 1.2: 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 1.3: 17d–17e, 33d–33e, 36–37a, 41c–41d, 43h–43i, 49d–49e, 73d–73e, 76–77a, 81c–81d, 83h–83i, 89d–89e, 105d–106e, 108–109a, 115d–115e, 117h–117i, 123d–123e, 141c–141d, 144–145a, 147d–147e, 149h–149i, 155d–155e, 173c–173d, 176–177a, 179d–179e, 181h–181i, 187d–187e, 207d–207e, 210–211a, 215c–215d, 217h–217i 1.4: 17d–17e, 43c–43d, 46–47a, 49d–49e, 51h–51i, 57d–57e, 77d–77e, 80–81a, 85c–85d, 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 1.5: 17d–17e, 39c–39d, 42–43a, 49d–49e, 51h–51i, 57d–57e, 77d–77e, 80–81a, 87c–87d, 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</p>

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1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
Comprehension and Collaboration Collaborative Discussion	
CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.	SE/TE: 1.R: 34–35, 91i, 93e, 112–113, 113d, 139d 1.1: 37j, 38, 61b, 64–65, 65k, 66–67, 94, 119j, 120, 170–171 1.2: 43j, 66a, 69b, 70a, 77j, 99b, 102–103, 131b, 136–137, 169j, 201j 1.3: 43j, 83j, 117j, 118–119, 149j, 150–151, 181j, 182–183, 187f 1.4: 51j, 87j, 119j, 147b, 153j, 185b, 189j, 227j 1.5: 43b, 51j, 129j, 165j, 201j, 241j
Comprehension and Collaboration Critical Listening	
CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	SE/TE: 1.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 1.1: 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, 170 1.2: 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 1.3: 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

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<p>(Continued) CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>(Continued) 1.4: 18a–18b, 44a–44b, 48a–48b, 58a–58b, 78a–78b, 82a–82b, 94a–94b, 110a–110b, 114a–114b, 126a–126b, 144a–144b, 148a–148b, 152, 160a–160b, 182a–182b, 186a–186b, 196a–196b, 218a–218b, 222a–222b 1.5: 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>
Comprehension and Collaboration Evaluating Information	
<p>CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>SE/TE: 1.R: 42l, 60–61, 117i, 138–139, 143i 1.1: 33b, 36, 65j, 118–119, 145j, 171j 1.2: 37b, 43j, 102–103, 137j, 168–169 1.3: 42–43, 82–83, 149j, 177b, 180–181, 211b, 216–217 1.4: 50–51, 87j, 188–189, 227j 1.5: 89j, 128–129, 241j</p>
Presentation of Knowledge and Ideas Purpose, Audience, and Task	
<p>CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>SE/TE: 1.R: 91, 94i, 146l, 164–165 1.1: 12, 38, 61b, 65j, 87b, 92–93, 93j, 141b, 144–145, 146, 170–171 1.2: 12, 37b, 42–43, 44–45, 69b, 76–77, 78, 102–103, 104, 138, 170 1.3: 37b, 42–43, 43j, 44, 109b, 116–117, 145b, 211b 1.4: 47b, 50–51, 113b, 118–119, 152–153, 226–227 1.5: 50–51, 200–201, 201j</p>

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Presentation of Knowledge and Ideas Context	
CC.1.5.1.E Produce complete sentences when appropriate to task and situation.	SE/TE: 1.R: 15u, 39i, 60–61, 65i, 87d, 164–165 1.1: 17c–17d, 61b, 64–65, 118–119, 170–171 1.2: 20–21, 86–87 1.3: 155d, 180–181, 216–217 1.4: 119j 1.5: 88–89, 89j, 129j, 235b
Integration of Knowledge and Ideas Multimedia	
CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	SE/TE: 1.1: 60–61a, 65j, 91, 93j, 119j 1.2: 103j, 169j, 201j 1.3: 43j, 117j, 149j, 176–177, 177a 1.4: 51j, 119j, 153j, 189j 1.5: 51j, 129j, 165j, 200, 235b, 240–241
Conventions of Standard English	
CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	SE/TE: 1.R: 15t, 16k, 41d, 42k, 67d, 68k, 87d, 91f, 93b, 93d, 94i, 94k, 108–109, 109a, 113d, 117f, 117h, 119b, 119d, 120i, 134–135, 139d, 143f, 143h, 145d, 146i, 161 1.1: 17c–17d, 29c, 32a, 57b, 60–61, 61a, 63c, 65g, 83c, 99c, 111c, 114a, 114–115, 119g, 125c, 137c, 140a, 145g, 163c, 166a, 171g 1.2: 43g, 49c–49d, 65c, 68a, 68–69, 75c, 77g, 83c, 95c, 95d–95e, 98a, 98–99, 99a, 101c, 103g, 109c, 127b, 130a, 130–131, 131a, 135b, 137g, 137h–137i, 196a, 199c 1.3: 89c, 105c, 108–109a, 115c, 115e, 141c–141d, 181g, 187c, 207c, 210–211a, 215b, 215e, 217g 1.4: 43b, 46a, 46–47, 49c, 51g, 57c, 77c, 80a, 80–81, 85b, 87g, 93c, 109c, 112a, 112–113, 117b, 119g, 125c, 146a, 146–147, 147a, 151b, 153g, 159c, 181b, 184a, 184–185, 187c, 189g, 195c, 217b, 220a, 220–221, 225b, 227g 1.5: 17c, 39b, 42a, 49c, 51g, 57c, 80a, 89g, 95c, 119c, 122a, 127b–127c, 129g, 155c, 165g, 171c, 193b, 196a, 196–197, 197a, 199c, 201g, 207c, 231c, 234–234a, 234–235, 235a, 239b, 241g